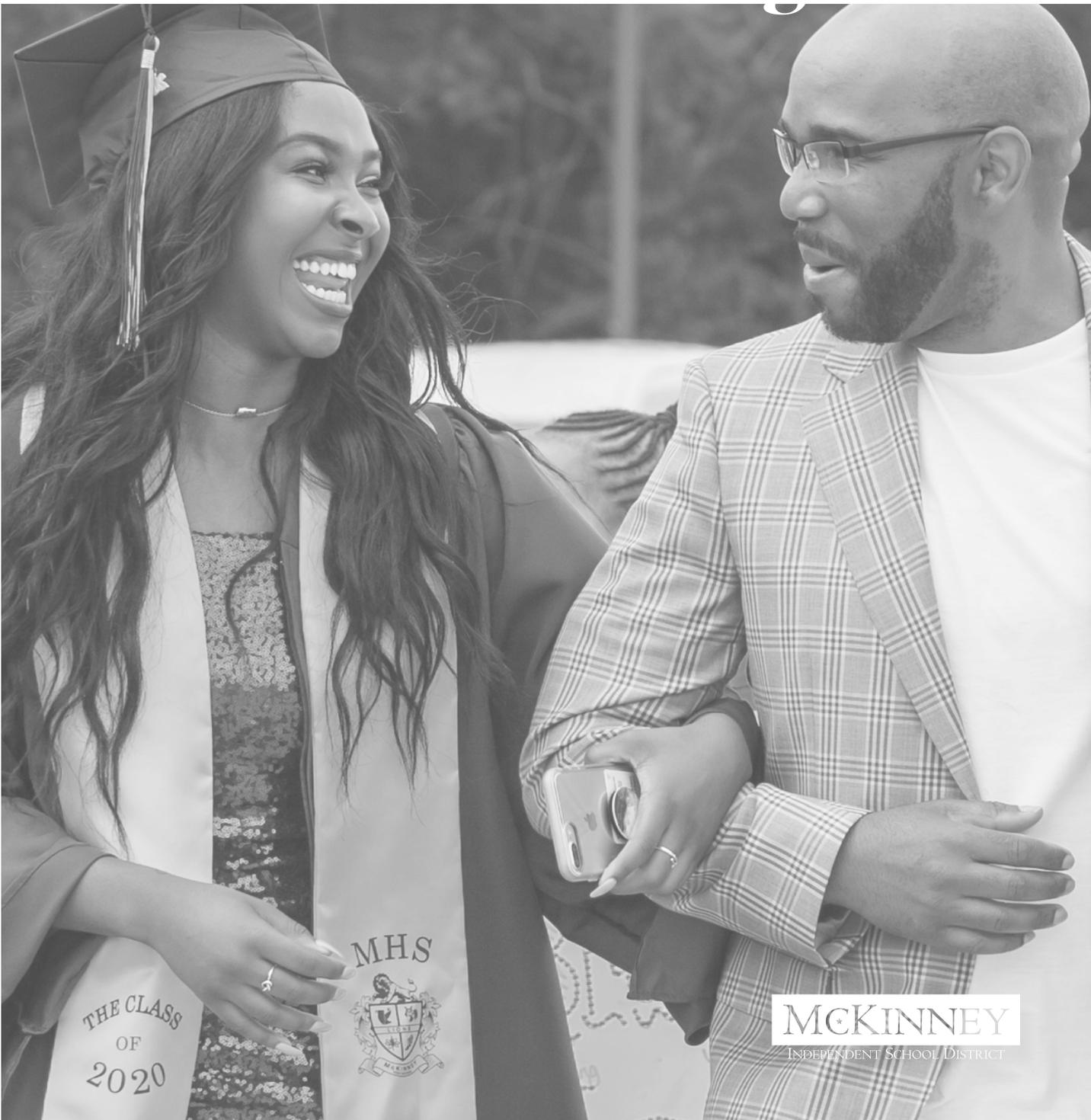


McKINNEY ISD // HIGH SCHOOL

2021 – 2022

Academic Planning Guide



MCKINNEY
INDEPENDENT SCHOOL DISTRICT

21-22 ACADEMIC PLANNING GUIDE

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SUPERINTENDENT'S MESSAGE

Dear McKinney ISD Student,

We hope that you will share our excitement as you begin the very important planning phase for the upcoming 2021-2022 school year. We present to you this Academic Planning Guide as an informational and instructional tool, in order for you to make the best decisions impacting your educational future. This document is truly a road map to your academic success and is a result of a collaborative effort of the McKinney ISD Learner Support Department, Career and Technical Education Department, and the Department of Counseling. Our desire is that it will provide you and your parent(s) or guardian(s) with a guide that has been specifically designed to help you fully prepare to accomplish your college and/or career aspirations.

We understand that choosing the right courses and graduation plan can be difficult. A detailed description of the four year plan and available endorsements provided by McKinney ISD are included in this planning guide. While this process may seem complex, you should be encouraged to know that we have an entire team of counselors and campus staff ready to help guide you. The academic programs in McKinney ISD are rigorous and relevant to your needs, not only today, but for tomorrow. We encourage you to challenge yourself when choosing courses, and choose a career path that will help you achieve all of your aspirations.

Please carefully review the courses and graduation programs covered in the Academic Planning Guide, and seek input from your parent(s) or guardian(s). It is important for you to remember that your school counselor is a valuable resource for answers to questions. In addition, McKinney ISD has made available for all 6th-12th grade students a college and career online planning tool, Naviance, to help students successfully create a four-year high school graduation plan. See your counselor for more details and information. Remember, a counselor's primary responsibility is to be available to you and to help you as you develop a plan that meets your individual needs.

We hope that you will have fun and enjoy the process of planning for what we all desire to be the best of experiences for you. You have the unique privilege of choosing courses and a career path that will help you prepare for *your* future, wherever that journey takes you. So, take your time and choose a graduation plan equipped with courses that will inspire you, challenge you, and set you on a path for success. On behalf of the McKinney ISD staff and Board of Trustees, I wish you success in the upcoming year, and we look forward to doing whatever we can to ensure that you are successful.

Sincerely,

A handwritten signature in black ink that reads "Rick McDaniel". The signature is written in a cursive style with a large, stylized "R" and "M".

Rick McDaniel, Ed.D.
Superintendent

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MISD VISION, MISSION AND BELIEFS

VISION: We are a cohesive, diverse community providing engaging learning experiences for all.

MISSION: We will provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens.

BELIEFS:

- Partnerships between students, parents, community members, and staff are foundational to educational success.
- Positive school culture and a safe environment foster growth.
- Everyone has inherent value and deserves to be treated with dignity and respect.
- Learning is an active process requiring engaging tasks and engaging minds.
- Relevant and authentic experiences ignite continuous, deeper learning.
- Meaningful relationships enrich learning.
- Confidence fuels risk taking and higher achievement.
- Financial stewardship ensures a tomorrow for education.

MISD GRADUATE PROFILE

Effective Communicator: Comprehends and expresses ideas clearly through various means and modes of communication. Effective communicators can interpret and decode meaning through varied forms including listening, reading, speaking, writing, interpreting and creating graphic images, and mathematical interpretations of symbols.

- Technologically literate
- Collaborative
- Capable listener
- Kind and Respectful
- Financially literate
- Information literate

Socially Responsible Citizens: Understands and appreciates cultural differences, their contributions, impact and interