



# School Guide

Goodwill Charter School  
1015 Norwood Park Blvd. • Austin, Texas 78753 • (512) 531-5500

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## INTRODUCTION & PURPOSE

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The School Guide contains important information for students on how they can be successful in completing the program at The Excel Center Charter School District. The guide highlights Excel Center policies, rules, and regulations that apply to students and it provides detailed information about the courses and programs offered. Most importantly, the guide offers the information you will need to plan the courses you will take in order to graduate from high school, be accepted and successful at the post-secondary option you choose, and in your desired career.

The guide has four sections:

- General information for all secondary students;
- High school graduation requirements;
- High school course descriptions;
- Career and Technical Education course information and descriptions

You should look ahead at the classes that are necessary to meet graduation requirements. Some of those classes may have prerequisite courses that you must take in your freshman, sophomore, or junior year. If you get passed your first few terms without taking the prerequisites, you will not be able to take the higher level courses and possibly not have the credits you will need to graduate. So **plan ahead!** Your life coach and teachers can help you select the right classes to take so that you will be able to graduate well prepared for your post-secondary plans and for your desired career.

## GETTING STARTED

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### **Success at The Excel Center**

Success at The Excel Center requires planning and lots of hard work. Excel Center Students are represented as the Stars – our students work hard to invest in themselves and develop a meaningful connection to work. This section of the guide is intended to answer many of the questions students have about planning for graduation and the rules and procedures The Excel Center follows. Use this guide to help select your courses according to your Personal Graduation Plan. Many courses are required and there are also many enjoyable and enriching electives. Choose your courses carefully, plan to work hard, and get involved in your school community.

### **Staying Connected**

Students who are most successful at The Excel Center stay connected. There are a variety of ways to make sure you have the most up to date information.

### **Skyward Family Access Account**

This is the MOST important way to stay connected at The Excel Center. Family Access is the portal ALL students use to view grades, schedules, and calendars. Family Access is also how students will select their classes for each term. It's important for students to keep their phone number up to date in Family Access. This phone number is used to send important messages and safety alerts in the event of school closure or emergency.

Username – firstinitial.lastname000 or 001  
Default Password - excelstars

### **Skyward Family Access Account - Skylert**

Skylert is the system The Excel Center uses to send phone, email, and text messages to students. Most communication from Skylert will be important reminders to students. Skylert is also used to communicate with students in case of school closure and/or emergency.

In order to receive Skylert text messages, the student must Opt In to receive texts. Once the student is enrolled the student can Opt In by texting Y or Yes to 67587. The student must have their correct phone number in Family Access to receive these text messages.

Students can also update their Skylert settings by logging into Family Access and navigating to Skylert on the left-side tabs. The primary phone number and message preferences can be updated in this area.

### **Student Gmail Account**

All Excel Center students receive a school gmail account upon enrollment. This account will be used to communicate important information and provides a Google Drive account for the student to save important school documents and access Google Classrooms.

Accounts are set up with the following format:

Email Address – [firstname.lastname@goodwillexcel.org](mailto:firstname.lastname@goodwillexcel.org) (example: [joe.coffee@goodwillexcel.org](mailto:joe.coffee@goodwillexcel.org))  
Default Password – excelstars

If students forget their password they can ask their Life Coach to have it reset.

### **Social Media**

Excel Center Facebook Page – <https://www.facebook.com/AustinGoodwill?ref=share>

Excel Center Twitter – <https://twitter.com/GWExcelCenter>

Excel Center Instagram – <https://www.instagram.com/gwexcelcenteratx/>

Excel Center Stargazer – Weekly Newsletter - <https://sites.google.com/goodwillexcel.org/stargazer/home>

### **Academic and Career Planning at The Excel Center**

Academic and career planning is a critical and ongoing process for Excel Center students. In order to help students determine their career goals and prepare for course selections and post-secondary choices, Life Coaches will meet with each student to review options and career-planning activities on a regular basis. Students will be exposed to career pathways, explore career interests, learn about post-secondary options, and plan courses they might take to meet graduation requirements and, ultimately, to determine their career goals. Seniors will be assigned to a senior level Life Coach that will specialize in transition options as students earn their high school diplomas.

Excel Center students will meet with our Intake Coach prior to enrollment to create an initial class schedule and personal graduation plan. Once enrolled, students will meet with their assigned Life Coach to create a plan and timeline that will lead to graduation. Students will review the available career pathways and select an area

of interest. While enrolled at The Excel Center, students will participate in career exploration activities through MAPS, Senior Seminar, and other campus activities.

The prescribed level of achievement for all Excel Center students varies depending on the graduation plan required based on the year each student entered, or would have entered Grade 9. Students will review their Personal Graduation Plan with their Life Coach upon enrollment and determine all available graduation options. More detailed information about the various graduation plans and their requirements can be found within the Graduation Requirements section.

### **High School Transcripts**

The high school transcript is an official and permanent record of a student's academic performance during high school and, in some cases, of high school courses completed prior to high school (TEC §28.025(e)). Transcript entries may not be altered or removed except to correct errors.

Current and former students may request a copy of their Excel Center transcript by submitting an electronic request to the registrar's office. A transcript request form can be found on the school website. Requests must be submitted in writing or electronically and forms can be found at the Reception desk, from the Life Coach, or on the school website. You'll need to provide complete mailing information (institution/individual, street address, city, state, and zip code). Allow 5 school days during non-peak registration periods for processing request. Registration and end of term periods may result in processing times up to 10 school days.

### **Enrichment Activities**

Activities that support course work include the Student Family Teacher Association, School Council and other Campus Committees, Cultural club, Media club, and Career clubs. University Interscholastic League (UIL) activities are not currently available at The Excel Center. Students are encouraged to become active members in The Excel Center school community. As such, students interested in developing additional clubs or enrichment activities should speak with their Life Coach and submit a proposal to the Campus Administrator.

### **Personal Conduct**

The Excel Center expects students to exhibit a high degree of self-discipline and contribute to a professional, educational climate that allows each student to enjoy a healthy, safe, and positive learning experience. When necessary, discipline is used to maintain order and promote appropriate behavior. Students acknowledge the receipt of the Student Handbook and Code of Conduct upon application and enrollment into The Excel Center.

Please refer to the Student Handbook and Code of Conduct for information on attendance and discipline. The Handbook and Code of Conduct are also online in English and Spanish.

### **Excel Center Values & Employability Traits**

The Excel Center shares the mission of Goodwill to generate a lifelong connection to work. We also share the values that help us to Do Good! Be Great! The Excel Center has 4 values that students demonstrate on their path to their future:

<b>Value</b>	<b>Definition &amp; Examples</b>
Make the Difference	<p>I am inspired by a purpose beyond myself to achieve the greatest good.</p> <ul style="list-style-type: none"> <li>• I constantly go the extra mile to exceed the expectations of the people I encounter.</li> <li>• I know my actions matter.</li> <li>• I find solutions.</li> </ul>
Own It	<p>I am responsible for success and driving myself forward.</p> <ul style="list-style-type: none"> <li>• I hold myself accountable to deliver results.</li> <li>• I act like every second counts.</li> <li>• I appreciate the big picture and embrace change.</li> </ul>
Spirit of Service	<p>I build trust by being respectful, inclusive, and transparent.</p> <ul style="list-style-type: none"> <li>• I create an environment for success.</li> <li>• I seek to understand the “why”.</li> <li>• I treat others the way they want to be treated.</li> </ul>
Work Hard, Play Hard	<p>I inspire others by being the best at what I do, while having fun and celebrating.</p> <ul style="list-style-type: none"> <li>• I am a passionate team player.</li> <li>• I take pride in learning &amp; being the best.</li> <li>• We win together. We celebrate together.</li> </ul>
Academic Excellence	<p>I take my academic progress seriously and strive to do my best.</p> <ul style="list-style-type: none"> <li>• I show up to class EVERY DAY!</li> <li>• I am focused and actively participate in class.</li> <li>• I work hard to learn and help those around me to be strive to seek out academic excellence.</li> </ul>

The Excel Center strives to prepare all of our students to find and keep MEANINGFUL WORK. MAPS and Senior Seminar will incorporate 8 employability traits. Achieving success within these employability traits will prepare you to become a valuable asset to your future employer.

<b>Employability Trait</b>	<b>Evidence/ “Look-Fors”</b>
Time Management/Attendance	Consistently on time to class and follows appropriate channels when student is out sick or has to miss for emergency purposes. Consistently completes classwork and tasks on time and within deadlines given.
Communication Skills	Effectively communicates in a manner that is clear, concise, and respectful. Uses professional language and etiquette. Communicates struggles/barriers and asks for help when needed. Demonstrates good judgment when selecting the type of communication to use in a given situation.
Attitude/Accountability	Engages positively with peers, teachers, Life Coaches and other Excel Center staff. Maintains a strength-based and solution-focused attitude when faced with obstacles to academic or personal success.
Dependability	When student is present, they are engaged (ask questions, take notes, etc.) with the learning process. Follows through without prompting with specific tasks, assignments, and other school related projects. Problem-solves and thinks creatively to find workable solutions for all involved. Completes additional tasks without prompting.

Team Player	Student supports and encourages other students and understands how his/her role impacts the school and greater Austin community. Positively takes initiative and assists others. Works actively and directly to resolve conflicts, taking responsibility for his/her actions. Student is diplomatic and collaborative in group settings. Works well with others toward a common outcome and is able to set aside personal preference to meet the goals of the group.
Motivation	Engages with Excel Center students at all levels—new, returning, and current. Seeks out opportunities to grow and develop his/her skills and is self-motivated to impact others in a positive manner. Often provides support to new students. Student overcomes obstacles with grit, develops action plans, approaches barriers in a positive manner, and works intensively toward career and personal goals.
Presentable	Attire & grooming exceeds work place requirements. Demonstrates knowledge or appropriate situational attire.
Life Stability	Student is firmly established and has obtained necessary tools for life stability such as, dependable transportation and housing. Students has no personal or legal issues that could impact current or future work.

The Excel Center wants to recognize the hard work of students who are demonstrating Excel Center Values and Employability Traits. Teachers and other staff will recognize these students with a variety of incentives such as, recognition certificates, gift cards and others.

## **IMPORTANT INFORMATION**

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### **Enrollment & Attendance**

A student must be enrolled for at least four hours per day to be considered in membership for one full day (19 TAC §129.21 [h]). The classes in which the student is enrolled for the four hours may be for either state approved or local credit. Students who are in classes more than four hours some days and less than four hours on other days are considered to be “full-time” if they spend an average of four hours per day in class for a five day school week (i.e. Block Schedules, Dual Credit, etc.). The Excel Center participates in the Optional Flexible School Day Program (OFSDP) which allows the opportunity for students to flexibly schedule classes that fit with their lives. OFSDP captures the number of instructional minutes a student attends each day. Students must be in class for at least 45 minutes to be counted as present for a school day.

Students are expected to attend classes EVERY day. The Excel Center has highly accelerated instruction which allows adult students to complete the requirements faster than at traditional high schools. This accelerated instruction can be mastered by attending the class EVERY day. Review the Student Handbook & Code of Conduct for more detailed information regarding attendance and how it relates to enrollment at The Excel Center.

### **Grading System**

Grading and reporting student progress is intended to help increase student achievement. An effective grading system allows educators to clearly communicate student progress toward pre-defined curriculum standards in a way that is equitable, accurate, and useful. The full text of The Excel Center grading policy is available on the District website. Policy and District expectations are summarized below:

- As the instructional leader of the school, the Campus Administrator has the ultimate responsibility to



enforce fair and consistent grading procedures that are consistent with District policies and developed by the Department leads.

- Teachers will develop, through collaboration with their department, a clearly defined grading procedure consistent with District policies.
- Teachers will distribute a copy of grading procedures at the beginning of each term.
- Through collaboration with the Campus Administrator, Department leads will determine the redo and reassessment guidelines to provide a reasonable opportunity to a student who earns a failing grade. They will also determine the guidelines regarding the acceptance of late work. Students will be made aware of these guidelines.
- A student will not be permitted to retake a course for the sole purpose of earning a higher grade once the student has met the minimum passing standard of the course.
- When applicable, full credit will be awarded for a course when the average of both sections of that course are a 70% or higher, regardless of the school year the grades were initially awarded.
- Students and parents of minor students may request conferences with teachers, life coaches, and/or administrators concerning academic progress.
- Students and the school share responsibility for helping students succeed. The Excel Center will provide alternative programs for students having difficulties, including individualized instruction, tutorial support, and mentoring.

### **Make up Work**

Students are expected to make up assignments and tests after absences. Students will receive a zero for any assignment or test not made up before the end of the course.

- Students are permitted to take tests administered in any class missed because of absence.
- For any time missed, the teacher may assign the student make up work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.
- Students are responsible for coordinating make up work with the teacher and for obtaining and completing the work in a satisfactory manner and within the timeframe specified by the teacher.
- Teachers may assign a late penalty to any project turned in after the due date in accordance with the previously established guidelines approved by the Campus Administrator and Department leads and disseminated to students.
- The District shall not impose a grade penalty for makeup work after an excused absence.
- The District shall not impose a grade penalty for makeup work after an absence due to suspension.

### **Incompletes**

Occasionally there may be a circumstance in which the student is not able to complete the coursework by the last day of the term. If a student is in this situation they must communicate with the teacher and their life coach. The teacher and life coach will determine if the student will be allowed to receive an Incomplete for the course. Students who receive an Incomplete will have 2 weeks to complete the required coursework and submit to the teacher. The teacher will then grade the remaining work and submit a Grade Change request for the student. Any Incompletes that remain after the 2 week period will be converted to the numerical grade the student had at the end of the term. Incompletes are not allowed on the final term of the school year.

## Report Cards and Progress Reports

The District will distribute electronic report cards to all students at the end of each Term. The District will distribute electronic mid-term progress reports to all students in the middle of each term. Teachers will conduct weekly conferences with all students regarding their progress to ensure that issues are addressed early on in order for a student to obtain credit for the course.

Report cards provide clear and concise information about a student's academic performance and promote communication among teachers, students, and life coaches about the student's personal development, conduct, and work habits. The report card also provides information for employers, colleges, and other post-secondary options.

Numerical scores for each course are based on performance on examinations, essays, papers, presentations, performances, projects, or other measures appropriate to the subject matter. Scores may also be given for class work, homework and class participation. Grades reflect academic achievement only and are not based on discipline, attendance, number of times tardy, or participation in enrichment activities.

- The report card includes the numerical average for the grading period, plus the number of absences a student has accumulated. Absences are term based. The final report card includes a summary of each term grades, as well as, total absences.
- The report card reflects progress for a point in time. The cumulative grade point average is reflective of all completed high school credit courses, including grades earned in high school courses prior to grade 9, through the given reporting term.

## Grading Scale & Letter Grades

The Excel Center's grading scale is as follows:

Excellent	A+	98 - 100
	A	95 - 97
	A-	92 - 94
Good	B+	89 - 91
	B	85 - 88
	B-	82 - 84
Fair	C+	79 - 81
	C	75 - 78
	C-	72 - 74
	D+	70 - 71
Failing	F	Below 70

When students transfer to The Excel Center from a school that gives letter grades, a uniform grading system for translating letter grades is used. This system also applies to credits completed through the Dual Credit program. A student enrolled in Dual-Credit course in which only letter grades are assigned may request a numerical grade from their instructor. College instructors are not required to grant requests for numerical grades. It is the students' responsibility to verify if the instructor agrees to provide a numerical grade prior to enrolling in the course. To request a numerical grade, a student must contact the college instructor and request that a numerical grade be sent to the registrar. Please note that the numerical grade provided by the instructor will be used in lieu of the established alpha-to-numeric chart conversion scale.

*\*Exception – Upon receipt of an alpha-to-numeric conversion scale from the sending district, the sending district's grading scale is used in lieu of The Excel Center's conversion chart.*

## **Honor Roll**

The honor roll system recognizes and rewards notable academic achievement. Honor roll recognition is based on scholarship achievement only. It has no relationship to National Honor Society requirements. Placement of students on honor rolls will be determined on the basis of their grade mark points average (GPS) for the respective grading period.

To be eligible for honor roll, a student must have received an averagable grade from each scheduled class. There are two levels of honor roll for students. Computer-based courses that are still in progress are not included in the calculation and do not count as "Incomplete".

A Honor Roll – Student earned A's in all courses.

A/B Honor Roll – Student earned A's and B's in all courses.

## **Class Rank**

In order to determine an individual's class rank, the student's GPA is compared with the GPAs of students WITHIN the Grade Level for which the student is ranked. The highest accumulated GPA is ranked #1 and the lowest is the student who has the lowest GPA in the total number of students in that particular Grade Level. Class ranking shall be used to determine District honors and awards and will be submitted to colleges as required by law and/or requested by students. Class rank shall be determined by descending order of students' weighted GPAs earned in courses that satisfy the students' graduation plans.

## **Highest Ranking Graduate/Valedictorian & 2nd Highest Ranking Graduate/Salutatorian**

The following criteria must be met in order to be declared the Highest Ranking Graduate/Valedictorian:

- Highest GPA in Grade Level
- Enrolled for at least 3 Terms.
- Earned at least 4.5 credits at The Excel Center.
- Maintains at least 80% cumulative attendance.

The Salutatorian is the Second Highest Ranking Graduate and is determined by the same criteria listed above.

## **Top 10% Ruling**

Students who are ranked in the top 10% of their graduating class **AND** have completed the Recommended Graduation plan OR earned the Distinguished Level of Achievement as part of their graduation plan are automatically admitted to a Texas public college or university of their choice. Students must apply for admission no later than 2 years after graduating from a Texas high school, and they must submit a completed application before the expiration of any filing deadline established by the college or university. Colleges and universities may require an essay, letters of recommendation, admission and placement tests, fees, and an official high school transcript. Colleges and universities may add additional requirements under this ruling.

UT at Austin is allowed by SB175 to limit automatic admission to 75% of the university's enrollment capacity designated for first-time resident undergraduate students. The University has determined that it will automatically admit all eligible 2015 summer/fall freshman applicants who rank within the top 7% of their high school graduating classes, with remaining spaced to be filled through holistic review.

## Pass/Fail Courses

Pass/fail (p/f) grades will not be included in the computation of the student's grade point average (GPA). Transfer grades of "P" or "F" from other school districts shall remain a "P" or "F". The grade will not be included in the computation of the student's grade point average (GPA) and will count toward State and District graduation credit requirements, at determined by the transferring district.

## Standardized Testing

Standardized tests are administered to all students to evaluate knowledge gained over a given period of time and to assess the effectiveness of the curriculum. The Texas Education Agency has established times at which tests are given and The Excel Center provides guidelines for using the results. The type of state assessment and which content areas are assessed is determined by the year in which a student entered, or would have entered Grade 9. The following are the criteria used to determine which state assessment a student is **required** to pass in order to meet State and District graduation requirements and earn a Texas high school diploma:

- No State Assessment required for students who entered Grade 9 prior to 1989/1990
- **TEAMS** – Entered Grade 9 prior to or during 1989/1990
  - English Language Arts
  - Mathematics
- **TAAS** – Entered Grade 9 between 1990/1991 and 2001/2002
  - Reading
  - Writing
  - Mathematics
- **TAKS** – Entered Grade 9 between 2002/2003 and 2010/2011 (Student must be designated as 11<sup>th</sup> grade in order to take Exit Level TAKS tests)
  - English Language Arts
  - Mathematics
  - Science
  - Social Studies
- **STAAR** – Entered Grade 9 between 2011/2012 and the present. To graduate, a student must achieve a Level II: Satisfactory Performance score on each of the 5 EOC assessments. Since STAAR is an End of Course Assessment, student who took and passed a content course in another state prior to enrolling in a Texas school are exempt from that content STAAR EOC. (Students will be registered to take STAAR upon completion of the associated course).
  - English I
  - English II
  - Algebra I
  - Biology
  - US History

## Benchmarking & Accelerated Instruction for Standardized Testing

Texas requires the successful completion of state assessments in addition to the completion of coursework in order for a student to earn their high school diploma. The Excel Center recognizes that preparation for these state assessments is **critical** for students to successfully complete their state assessment requirements. The Excel Center conducts regular benchmarking of students who still need to successfully complete their state assessment requirement. Benchmark assessments are conducted as part of the assigned coursework in courses associated with a state assessment and test prep courses. Students who enroll in The Excel Center who have

already completed the coursework, but have not yet passed the state assessment will be scheduled for the appropriate test prep course. Students are encouraged to take these benchmark assessments seriously and use the results to focus on areas for improvement.

School districts are required (TEC § 28.021(a-1)) to provide accelerated instruction in the applicable subject area each time a student fails to perform satisfactorily on an assessment. This accelerated instruction is provided via an intervention elective course – Test Prep course. In an effort to prepare students for success on their initial attempt on state assessments, students will be scheduled into the appropriate test prep course prior to taking the state assessment. Students who fail their state assessment will be scheduled into the appropriate test prep course until successfully passing the required state assessments.

### **Registration for Standardized Testing**

Enrolled students will be registered for standardized testing when the following criteria is met:

- **TAKS** (includes TEAMS/TAAS/TAKS testers):
  - Must be in 11<sup>th</sup> or 12<sup>th</sup> grade
  - Completion of the tested course/content area
- **STAAR**
  - Completion of the tested course
    - Please note – while traditional schools with traditional school semesters register students to test prior to the completion of the course, The Excel Center registers students to test upon full completion of the course due to:
      - accelerated instruction of 6 terms per school year
      - STAAR test administration windows scheduled within the middle of a term, resulting in the completion of less than 50% of the course.
  - If a student has taken and failed the STAAR EOC previously (at Excel or another school), the student will be registered for the next test administration and enrolled in the accelerated instruction Test Prep course.

### **College Readiness & TSI (Texas Success Initiative)**

The TSI is designed to measure college readiness skills in the areas of reading, writing, and math. If you are a student planning to enroll in college level coursework, you may need to take the TSI exam. Some students are EXEMPT from the TSI exam provided they meet the following criteria:

- PSAT – Combined score of 107, Critical Reading 50 and Math 50 (\*PSAT exemption is used for DUAL CREDIT purposes only).
- ACT – Composite scores of 23, English 19, Math 19.
- SAT – Combined scores of 1070, Critical Reading 500 and Math 500.
- TSI – Math 350, Reading 351, Essay score 5 or Math 350, Reading 363, Essay score 4.

### **TSI Assessment (TSIA) College Readiness Standards**

Approved phase-in College Readiness Standards:

Phase 1 – Freshmen entering higher education Fall 2013 (First Class day)

- Mathematics – 350

- Reading – 351
- Writing – Placement score of at least 350 and an essay score of at least 5; OR Placement score of at least 363 and an essay score of 4; OR Placement score of less than 350, and an ABE Diagnostic level of at least a 4, and an essay score of at least a 5.

Phase 2 – Freshmen entering higher education Fall 2017 (First Class day)

- Mathematics – 356
- Reading – 355
- Writing – Placement score of at least 350 and an essay score of at least 5; OR Placement score of at least 363 and an essay score of 4; OR Placement score of less than 350, and an ABE Diagnostic level of at least a 4 and an essay score of at least a 5.

### **Approved Development Education Standards (no phase-in)**

Freshmen entering higher education Fall 2013 (First Class day). Note: Diagnostic results must be used in conjunction with Placement score when placing students who are not college-ready [Rule § 4.55(c)]; these students should NOT be placed solely on Placement scores.

- Mathematics – TSIA placement score 336-349; or TSIA placement score of 310-335 and ABE Diagnostic level of 5/6.
- Reading – TSIA placement score 342-350; or TSIA placement score of 310-341 and ABE Diagnostic level of 5/6.
- Writing – TSIA placement score of 350-362 and an essay score of less than 5; or TSIA placement score of at least 363 and an essay score of less than 4; or TSIA placement score of less than 350 and ABE Diagnostic level of at least a 4, and an essay score of less than 5.

For more information about the TSI, visit:  
<http://media.collegeboard.com/digitalservices/pdf/accuplacer/accuplacer-texas-success-initiative-assessment-student-brochure.pdf>

The Excel Center encourages students to enroll in rigorous coursework to academically prepare for the rigor in higher education. Upon entering a college or university program, if the student does not meet specific criteria for the Texas College Readiness standards, students will be required to take development courses in Reading, Math, or Writing.

### **Why Should it Matter to Me?**

Upon high school graduation, upon enrolling in college coursework, students must meet the college readiness standard or they will be required to pay for developmental classes at the college they are attending. These classes cost time and money and will not count toward your degree. If you want to attend Austin Community College, one class costs \$162, two classes \$324, and three classes \$486. If you want to attend a public university, each class could cost hundreds more.

### **Graduation Ceremonies**

Students are required to complete all course requirements and must meet acceptable standards as set by the state Commissioner of Education on Exit Level or EOC State Assessments in order to participate in the graduation ceremony. The graduation ceremony is held once a year following the completion of all terms in the school year. Graduation is a school event and all students must follow the code of conduct.

## **Grade Level Classification**

- 9<sup>th</sup> Grade requires 0 – 4.5 Credits
- 10<sup>th</sup> Grade requires 5 – 9.5 Credits
- 11<sup>th</sup> Grade requires – 10 – 14.5 Credits
- 12<sup>th</sup> Grade requires – 15 Credits

Credits that were held by a transferring district for excessive absences are released upon enrollment with The Excel Center.

## **Transfer of Courses and Grades**

When a student transfers after a semester (Excel Term) or full year is completed, the receiving district must honor credits already awarded by the sending Texas public district or charter (19 TAC §74.26(a)(1)), including high school courses completed prior to grade 9. Student records from non-Texas public school (i.e., private, out-of-state, or out-of-country) will be evaluated for transfer credit, including courses completed prior to grade 9. Credit will be awarded provided the curriculum of the course is aligned with the Texas Essential Knowledge & Skills (TEKS).

Transcripts from outside the United States and supplemental documents should be translated in English and presented to the campus registrar with the original foreign transcript. Non-translated transcripts will need to be translated prior to credit being awarded. This may take additional time in order to award credit. Upon request from the registrar, a course syllabus may be required.

The Excel Center graduating scales and GPA standards will be applied to course credits and grades transferring from other accredited institutions. Validation of course credit from non-accredited institutions, including homeschool institutions, is optional, but once a credit is validated, the credit cannot be rescinded. The method for validating course credit is through credit by examination.

The Excel Center has no authority on how receiving districts will evaluate courses for transfer when students withdraw from The Excel Center to attend another secondary institution.

## **Transfer of Credit from Non-accredited Institutions and Home School Programs**

A student entering from a non-accredited school, including homeschool programs, will be given the opportunity to validate credit(s) earned in the sending school, at no cost to the student or parent through credit by examination (CBE) and demonstration of proficiency via Compass Learning. CBE or Compass Learning pre-tests are required for each course requested. Students may not rescind a request for validated credits once the exam or pre-test has been completed. Credits earned through credit by examination or Compass Learning are transcribed (posted on the student's record) as regular weighted courses on a 4.0 scale.

## **Transfer of High School Credit from Newly Accredited Institutions**

The process for transferring credits when a non-accredited school is granted accreditation status by TEA, an equivalent agency from another state, or an accrediting association by the Commissioner of Education, is outlined here:

- Secondary students wishing to transfer credits into The Excel Center from another district, whose enrollment date into The Excel Center is PRIOR to the school receiving accreditation status, must validate

credits as outlined above.

- Students whose enrollment date into The Excel Center is AFTER the date a school receives accreditation status from an accrediting institution (or within The Excel Center school year the newly accredited school receives accredited status) are NOT required to validate credits prior to the school receiving accredited status.

### **Credit by Exam**

Credit by exam for accelerations is offered at no cost during a testing window in the Spring. Specific dates may be obtained from your Life Coach. The District uses Texas Education Agency-approved examinations from the University of Texas or Texas Tech University for students in grades 9-12. A list of available examinations may be obtained from your Life Coach. Life Coaches will submit the required applications and appropriate forms for credit by examination testing to the District Testing Coordinator by scheduled deadlines. Registration forms will be required with an adult student or parent/guardian (for minor students) signature. A Life Coaches signature must be secured as verification that the student's records indicate testing for acceleration or prior instruction in a course.

It is the responsibility of the Life Coach to provide the student with a copy of the study guide for the course(s) requested. Study guides for grades 9-12 courses are online at the UT Distance Education Website: <http://www.utexas.edu/ce/k16> and on the Texas Tech Website: <http://www.depts.ttu.edu/uc.ec2k> Exams are scored by UT or Texas Tech and returned to the District Testing Coordinator, who then forwards the score reports to the Life Coach. The Life Coach must inform the student of the score.

Failing scores on credit by examination are not recorded on the transcript. A passing credit by examination grade cannot be yearlong averaged with a failing credit by examination grade for award of credit. Passing grades earned through credit by examination may be yearlong averaged with grades earned in the classroom, traditional setting, or credit recovery programs. Students gaining credit by passing credit by exam for acceleration for a course do not take the STAAR End-of-Course assessment for that subject in order to meet graduation requirements.

Students may not rescind a request for credit through credit by examination once the test has been completed. Students may not retake credit by examination for a higher grade once the student has met minimum passing standard nor take credit by examination for the purpose of earning a higher grade to replace an existing passing grade in a course. Credit earned through credit by examination is transcribed as a non-weighted course (4.0 scale). Examination scores for high school courses will be used in computing the student's GPA and rank in class. If the student fails a credit by examination and wish to retake, they may retake the exam one time at their own expense through the University of Texas or Texas Tech University Distance Learning Centers or wait for the next District administration of the examination with campus approval.

#### **Credit by Exam without Prior Instruction (Acceleration):**

District students who have mastery in a subject, but have not received prior instruction in the subject area or grade level may take credit by examination for acceleration to gain credit for those subjects or grade levels. Students who score 80% or above on District-approved tests for acceleration may receive credit for the course.

#### **Credit by Exam with Prior Instruction:**

District students who have received formal prior instruction in a subject area may take credit by examination for credit recovery or validation of credit. The District will pay for CBE tests for validation from non-accredited private or homeschool programs. The District does not pay for CBE for credit recovery; students must make their own arrangements to recover credit for a failed course.

Prior instruction as defined by the District shall include:

1. Enrollment in a non-accredited public, private, parochial school, or homeschooling program, as verified



- by an official school transcript/record or as evidenced by a student work portfolio that may include: course syllabus, work samples, completed culminating exam, and list of resources (textbooks, websites, etc.) OR
2. Proof of completion of half of the required lessons of a correspondence course.

Previous administrations of CBE do not constitute prior instruction. Students enrolling from non-accredited programs may be scheduled for courses in the next sequence level of the subject area in which they are being tested. Students desiring validation of high school credits must complete all tests for CBE within 18 weeks of enrollment.

Students who score 70% or above on CBE with prior instruction shall receive credit for the academic course at the secondary level. If the student does not receive a passing score on the CBE with prior instruction the student will be scheduled for that course.

## **COURSES & SCHEDULE CHANGES**

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### **Course Corrections**

In the spring and/or during the summer, returning students will receive a list of the courses that they requested for the new school year. Students have the opportunity to request course changes until August 1. After August 1, course corrections will only be made for errors in the student's schedule.

Students who enroll during the school year will receive a schedule based on a preliminary review of their transcript data. Students should notify their Life Coach immediately of any course assignment errors to ensure they can be corrected as quickly as possible. Once enrolled, the students will meet with their Life Coach to review their course requests for the remainder of the school year.

Students at The Excel Center may have a personal issue arise that requires a schedule change. Life Coaches should be notified as soon as possible regarding any potential schedule changes. Current courses should remain the same as possible with the updated availability.

Due to the short term length and highly accelerated instruction, students may not transfer into a live instruction course after the first week of each term. Students who need to make a schedule change or course change may only transfer into Compass classrooms for the current term. Classes may be dropped after the first week of the term.

### **Course & Schedule Change Procedures**

From time to time it is necessary for students to change courses or their schedule during the term. If a student needs to change a course, transfer from one course to another, or make a schedule change, the student should discuss the need with their Life Coach. The following procedures should be followed:

- A student who withdraws from one section of a course and into another section of that same course will have the grade from the dropped section applied to the grade average for the new section.
- It is highly recommended that a student transfer from one course to another in the same discipline.
- Receiving teachers will describe the knowledge and skills essential for success in the course and will suggest ways to learn them. A student who requests and receives a course change assumes responsibility for the content of the entire course on the final exam and on any related Exit level or EOC state assessments.
- Due to the short term length and highly accelerated instruction, students may not transfer into a live

instruction course after the first week of each term. Students who need to make a schedule change or course change may only transfer into Compass classrooms for the current term. Classes may be dropped after the first week of the term.

## **SPECIAL PROGRAMS**

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### **English Language Learners (ELL) / Limited English Proficient (LEP)**

The Excel Center offers programming that provides a variety of courses intended to develop proficiency in the English Language. Foundational ESL classes are recommended for students new to the English language to develop skills prior to registering for core content courses. The English as a Second Language (ESL) teacher provides ESL instruction to meet the needs of students at the beginner and intermediate levels of proficiency. The state graduation plan provides an option for ELLs at beginner and intermediate proficiency levels, to take English for Speakers of Other Languages I and/or II in lieu of English I and/or II. All other core content and elective courses utilize sheltered instruction methods and ELL strategies based on student needs.

#### **Participation of LEP/ELL in State Assessments**

ELLs are required to participate in state assessments.

#### **Participation of LEP/ELL in TELPAS**

Federal law requires that all eligible ELLs, including program denials, in grades K-12 to be assessed annually on the progress they make in learning the English language. The Texas English Language Proficiency Assessment System (TELPAS) was developed to fulfill this requirement and consists of multiple-choice reading tests and holistically rated assessments in the following language domains: listening, speaking, and writing.

Together, the reading tests and holistically rated assessments provide performance data used to fulfill state and federal reporting requirements. TELPAS is an appropriate assessment tool for students receiving TEKS/ELPS instruction on at least a kindergarten level. In rare cases, the ARD Committee and LPAC may determine that a student should not be assessed in one or more domains due to a disability.

#### **English Language Learners Served by Special Education**

ELLs who receive special education services have special education needs related to a disability as well as needs related to second language learning. It is important for ARD committees and LPACs to work together to ensure that instruction is tailored to meet each student's linguistic and special education needs. Admission, Review, and Dismissal committees and Language Proficiency Assessment Committee should keep in mind that ELLs receiving special education services who participate in STAAR/STAAR L administrations may also be eligible for other accommodations that are determined to be appropriate. <http://www.tea.state.tx.us/student.assessment/ell/>

### **Section 504**

The Rehabilitation Act of 1973, reauthorized in 2008, commonly referred to as "Section 504", is a non-discrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to ensure that students with disabilities have educational opportunities and benefits equal to those provided to other students. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits them in a major life activity such as learning, self-care, walking, seeing, hearing, speaking, reading, concentrating, breathing, working, and performing manual tasks. See your Life Coach or the Special Programs Coordinator for more information about services for qualifying students.

## **Students with Dyslexia or Related Disorders**

Students with dyslexia have difficulty with reading, writing, and/or spelling. The Excel Center has teachers who are knowledgeable about dyslexia and dyslexia intervention. These teachers are trained to reevaluate, instruct, and monitor eligible students. The Excel Center serves students with dyslexia or related disorders in a variety of ways determined by the 504 committee. Services may include specialized instruction, classroom accommodations, and assistive technology. See your Life Coach or the Special Programs Coordinator for more information about services for qualifying students.

## **Special Education**

Special education and related services are specially designed instructional services developed to support students up to age 22 with disabilities within the general education curriculum. The intent of the support services is to enable all students with disabilities to make progress in the general education curriculum, to participate in enrichment activities, and to be educated and participate with non-disabled peers in the public school system. The Excel Center is committed to meeting the needs of students who have cognitive, physical, emotional, or learning differences. A student response to intervention (RtI) team is utilized to discuss and recommend intervention strategies through general education programming. Students who are referred for special education support and services must participate in an evaluation process with formal notice and consent. If evaluation information shows eligibility for special education support and services, an Admission, Review, and Dismissal (ARD) Committee develops an appropriate education program for each student.

### **An ARD Committee includes:**

- The student
- Parent/Guardian (required for students under 18; invited for students 18+)
- Evaluation representative
- At least one of the student's general education teachers
- A special education teacher (The student's disability may require a teacher certified in a specific area, such as Visual or Auditory Impairment)
- Related services provider, if required
- Language Proficiency Assessment Committee representative, if required
- Career & Technical Education representative, if CTE is being considered for the student

The program developed by the ARD Committee is referred to as an Individualized Education Program (IEP). The IEP is implemented in the least restrictive environment appropriate for the student.

The student and parents of minor students have legal rights under the Individuals with Disabilities Education Act (IDEA) that are outlined in the Procedural Safeguards. Students and parents of minor students also receive information from the Texas Education Agency in the booklet, "A Guide to the Admission, Review, and Dismissal Process". Information about these rights are provided and explained to students and parents of minor students at least one time per year, and:

- When a student is initially referred for evaluation
- When requested by parent
- At the initial filing of a due process hearing

### **Pregnancy Related Services (PRS)**

During pregnancy and after delivery, students may receive instructional support services to stay on track in their academic courses.

Services are provided when a student is:

1. Pregnant and attending classes on a campus;
2. Confined to home due to medical complications (for students age 17-25); and
3. Confined during the 6 weeks postpartum period (for students age 17- 25)

### **Compensatory Education Home Instruction (CEHI) – On-site**

For students age 17-25, once she delivers her baby the student is eligible for CEHI – On-site. CEHI allows the student to receive 4 hours of instruction each week to continue to make academic progress. Students receive CEHI on-site, weekly at The Excel Center in the CLIMB Classroom during a designated period and day.

### **Community Learning Initiative for Moms & Babies (CLIMB)**

The CLIMB classroom is a unique environment established specifically for new student mothers and their babies. Students may be scheduled into the CLIMB classroom to complete computer-based coursework while also caring for their baby. Students may attend courses in the CLIMB classroom until their baby begins to walk. Once the baby begins to walk, they may enroll their child into the Exploration Center and schedule into general Excel Center courses.

### **Exploration Center**

The Exploration Center is the free, on-site licensed childcare facility of The Excel Center. Children in the Exploration Center receive a research-based, early childhood education experience. Daytime students may enroll their children, age 1 month to 4 years, in the Exploration Center while they attend classes to earn their high school diploma. A separate enrollment application must be completed by any student wishing to enroll their child.

## **GRADUATION REQUIREMENTS**

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### **High School Level Education**

The Excel Center’s high school curriculum is designed to meet the needs of diverse students preparing for college, careers, and citizenship in the community. Our mission is to generate lifelong connections to work. We meet our mission by providing an opportunity for students to earn their high school diploma and develop a career pathway that will lead to meaningful employment. The Excel Center offers a full range of core content courses, electives, and a robust partnership with other programs of Goodwill Industries of Central Texas. Excel Center students have a wide variety of resources available to them through Goodwill. All Excel students are expected to prepare for a successful career pathway while earning their high school diploma.

In addition to the core academic programs, The Excel Center provides enrichment opportunities for students

such as, Student Family Teacher Association, School Council and other Campus Committees, Cultural club, Media club, and Career clubs.

Use this guide to identify electives and programs of study that interest you. Work with your Life Coach to determine the best plan for completing your required high school credits, state assessments, and CTE program of study.

### **Graduation Requirements for Students Receiving Special Education Services**

Special education services for students with disabilities will terminate when the student graduates or when the student no longer meets the age requirement for eligibility. A student with disabilities who has not reached their 22<sup>nd</sup> birthday on September 1 of the school year shall be eligible for special education services through the end of that school year or until graduation. Graduation constitutes a release from services and is a change of placement.

A student receiving special education services may graduate and be awarded a high school diploma if:

1. The student has satisfactorily completed the state's or district's (whichever is greater) curriculum & credit requirements with accommodations as recommended by the ARD Committee for graduation applicable to students in general education, including satisfactory performance on the exit-level assessment instrument; or
2. The student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements with accommodations as recommended by ARD for graduation applicable to students in general education. ARD has determined if satisfactory performance on the required state assessments is necessary for graduation.
3. A student receiving special education services may also graduate and receive a regular high school diploma when the student's ARD committee has determined that the student has successfully completed:
  - a. The state's or districts (whichever is greater) minimum credit requirements for students without disabilities with modifications.
  - b. The student's IEP and met one of the following conditions:
    - i. Full time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment, without direct and ongoing educational support of the district.
    - ii. Demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the district, or
    - iii. Access to services that are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program.
  - c. Participated in the most appropriate state assessment as determined by ARD, and ARD has determined satisfactory performance on state assessments is necessary for graduation.
4. A student receiving special education services may also graduate and receive a regular high school diploma upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.

#### **Information regarding Senate Bill 673:**

A school district shall issue a certificate of attendance to a student who receives special education services and who has completed four years of high school but has not completed the student's IEP. This bill does not preclude a student from receiving a diploma once the IEP has been completed. The district shall allow a student who receives a certificate of attendance to participate in a graduation ceremony. A student may participate in only one graduation ceremony under this new subsection.

## **Programs of Study**

Excel students have the opportunity to focus their high school elective course choices in a field of interest. Career clusters are used to organize available electives into manageable college/career focus areas called Programs of Study. Each Program of Study will have a series of four or more courses that will move a student from beginning introductory course to three or more increasingly advanced courses. All Programs of Study start with the required high school graduation program with a focus on the use of electives in a coherent sequence to build student skills in an area of interest. The selection of a Program of Study is based upon individual interest and aptitude. The following are the clusters available at The Excel Center (course & cluster availability based on current student demand):

- Business Management & Administration
- Human Services
- Information Technology
- Law, Public Safety, Corrections, and Security
- Marketing

Students are urged to take the courses in a coherent sequence to maximize the effectiveness of the learning. Courses taken under a Program of Study will count as electives under the student's Personal Graduation Plan.

## **Graduation Plans**

Excel students work on a graduation plan that is determined by the year in which the student entered, or would have entered Grade 9. Life Coaches will provide more specific details regarding the specific graduation plan for each student. All students must take required English, Mathematics, Science, and Social Studies courses and continue annually until all requirements are met. The next page contains a table that outlines Texas graduation plans from 1974 to present.

Most graduation plans also require the successful completion of Texas state assessments in addition to the course requirements to earn a high school diploma. Meet with your Life Coach to develop your Personal Graduation Plan that will include ALL of your requirements for earning your high school diploma.

All Excel Students are required to take MAPS (Methodologies of Academic & Personal Success) upon enrollment and Senior Seminar prior to graduating. Additionally, students who fail their state assessments must take accelerated instruction courses via a Test Prep course.

<b>Content Area</b>	<b>Minimum Plan</b>  Available for Grade 9 in 74/75 to 13/14  If Grade 9 in 12/13-13/14 - Students must opt for this plan upon enrollment or will be defaulted to the Recommended Plan  *Only Available for students who entered or should have entered Grade 9 before 14/15	<b>Recommended Plan</b>  Beginning in 2001/2002  *Only Available for students who entered or should have entered Grade 9 before the 14/15 School Year	<b>Distinguished Achievement</b>  Beginning in 2001/2002  *Only Available for students who entered or should have entered Grade 9 before the 14/15 School Year	<b>Foundation Plan</b>  Grade 9 in 14/15 to Present
<b>English Language Arts</b>	English 1 - 74/75-13/14 English 2 - 74/75-13/14 English 3 - 74/75-13/14 English 4 - 85/86-13/14	English 1 – 01/02-13/14 English 2 – 01/02-13/14 English 3 – 01/02-13/14 English 4 – 01/02-13/14	English 1 – 01/02-13/14 English 2 – 01/02-13/14 English 3 – 01/02-13/14 English 4 – 01/02-13/14	English 1 – 14/15-16/17 English 2 – 14/15-16/17 English 3 – 14/15-16/17 English 4 – 14/15-16/17
<b>Mathematics</b>	Algebra 1 - 74/75–13/14 Geometry - 74/75–13/14 Math Models - 85/86-13/14	Algebra I– 01/02-13/14 Math Models – 07/08-13/14 Algebra II– 01/02–13/14 Geometry– 01/02–13/14	Algebra I– 01/02–13/14 Algebra II– 01/02–13/14 Geometry– 01/02–13/14 Pre-calculus – 07/08-13/14	Algebra 1– 14/15-16/17 Geometry– 14/15-16/17 An advanced math course – 14/15-16/17
<b>Science</b>	Biology - 74/75-13/14 IPC - 74/75-13/14  Beginning in 01/02-13/14 - Physics or Chemistry may be substituted if the second of those courses is used as the academic elective	Biology– 01/02–13/14 Chemistry– 01/02–13/14 Physics– 01/02–13/14 In 07/08-13/14 - IPC is ok if taken before Chemistry & Physics; OR Astronomy; OR Environmental Systems	Biology – 01/02–13/14 Chemistry – 01/02–13/14 Physics – 01/02–13/14 Astronomy; OR Environmental Systems – 07/08-13/14	Biology – 14/15-16/17 IPC or an advanced science course – 14/15-16/17 An advanced science course – 14/15-16/17
<b>Social Studies</b>	US History – 74/75-13/14 US Gov’t – 74/75-13/14 Economics - 85/86-13/14 <i>W History</i> OR <i>W Geography</i> – 74/75-13/14	US History– 01/02–13/14 US Gov’t – 01/02–13/14 Economics – 01/02–13/14 W History – 01/02–13/14 W Geography – 01/02–13/14	US History– 01/02–13/14 US Gov’t – 01/02–13/14 Economics – 01/02–13/14 W History – 01/02–13/14 W Geography – 01/02–13/14	US History – 14/15–16/17 US Gov’t – 14/15–16/17 Economics – 14/15–16/17 <i>W History</i> OR <i>W Geography</i> – 14/15–16/17

<b>Academic Elective OR Advanced Measures</b>	W History OR W Geography OR 3 <sup>rd</sup> Science Credit - 96/97-13/14  <i>If the student replaced IPC with Chemistry or Physics, the AE must be the other of these 2 science courses.</i>	N/A	Advanced Measures: A student must also achieve any combination of 4 of the following measures. 04/05-13/14  - Original research project - Recognition as commended scholar or higher on PSAT - College academic courses with a grade of 3.0 or higher	N/A
<b>Physical Education/Health</b>	1 Credit PE – 04/05-13/14 1.5 Credit PE - 74/75-03/04  0.5 Credit Health –74/75-03/04	1 Credit PE - 01/02-13/14 .5 Credit Fnds of Prsn Fit - 01/02–03/04  0.5 Credit Health - 01/02-03/04	1 Credit PE - 01/02-13/14 .5 Credit Fnds of Prsn Fit - 01/02-03/04  0.5 Credit Health - 01/02-03/04	1 Credit PE - 14/15-16/17
<b>Languages Other Than English</b>	N/A	2 Credits in the same language– 01/02–13/14	3 Credits in the same language– 01/02–13/14	2 Credits in the same language– 14/15-16/17  2 Credits from Computer Science I, II, & III – 14/15–16/17
<b>Fine Arts</b>	1 Credit – 10/11-13/14	1 Credit – 01/02–13/14	1 Credit - 01/02-13/14	1 Credit – 14/15-16/17
<b>Speech</b>	0.5 Credit - 96/97-13/14	0.5 Credit – 01/02–3/14	0.5 Credit - 01/02–13/14	Demonstrated proficiency by completing all ELA/SS credits – 14/15–16/17
<b>Technology Applications</b>	1 Credit - 96/97-03/04	1 Credit – 01/02-03/04	1 Credit - 01/02-03/04	
<b>Electives</b>	5.5 Credits - 96/97-03/04 6.5 Credits - 74/75-82/83; 10/11-13/14 7 Credits - 85/86-95/96 7.5 Credits - 04/05-09/10	5.5 Credits – 04/05-13/14 3.5 Credits – 01/02-03/04	2.5 Credits - 01/02-03/04 4.5 Credits - 04/05-13/14	5 Credits– 14/15 – 16/17
<b>Excel Required Courses</b>	1 Credit – MAPS 1 Credits – Senior Seminar <i>Test Prep Course(s)</i>	1 Credit – MAPS 1 Credits – Senior Seminar <i>Test Prep Course(s)</i>	1 Credit – MAPS 1 Credits – Senior Seminar <i>Test Prep Course(s)</i>	1 Credit – MAPS 1 Credits – Senior Seminar <i>Test Prep Course(s)</i>
<b>Total Credits</b>	22 Credits - 96/97-16/17 21 Credits - 84/85-95/96 18 Credits - 74/75-82/83	26 Credits - 07/08-13/14 24 Credits - 01/02-06/07	24 Credits - 01/02-06/07 26 Credits - 07/08-13/14	22 Credits - 14/15-16/17



## Endorsements

<b>Endorsements</b>	<p>A student may earn an endorsement by successfully completing:</p> <ul style="list-style-type: none"> <li>• Curriculum requirements for the endorsement</li> <li>• A total of 4 credits in Math</li> <li>• A total of 4 credits in Science</li> <li>• 2 Additional Elective Credits</li> </ul>
<b>Available Excel Endorsements:</b>	
<b>Business &amp; Industry</b>	<p>A coherent sequence (at least 4) or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>• CTE Courses with a final course from the Business Management &amp; Administration, Information Technology, or Marketing CTE career cluster</li> <li>• The following English electives: public speaking, debate, advanced broadcast journalism; including newspaper &amp; yearbook</li> <li>• Technology Applications</li> <li>• A combination of credits from the categories listed above.</li> </ul>
<b>Public Services</b>	<p>A coherent sequence (at least 4) or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>• CTE courses with a final course from the Human Services or Law, Public Safety, Corrections &amp; Security career cluster</li> </ul>
<b>Arts &amp; Humanities</b>	<p>A coherent sequence (at least 4) or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>• Social studies</li> <li>• The same language in Languages Other Than English</li> <li>• American Sign Language (ASL)</li> <li>• Courses from one or two categories (art or music) in fine arts</li> <li>• English electives that are not part of Business &amp; Industry</li> </ul>
<b>Multidisciplinary Studies</b>	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>• 4 advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence</li> <li>• 4 credits in each of the four foundation subject areas to include English 4 &amp; Chemistry &amp;/or Physics</li> </ul>
<b>Total Credits w/ Endorsement = 26</b>	
<b>Distinguished Level of Achievement</b>	<ul style="list-style-type: none"> <li>• A total of 4 credits in Math, including Algebra II</li> <li>• A total of 4 credits in Science</li> <li>• Completion of curriculum requirements for at least 1 endorsement</li> </ul>
<b>Performance Acknowledgement</b>	<p>For outstanding performance</p> <ul style="list-style-type: none"> <li>• In bilingualism &amp; bi-literacy</li> <li>• On the PSAT, the ACT-Plan, the SAT, or the ACT</li> <li>• For earning a nationally or internationally recognized business or industry certification or license</li> </ul>

## COURSE DESCRIPTIONS – CORE & COMMON ELECTIVES

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Most courses are presented through both Live and Computer-based instruction models. Some courses may only be available via Live or Computer-based instruction. Additionally, some courses are may not be available each term. Courses must have a minimum of 8 students enrolled in order to be offered as a Live instruction course. Check with your Life Coach regarding course availability and how it may impact your Personal Graduation Plan.

Modified courses are only available to students who are receiving special education services and have an ARD determination for modified coursework within their IEP. Any student enrolled in a modified course will receive modified instruction within the general education classroom. Any student enrolled in a modified course must have an IEP goal related to that course area. For information on state assessment preparatory and accelerated instruction courses, refer to the Miscellaneous Courses section.

### English Language Arts & Speech

<b>Foundations of English Language Arts (ELA)</b>	
TEA #84000FND	
Standard Grade Level: 9 – 12	Credit: 1
Foundations of English focuses on providing students the skills necessary to move into Core English Courses. It offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, & fluency provides students an opportunity to read with competence, confidence, & understanding. Students learn how traditional & electronic texts are organized & how authors choose language for effect. All of these strategies are applied in instructional-level & independent-level texts that cross the content areas. New Excel students will be scheduled into this course.	

<b>English I</b>	
TEA #03220100	
Standard Grade Level: 9	Credit: 1 (Earned in .5 Credit increments)
English I students study the author’s craft of literary & informational genres, compare genres, & use analysis of texts to improve their own writing. English I integrates the use of increasingly sophisticated language skills within the writing process. Students produce a variety of compositions using technology to aid revising, editing, publishing, & research. Students create & deliver oral presentations that include the use of visual representations. <i>Full course is split into A &amp; B Sections. Both sections must be completed for the full credit.</i>	

<b>English II</b>	
TEA #03220200	
Standard Grade Level: 10	Credit: 1 (Earned in .5 Credit increments)
Recommended Pre-Req: English I	
English II emphasized reading & writing across all genres. Students use the writing process to produce effective arguments that include information from primary & secondary sources. Communication will demonstrate complex syntax, advanced vocabulary, & increasingly accurate use of the conventions of written language. Students will read widely & critically, analyzing & responding to a variety of literature including American & world authors. They will present & critique oral communications including media literacy & analyze the purpose & the effect on the audience. <i>Full course is split into A &amp; B Sections. Both sections must be completed for the full credit.</i>	

<b>English III</b>	
TEA #03220300	
Standard Grade Level: 11	Credit: 1
Recommended Pre-Req: English II	
English III involves an intensive study of advanced usage & vocabulary. The course will draw on American literature including literary texts, informational texts, & literary essays. Students will write analytical essays, including a documented research project, using technology to aid in revision, editing, & publishing compositions. Students will present & critique oral communications & multimedia products.	

<b>English IV</b>	
TEA #03220400	
Standard Grade Level: 12	Credit: 1
Recommended Pre-Req: English III	
English IV emphasizes persuasive & literary discourse, which demonstrates sophisticated syntax & vocabulary. Students write essays, resumes, analysis of media & literature, & conduct research with increasingly rigorous products. Students use technology to aid in revision, editing, publishing, & research. They read widely from a variety of genres in British & world literature, analyzing literary forms & interpreting the influence of history. Students present & critique oral communications that include visuals & other media.	

<b>Communication Applications (Speech – Live Course)</b>	
TEA #032414000	
Standard Grade Level: 9 – 12	Credit: 0.5
Recommended Pre-Req: None	
Students enrolled in communication applications will be expected to identify, analyze, develop, & evaluate communication skills needed for professional & social success in interpersonal situations, group interactions, & personal & professional presentations. Students are expected to make and evaluate formal and informal presentations. <i>*Students under a Foundation 2014/2015 graduation plan or later will meet their speech requirement through participation in Core ELA/Social Studies courses.</i>	

## **English as a Second Language**

<b>Newcomers English Language Development (NELD) A &amp; B</b>	
TEA #N1280042/N1280043	
Standard Grade Level: 9 – 12	Credit: Each Course 1 Credit
Provides instructional opportunities for secondary level recent immigrant students with little to no English proficient. The development of communicative competence occurs through targeted lessons based on students' needs.	

<b>English as a Second Language Humanities Workshop</b>	
TEA #84000SLH	
Standard Grade Level: 9 – 12	Credit: 0.5 (Local Credit)
ESL STEM Workshop is available for The Excel Center students who are new to the English language. The course focuses on building the foundational English language skills associated with Humanities courses. ESL students will take this course in preparation and alongside English and Social Studies courses. <i>*Students may take this course multiple terms until they feel ready to take on Core Content coursework to meet their high school graduation requirements.</i>	

<b>English as a Second Language STEM Workshop</b>	
TEA #84000SLS	
Standard Grade Level: 9 – 12	Credit: 0.5 (Local Credit)
<p>ESL STEM Workshop is available for The Excel Center students who are new to the English language. The course focuses on building the foundational English language skills associated with STEM courses. ESL students will take this course in preparation and alongside Math and Science courses.</p> <p><i>*Students may take this course multiple terms until they feel ready to take on Core Content coursework to meet their high school graduation requirements.</i></p>	

<b>English for Speakers of Other Languages – ESOL I</b>	
TEA #03200600	
Standard Grade Level: 9 – 12	Credit: 1 (Earned in .5 Credit increments)
<p>ESOL I teaches the same academic content as English I while supporting English Language Learners in developing interpersonal &amp; academic vocabulary. Initial instruction focuses on listening &amp; speaking, and reading &amp; writing skills are developed simultaneously as the student develops English proficiency.</p> <p>Students are required to take 4 credits in English. For recent immigrant students, English I and II for Speakers of Other Languages (ESOL I &amp; II) may be substituted for English I &amp; II.</p> <p><i>*Note that some Universities do not accept the ESOL I &amp; II as English I &amp; II, so it is recommended that the student, intending to attend college, take ESOL I &amp; II prior to taking English I &amp; II.</i></p> <p><i>Full course is split into A &amp; B Sections. Both sections must be completed for the full credit.</i></p>	

<b>English for Speakers of Other Languages – ESOL II</b>	
TEA #03200700	
Standard Grade Level: 9 – 12	Credit: 1 (Earned in .5 Credit increments)
Recommended Pre-Req: ESOL I	
<p>ESOL II teaches the same academic content as English II while supporting English Language Learners in developing interpersonal &amp; academic vocabulary. ESOL students read a variety of texts for various purposes with an increasing level of comprehension, &amp; they write in a variety of forms with increasing accuracy to address a specific purpose &amp; audience in language arts &amp; all content areas.</p> <p>Students are required to take 4 credits in English. For recent immigrant students, English I and II for Speakers of Other Languages (ESOL I &amp; II) may be substituted for English I &amp; II.</p> <p><i>*Note that some Universities do not accept the ESOL I &amp; II as English I &amp; II, so it is recommended that the student, intending to attend college, take ESOL I &amp; II prior to taking English I &amp; II.</i></p> <p><i>Full course is split into A &amp; B Sections. Both sections must be completed for the full credit.</i></p>	

<b>ESL MAPS (Methodology of Academic &amp; Personal Success)</b>	
TEA #N1130021	
Standard Grade Level: Incoming Excel Students	Credit: 1
<p>Specially designed for ESL students - This course focuses on the skills &amp; strategies necessary for students to make a successful transition into high school &amp; an academic career. Students will explore the options available in high school, higher education, and the professional world in order to establish both immediate &amp; long-range personal goals.</p> <p><i>This course is REQUIRED for all incoming Excel students. Full course credit is earned in 1 Term.</i></p>	

## Language Arts Electives

The following courses may be taken for general elective credit.

<b>Journalism</b>	
TEA #03230100	
Standard Grade Level: 9 – 12	Credit: 1
Recommended Pre-Req: None	
<p>This introductory course on the principles &amp; practices of journalism includes fact-gathering, developing interviewing skills &amp; writing news stories in a variety of formats &amp; for a variety of audiences &amp; purposes with correct use of the conventions &amp; mechanics of written English. In order to produce effective communications, visual &amp; electronic media &amp; other technology along with published work of professional journalists will be used as tools for learning. Students will research self-selected topics, &amp; will learn about journalistic traditions &amp; the principles of publishing.</p> <p><i>*Journalism may also satisfy the English IV graduation requirement for some students within the Minimum or Foundation graduation plans.</i></p> <p><i>Full course credit is earned in 1 Term.</i></p>	

<b>Reading I – III</b>	
TEA #03270700/03270800/03270900	
Standard Grade Level: 9 – 12	Credit: Each Course – 1 Credit
Recommended Pre-Req: None	
<p>Students apply a variety of word recognition strategies &amp; build an extensive vocabulary through systematic word study. They read silently and orally with fluency and comprehension in increasingly demanding texts. Various strategies are used to comprehend, analyze, and evaluate texts. Students will create personal responses to a variety of texts reflecting diverse cultures and research topics of interest.</p> <p><i>Full course credit is earned in 1 Term.</i></p>	

<b>Practical Writing Skills</b>	
TEA #03221300	
Standard Grade Level: 9 – 12	Credit: Each Course – 1 Credit
Recommended Pre-Req: None	
<p>This course emphasizes the study and application of conventions and mechanics of written English. Students will use the writing process to write for a variety of purposes and will analyze their own writing and the writing of others.</p> <p><i>Full course credit is earned in 1 Term.</i></p>	

<b>Creative Writing</b>	
TEA #03221200	
Standard Grade Level: 9 – 12	Credit: Each Course – 1 Credit
Recommended Pre-Req: None	
<p>Creative writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. Students will discuss published and unpublished pieces of writing, develop peer and self-assessments for effective writing, and set their own goals as writers.</p>	

<b>College Readiness &amp; Study Skills</b>	
TEA #03270100	
Standard Grade Level: 9 – 12	Credit: Each Course – .5 Credit
Recommended Pre-Req: None	
This course enhances the study skills of students who want additional strategies for learning from texts in all curriculum areas. Emphasis includes vocabulary, summarization, identifying key ideas, and drawing inferences and conclusions. Students will present their responses to text in a variety of ways.	

<b>Literary Genres</b>	
TEA #03221500	
Standard Grade Level: 9 – 12	Credit: Each Course – 1 Credit
Recommended Pre-Req: None	
Students build an extensive vocabulary through wide reading of a variety of genres. Emphasis is on analyzing common themes in a variety of cultures. Students will use writing to analyze literature and communicate with other writers.	

<b>Public Speaking</b>	
TEA #03240900	
Standard Grade Level: 9 – 12	Credit: Each Course – 1 Credit
Recommended Pre-Req: Speech/Professional Communications	
Students learn the concepts and skills related to preparing and presenting public messages and to analyzing and evaluating messages from others. They study style, organization, and delivery. Many students will also participate in competitions.	

## **Mathematics**

<b>Foundations of Math (STLNHSM)</b>	
TEA #N1110030	
Standard Grade Level: 9 – 12	Credit: 1
Foundations of Math (Strategic Learning for High School Math) focuses on providing students the skills necessary to move into Core Math Courses. It offers students mathematics instruction to successfully navigate academic demands as well as attain life-long numeracy skills. It is intended to create strategic mathematical learners and build basic understandings that will stimulate students to think about their approach to mathematical learning. New Excel students will be scheduled into this course.	

<b>Algebra I</b>	
TEA #03100500	
Standard Grade Level: 9 – 12	Credit: 1 (Earned in .5 Credit increments)
Recommended Pre-Req: None	
In high school Algebra I, students deepen their understanding of relations & functions & expand their repertoire of familiar functions. Students use technological tools to represent & study the behavior of linear & beginning quadratic functions, among others. They learn to combine functions, express them in equivalent forms, compose them, & find inverses where possible. Algebra I also provides students with insights through the content strands of linear functions, equations, & inequalities, quadratic functions, & equations, exponential functions & equations, & number & algebraic methods. <i>Full course is split into A &amp; B Sections. Both sections must be completed for the full credit.</i>	

<b>Geometry</b>	
TEA #03100700	
Standard Grade Level: 9 – 12	Credit: 1
Recommended Pre-Req: Algebra I	
<p>High school students should develop facility with a broad range of ways of representing geometric ideas – including coordinates, networks, transformations – that allow multiple approaches to geometric problems &amp; that connect geometric interpretations to other contexts. Students should recognize connections among different representations, thus enabling them to use these representations flexibly. Students will expand their understanding through other mathematical experiences through the Geometry strands of Geometric structure, Patterns, Dimensionality &amp; Geometry of Location, Congruence &amp; the Geometry of Size, &amp; Similarity &amp; the Geometry of Shape.</p>	

<b>Math Modeling with Applications (Live Course); Personal Finance (Compass)</b>	
TEA #03102400	
Standard Grade Level: 9 – 12	Credit: 1 (Earned in .5 Credit increments)
Recommended Pre-Req: Algebra I	
<p>This course is intended to reinforce, broaden, &amp; extend the mathematical knowledge &amp; skills acquired in Algebra I in order to stretch their knowledge toward topics studied in Geometry &amp; Algebra II. The primary purpose of this course is to use mathematics as a tool to model real-world phenomena in science, finance, music, &amp; art.  <i>Full course is split into A &amp; B Sections. Both sections must be completed for the full credit.</i></p>	

<b>Algebra II</b>	
TEA #03100600	
Standard Grade Level: 9 – 12	Credit: 1 (Earned in .5 Credit increments)
Recommended Pre-Req: Algebra I	
<p>In Algebra II, students have opportunities to build on Algebra I &amp; Geometry experiences, both deepening their understanding of relations &amp; functions &amp; expanding their repertoire of familiar functions. Students use technological tools to represent &amp; study the behavior of polynomial, exponential, rational, &amp; periodic functions, among others. They learn to combine functions, express them in equivalent forms, compose them, &amp; find inverses where possible. As they do so, they come to understand the concept of a class of functions &amp; learn to recognize the characteristics of various classes.  <i>Full course is split into A &amp; B Sections. Both sections must be completed for the full credit.</i></p>	

## Science

<b>Biology</b>	
TEA #03010200	
Standard Grade Level: 9 – 11	Credit: 1 (Earned in .5 Credit increments)
Recommended Pre-Req: None	
<p>Students use scientific methods &amp; critical thinking to study a variety of biology concepts. Topics include cell structure &amp; function, genetics, evolutionary theory, biological processes &amp; systems, &amp; environmental systems. Texas law requires at least 40% lab &amp; field work.  <i>Full course is split into A &amp; B Sections. Both sections must be completed for the full credit.</i></p>	

<b>Integrated Physics &amp; Chemistry (IPC)</b>	
TEA #03060201	
Standard Grade Level: 9 – 10	Credit: 1
Recommended Pre-Req: Check your graduation plan for sequencing requirement of this course.	
Students use scientific methods & critical thinking to study a variety of physical science concepts. Major topics include force, motion, energy & structure, and properties of matter. Texas law requires at least 40% lab & field work.	

<b>Chemistry</b>	
TEA #03040000	
Standard Grade Level: 10 – 12	Credit: 1 (Earned in .5 Credit increments)
Pre-Req: One unit of HS Science & Algebra I Recommended Pre-Req: Completion of or concurrent enrollment in a second credit of mathematics.	
Students use scientific methods & critical thinking to study a variety of chemistry concepts. Topics include the Periodic Table, atomic structure, chemical bonding & reactions, thermochemistry, & solution chemistry. Texas law requires at least 40% lab & field work. <i>Full course is split into A &amp; B Sections. Both sections must be completed for the full credit.</i>	

<b>Physics</b>	
TEA #03050000	
Standard Grade Level: 9 – 12	Credit: 1 (Earned in .5 Credit increments)
Recommended Pre-Req: Algebra I or concurrent enrollment in Algebra I	
Students use scientific methods & critical thinking to study a variety of physics concepts. Topics include the study of force & motion, types of force, momentum & energy, & waves & quantum phenomena. Texas law requires at least 40% lab & field work. <i>Full course is split into A &amp; B Sections. Both sections must be completed for the full credit.</i>	

## **Science Electives**

<b>Astronomy</b>	
TEA #03060100	
Standard Grade Level: 11 – 12	Credit: 1
Recommended Pre-Req: One unit of high school science	
In Astronomy, students conduct laboratory & field investigations, use scientific methods, & make informed decisions using critical thinking & scientific problem solving. Students study the following topics: astronomy in civilization, patterns & objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, & space exploration. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, & develop critical-thinking skills. Texas law requires at least 40% lab & field work.	



<b>Environmental Systems</b>	
TEA #0302000ES1	
Standard Grade Level: 11 – 12	Credit: 1
Recommended Pre-Req: One unit of high school science	
Students conduct laboratory & field investigations, use scientific methods during investigations, & make informed decisions using critical thinking & scientific problem solving. Students study a variety of topics that include: biotic & abiotic factors in habitats, ecosystems & biomes, interrelationships among resources & an environmental system, sources & flow of energy through an environmental system, relationship between carrying capacity & changes in populations & ecosystems, & changes in environments. Texas law requires at least 40% lab & field work.	

<b>Aquatic Science</b>	
TEA #03030000	
Standard Grade Level: 10 – 12	Credit: 1
Recommended Pre-Req: Biology	
In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills. Texas law requires at least 40% lab and field work.	

## **Social Studies & Economics**

<b>World Geography</b>	
TEA #03320100	
Standard Grade Level: 9	Credit: 1
Recommended Pre-Req: None	
World Geography focuses on the relationships among people, places, & environments that result in patterns on the Earth's surface. Students use the tools & methods of geography to study the principal regions in the world – the Americas; Europe & Eurasia; North Africa & the Middle East; Sub-Saharan Africa; Asia; Australia and Antarctica.	

<b>World History</b>	
TEA #03340400	
Standard Grade Level: 10	Credit: 1
Recommended Pre-Req: None	
World History focuses on the development of human society from prehistoric to modern times. Emphasis is placed on major events, world leaders, economic & political institutions, technological innovations, & the philosophical & religious beliefs that have shaped the modern world. The course employs an interdisciplinary approach to deepen students' understanding of the world's people, today and in the past.	

<b>US History</b>	
TEA #03340100	
Standard Grade Level: 11	Credit: 1 (Earned in 0.5 Credit Increments)
Recommended Pre-Req: World Geography and/or World History	
<p>This course focuses on U.S. History from Reconstruction to the present. Students analyze major themes &amp; events in U.S. history, leaders, economic &amp; political institutions, technological innovations, &amp; the philosophies that affect the United States today. The course uses an interdisciplinary approach to deepen students' understanding of the people &amp; issues that have shaped the United States today.</p> <p><i>Full course is split into A &amp; B Sections. Both sections must be completed for the full credit.</i></p>	

<b>United States Government (Live Course); Civics (Compass)</b>	
TEA #03330100	
Standard Grade Level: 12	Credit: 0.5
Recommended Pre-Req: U.S. History	
<p>Government focuses on structures of power &amp; authority in American society. Students study the US Constitution; the roles &amp; responsibilities of the state &amp; national governments; the influence of political parties &amp; other participants in the political system; and the rights &amp; responsibilities of citizens. Through discussions of current issues, students examine the impact of government policies on the lives of US citizens.</p>	

<b>Economics/Free Enterprise</b>	
TEA #03310300	
Standard Grade Level: 12	Credit: 0.5
Recommended Pre-Req: U.S. History	
<p>Economics/Free Enterprise focuses on the production, distribution, &amp; consumption of goods &amp; services in the US. The course emphasizes fundamental principles of market economics, &amp; students learn how markets &amp; prices allocate scarce resources. Students study consumer behavior, the roles of business &amp; government in the economy, the banking system, international trade, and other topics. Through discussion of current economic issues, students deepen their understanding of the US economy.</p>	

## **Social Studies Electives**

<b>Personal Financial Literacy</b>	
TEA #03380082	
Standard Grade Level: 9-12	Credit: 0.5
Recommended Pre-Req: None	
<p>Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. The knowledge gained in this course has far-reaching effects for students personally as well as the economy as a whole. When citizens make wise financial decisions, they gain opportunities to invest in themselves, build businesses, consume goods and services in a responsible way, and secure a future without depending on outside assistance. The economy benefits from the optimal use of resources, increased consumption, and strong local businesses. State and local governments benefit with steady revenue streams and reduced future obligations as our society ages.</p>	

<b>Psychology</b>	
TEA #03350100	
Standard Grade Level: 9-12	Credit: 0.5
Recommended Pre-Req: None	
Students explore major psychological theories. They learn about human behavior and development, perception and learning, memory and thought, motivation and emotion; personality theories; psychological disorders; and other related topics. Students also practice the skills of observation and analysis used in modern social sciences.	

<b>Sociology</b>	
TEA #03370100	
Standard Grade Level: 9-12	Credit: 0.5
Recommended Pre-Req: None	
Sociology students study social organizations, institutions, and patterns of social relationships in different cultures. They also analyze the social interactions of individuals and groups. Sociology students learn a systematic method for studying cultures, social institutions, social relationships, and the process of socialization. They also study a variety of social issues such as crime, racial discrimination, gender equity, urbanization, family structure, and other similar topics.	

## **Health Education**

<b>Health Education</b>	
TEA #03810100	
Standard Grade Level: 9 – 12	Credit: 0.5
Recommended Pre-Req: None	
This course addresses health concepts described in the Texas Essential Knowledge & Skills for Health. It includes comprehensive instruction in consumer health; diseases; environmental health & safety; growth & development; health & fitness for daily living; nutrition; use & abuse of tobacco, alcohol, & drugs; and sexuality education for family living & first aid & safety. <i>Stacked with the Live Instruction PE Course.</i>	

## **Technology Applications**

<b>Fundamentals of Computer Science</b>	
TEA #03580140	
Standard Grade Level: 9 – 12	Credit: 1
Recommended Pre-Req: None	
The Fundamentals of Computer Science course is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day through creative & innovative opportunities to use problem-solving & reasoning skills to design, implement, & present solutions to real-world problems. Students will gain an understanding of the principles of computer science through the study of technology operations & concepts.	

<b>Digital Design and Media Production</b>	
TEA #3580400	
Standard Grade Level: 9 – 12	Credit: 1
Recommended Pre-Req: None	
<p>Digital Design and Media Production will allow students to demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students will problem solve in order to gather information electronically and make informed decisions regarding media projects. The course will include a focus on digital citizenship and digital design principles that are transferable to other disciplines and real-world applications.</p>	

## Physical Education

### ***Important:***

- 1 Credit of physical education is required to meet most State graduation requirements.
- General physical education courses must only be taken once. Students may be exempt from physical activity, but not their physical education class.
- Documentation from a member of the healing arts licensed to practice in Texas must be provided to exempt a student from various types of physical activities.
- Additional PE credits may be taken for state elective credit. A maximum of 4 PE credits may be earned through any combination of general PE or PE substitutions.
- Students may be enrolled in 1 PE course per Term
- All students enrolled in a PE course or PE substitution must be assessed on their physical fitness based on their PE classification using the FITNESSGRAM Assessment.

<b>Foundations of Personal Fitness</b>	
TEA #PES00052	
Standard Grade Level: 9 – 12	Credit: 1
Recommended Pre-Req: None	
<p>The Foundations of Personal Fitness course represents a new approach to physical education &amp; the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on health &amp; wellness. Students improve their fitness within the class &amp; learn the process of becoming fit &amp; staying fit. The concept of wellness, striving to reach optimal levels of health, is the cornerstone of this course &amp; is exemplified by one of the course objectives; students designing their own personal fitness program.</p> <p><i>Health is stacked with this live instruction course.</i></p>	

<b>Aerobic Dance I</b>	
TEA #PES00054	
Standard Grade Level: 9 – 12	Credit: .5
Recommended Pre-Req: None	
<p>Students in Aerobic Dance I are exposed to a variety of exercises that support their dancing skills and promote their health and fitness. Students will learn various dances as well as participate in circuit training, Pilates, basic yoga and walk/jog activities. A major expectation of this course is for the student to design a personal fitness program to support their dancing skills. *This course is like Aerobics and Conditioning I with a dance emphasis.</p>	

## Fine Arts

<b>Art I (Live Course); Art History (Compass Only)</b>	
TEA #03500100	
Standard Grade Level: 9 – 12	Credit: 1
Recommended Pre-Req: None	
This course lays the basic foundation for learning art processes, procedures, theories, history, & art judgement. The approach is experimental in use of materials (drawing, painting, printmaking, fibers, ceramics, sculpture, jewelry, photography), but structured to provide students a strong foundation in design, drawing, & vocabulary.	

  

<b>Music Appreciation I &amp; II</b>	
TEA #03155600/03155700	
Standard Grade Level: 9 – 12	Credit: Each course is 1 Credit
Recommended Pre-Req: None	
This course will cover four basic strands – foundations: music literacy; creative expression; historical & cultural relevance; and critical evaluation & response – provide broad, unifying structures for organizing the knowledge & skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, & creating music, thus developing a student’s intellect. Through creative expression, students apply their music literacy & the critical-thinking skills of music to read, write, create, &/or move. By experiencing musical periods & styles, students will understand the relevance of music to history, culture, & the world, respond to music, developing criteria for making critical judgements & informed choices.	

  

<b>Music I, Choir I</b>	
TEA #03150900	
Standard Grade Level: 9 – 12	Credit: 1
Recommended Pre-Req: None	
Musicianship is developed through study of vocal technique, music/sight-reading skills, and listening experiences in analysis and description. Periods of music history and the music of many cultures are explored. Unison, two-three-, and four-part choral literature is prepared and performed publicly.	

  

<b>Theater Arts</b>	
TEA #03250100	
Standard Grade Level: 9 – 12	Credit: 1
Recommended Pre-Req: None	
An overview of theatre arts, basic acting techniques, and introduction to stagecraft. This course includes instruction in acting techniques, stagecraft, use of body and voice, characterization, interpretation of scripts and characters, production style, career education, and a variety of theatrical forms.	

## Languages Other Than English (LOTE) & American Sign Language

Students who have completed Level I or a language in Grades 7 & 8 may use these credits to satisfy one unit of the LOTE high school graduation requirement.

<b>Spanish I</b>	
TEA #03440100	
Standard Grade Level: 9 – 12	Credit: 1
Level I of Languages Other Than English offers sequential language instruction in the integrated skills of speaking, listening, reading, & writing. Strong focus is also placed on developing the three modes of communication: interpretive, interpersonal & presentational, with both the teacher & student using the language as much as possible at this state of language learning. Students also develop appropriate grammatical concepts & learn about the products, practices, & perspectives of the people who speak the target language. At the end of Level I, students should be able to perform in the language at the novice-mid to novice-high proficiency levels.	

<b>Spanish II</b>	
TEA #03440200	
Standard Grade Level: 9 – 12	Credit: 1
Pre-Req: Spanish I	
Level II of Languages Other Than English continues sequential language instruction in the integrated skills of speaking, listening, reading, & writing. Strong focus is still placed on developing the three modes of interpretive, interpersonal, & presentational, with both the teacher & student using the languages as much as is possible at this second state of language learning. The course reviews & refines appropriate grammatical concepts while students increase their cultural knowledge & understanding of the products, practices, & perspectives. At the end of Level II, students should be able to perform in the language at the novice-high to intermediate-low proficiency levels.	

<b>American Sign Language I</b>	
TEA #03980100	
Standard Grade Level: 9 – 12	Credit: 1
Pre-Req: None	
The goal of American Sign Language (ASL) is to develop communicative competence in ASL for hearing students who have frequent contact with the deaf community & who wish to interact with them. ASL has been recognized by the state as fulfilling the foreign language requirement for high school graduation plans. At the end ASL I, students should be performing at the novice-mid proficiency levels in their interpretive & presentational skills.	

<b>American Sign Language II</b>	
TEA #03980200	
Standard Grade Level: 9 – 12	Credit: 1
Pre-Req: ASL I	
American Sign Language II reviews the basic ASL skills & develops students' grammar & syntax to communicate using expressive & receptive skills. Increased attention is given to the deaf culture. At the end of ASL II, students should be performing at the novice-mid to intermediate-low proficiency levels in their interpretive & presentational skills.	

## Miscellaneous Courses

<b>MAPS (Methodology of Academic &amp; Personal Success)</b>	
TEA #N1130021 (Innovative Course)	
Standard Grade Level: Incoming Excel Students	Credit: 1
<p>This course focuses on the skills &amp; strategies necessary for students to make a successful transition into high school &amp; an academic career. Students will explore the options available in high school, higher education, and the professional world in order to establish both immediate &amp; long-range personal goals.</p> <p><i>This course is REQUIRED for all incoming Excel students.</i></p>	

<b>Senior Seminar</b>	
TEA #850000SS	
Standard Grade Level: Incoming Excel Students	Credit: 1
<p>This course prepares students with a variety of skills for a fast-changing workplace. Students are taught employability skills, which include job-specific skills applicable to their career pathway via job interview techniques, communication skills, financial &amp; budget activities, human relations, &amp; portfolio development. This course is relevant &amp; rigorous, supports student's attainment of academic standards, and effectively prepares students for post-secondary success.</p> <p><i>This course is REQUIRED for all Excel students prior to graduation</i></p>	

<b>Cyber Citizenship</b>	
TEA #N1260001	
Standard Grade Level: 9 – 12	Credit: .5
Pre-Req: None	
<p>This course will educate students regarding evolving platforms of social media and familiarize them with their use. It will highlight the controversial issues associated with social media, including the laws regarding social media, inappropriate usage, and online harassment. Overall, this course will educate students in maintaining a responsible online digital footprint.</p>	

<b>Office Aide I &amp; II</b>	
TEA #85000049/85000050	
Standard Grade Level: 9 – 12	Credit: .5 – Local Credit
Pre-Req: None	
<p>Cannot be used as a CTE program sequence course. Students develop skills in arithmetic, grammar, vocabulary, &amp; keyboarding as they relate to clerical office work. Includes an introduction to computing machines, duplication processing, filing &amp; record storage, proper handling of telephone &amp; written communications, the use of other office equipment &amp; supplies, &amp; the development of appropriate attitudes &amp; human relations skills. Students work in campus offices. This course may count as an elective toward state graduation requirements. *Teacher/Classroom Aid positions require teacher authorization.</p>	

<b>State Assessment Preparatory Courses (English/Math/Science/Social Studies)</b>	
English – 84000ETP	
Math/Algebra – 84100MTP	
Science/Biology – 84800STP	
Social Studies/US History – 84400HTP	
Standard Grade Level: 9 – 12	Credit: .5 – Local Credit
<p>The student will review the course standards needed to successfully master the Exit level or End of Course exam required per their graduation plan. These are locally developed courses offered on a numerical graded basis for those tests not yet mastered.</p>	

## COURSE DESCRIPTIONS – CAREER CLUSTERS & CTE

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Goodwill's and The Excel Center's mission is to Generate Lifelong Connections to **WORK**. Specifically, we want our students and clients to obtain the education, skills, and certifications necessary for **MEANINGFUL WORK**. Goodwill is a unique organization that has a long history of providing a pathway to work for the local community and beyond.

The Achieve Texas College & Career Initiative centers on establishing career clusters in schools as a strategy for improving high school completion rates & college & workforce readiness. It is based on the belief that the curricula of the 21<sup>st</sup> century should combine rigorous academics with relevant career education that incorporates the College Readiness Standards, personalized learning environments, academic & social support, relevant teaching & learning designed to promote postsecondary success & effective educators & leaders.

Career clusters are a way of recognizing learning around Programs of Study that will prepare students for an even more competitive global economy. Texas has adopted the US Department of Education's Career Clusters System. The 16 broad career clusters & multiple Programs of Study support the Governor's Industry Cluster Initiative, which identifies high-growth/high-paying jobs for the 21<sup>st</sup>-century Texas economy. Achieve Texas offers guidance to help students plan their educational experience based on their career goals & allows students to develop the knowledge & skills necessary for a successful transition into skilled employment, advanced training, and associate's degree, a bachelor's degree, or technical certification. Career Programs of Study represent a recommended sequence of courses based on a student's personal interests & career goals. The idea is to connect what students learn in school every day to what they aspire to do tomorrow, thus increasing engagement with school & motivation to achieve.

### **Business Management & Administration Cluster**

This cluster includes the study of organizing, directing, & evaluating functions essential to productive business operations.

<b>Touch System Data Entry</b>	
TEA #13011300	
Standard Grade Level: 9 – 12	Credit: 1
Pre-Req: None	
Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, & reasoning skills & apply them to the business environment. Students will need to apply touch system data entry for production of business documents.	

<b>Principles of Business, Marketing, &amp; Finance (Also in Marketing Cluster)</b>	
TEA #13011200	
Standard Grade Level: 9 – 12	Credit: 1
Pre-Req: None	
In Principles of Business, Marketing, & Finance, students study economies & private enterprise systems, the impact of global business, marketing of goods & services, advertising, & product pricing. Students analyze the sales process & financial management principles. This course allows students to reinforce, apply, & transfer academic knowledge & skills to a variety of interesting & relevant activities, problems & settings in business, marketing, & finance. Aligns with QuickBooks Certification.	



<b>Business Information Management I</b>	
TEA #13011400	
Standard Grade Level: 9 – 12	Credit: 1
Pre-Req: None	
Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, & make an electronic presentation using appropriate software.	

<b>Business Information Management II</b>	
TEA #13011500	
Standard Grade Level: 9 – 12	Credit: 1
Pre-Req: Business Information Management I	
Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.	

<b>Business Management</b>	
TEA #13012100	
Standard Grade Level: 10 – 12	Credit: 1
Pre-Req: Business Information Management I	
Students analyze the primary functions of management and leadership, which are planning, organizing, staffing, directing or leading, and controlling. Topics will incorporate social responsibility of business and industry. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate management decisions.	

### **Hospitality & Tourism Cluster**

This cluster includes the study of managing restaurants & other food services, lodging, attractions, recreation events, and travel-related services.

<b>Food Science</b>	
TEA #1302300	
Standard Grade Level: 9 – 12	Credit: 1
Pre-Req: None	
Conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public.	

## Human Services Cluster

This cluster includes the study of providing for families and serving human needs.

<b>Dollars &amp; Sense</b>	
TEA #13024300	
Standard Grade Level: 9 – 12	Credit: 1
Pre-Req: None	
Dollars and sense focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers.	

<b>Interpersonal Studies</b>	
TEA #13024400	
Standard Grade Level: 9 – 12	Credit: 1
Pre-Req: None	
This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.	

<b>Lifetime Nutrition and Wellness</b>	
TEA #13024500	
Standard Grade Level: 9 – 12	Credit: 1
Pre-Req: None	
Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, & reasoning skills & apply them to the business environment. Students will need to apply touch system data entry for production of business documents.	

<b>Parenting Education for School Age Parents I &amp; II</b>	
TEA #N1302536/N1302537	
Standard Grade Level: 9 – 12	Credit: Each Course 1 Credit
Pre-Req: None	
This laboratory course is designed to address the special needs and interests of male and female students who are parents, who are pregnant, or who are expecting to become parents in the near future.	

## Information Technology Cluster

This cluster includes the study of designing, supporting, and managing hardware, software, multimedia, and systems integration.

<b>Principles of Information Technology</b>	
TEA #13027200	
Standard Grade Level: 9 – 12	Credit: 1
Recommended Pre-Req: None	
The Principles of Information Technology course is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day through creative & innovative opportunities to use problem-solving & reasoning skills to design, implement, & present solutions to real-world problems. Students will gain an understanding of the principles of computer science through the study of technology operations & concepts. <i>Meets Tech App Graduation Requirements</i>	

  

<b>Digital &amp; Interactive Media</b>	
TEA #13027800	
Standard Grade Level: 9 – 12	Credit: 1
Recommended Pre-Req: None	
Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem..	

  

<b>Web Technologies</b>	
TEA #13027900	
Standard Grade Level: 10 – 12	Credit: 1
Recommended Pre-Req: None	
Through the study of web technologies and design, students learn to make informed decisions and apply the decisions to the field of information technology. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society.	

  

<b>Computer Programming</b>	
TEA #13027600	
Standard Grade Level: 10 – 12	Credit: 1
Recommended Pre-Req: None	
Students acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. Students apply technical skills to address business applications of emerging technologies.	

## Law, Public Safety, Corrections, and Security Cluster

This cluster includes the study of providing legal, public safety, protective, and homeland security services.

<b>Principles of Law, Public Safety, Corrections &amp; Security</b>	
TEA #13029200	
Standard Grade Level: 9 – 12	Credit: 1
Recommended Pre-Req: None	
Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, security, corrections, and fire and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, security, and corrections.	

<b>Law Enforcement I</b>	
TEA #13029300	
Standard Grade Level: 9 – 12	Credit: 1
Recommended Pre-Req: None	
Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime. Articulated credit may be awarded upon successful completion of course requirements.	

<b>Law Enforcement II</b>	
TEA #13029400	
Standard Grade Level: 9 – 12	Credit: 1
Recommended Pre-Req: Law Enforcement I	
Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. This course includes the ethical and legal responsibilities, civil law and procedure, and courtroom testimony. Articulated credit may be awarded upon successful completion of course requirements.	

<b>Court Systems &amp; Practices</b>	
TEA #13029600	
Standard Grade Level: 9 – 12	Credit: 1
Recommended Pre-Req: Law Enforcement I	
Court Systems and Practices is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial processes from pretrial to sentencing and examines the types and rules of evidence. Emphasis is placed on constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation. Articulated credit may be awarded upon successful completion of course requirements.	

## Marketing Cluster

This cluster includes the study of performing marketing activities to reach organizational objectives. All courses allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

<b>Principles of Business, Marketing, &amp; Finance (Also in Business Admin Cluster)</b>	
TEA #13011200	
Standard Grade Level: 9 – 12	Credit: 1
Pre-Req: None	
In Principles of Business, Marketing, & Finance, students study economies & private enterprise systems, the impact of global business, marketing of goods & services, advertising, & product pricing. Students analyze the sales process & financial management principles. This course allows students to reinforce, apply, & transfer academic knowledge & skills to a variety of interesting & relevant activities, problems & settings in business, marketing, & finance. Aligns with QuickBooks Certification.	

<b>Advertising &amp; Sales Promotion</b>	
TEA #13034200	
Standard Grade Level: 9 – 12	Credit: 1
Pre-Req: 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, including 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. This course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.	

<b>Entrepreneurship</b>	
TEA #13034400	
Standard Grade Level: 9 – 12	Credit: 1
Pre-Req: 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.	

<b>Retailing &amp; E-tailing</b>	
TEA #13034500	
Standard Grade Level: 9 – 12	Credit: 1
Pre-Req: None	
Students will have the opportunity to develop skills that involve electronic media techniques necessary for a business to compete in a global economy. Students will coordinate online and off-line marketing. Students will demonstrate critical-thinking skills using decision-making models, case studies, various technologies, and business scenarios.	

<b>Sports and Entertainment Marketing</b>	
TEA #13034600	
Standard Grade Level: 9 – 12	Credit: 1
Pre-Req: None	
<p>This course will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment. The areas of this course include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans. This course will also provide students an opportunity to develop promotional plans, sponsorship proposals, endorsement contracts, sports and entertainment marketing plans, and evaluation and management techniques.</p>	

<b>Social Media Marketing</b>	
TEA #N1303481	
Standard Grade Level: 9 – 12	Credit: .5
Pre-Req: None	
<p>Designed to look at the rise of social media and how it has transformed the business arena. Students will learn about the multi-disciplinary implications and how to manage a successful social media presence for an organization.</p>	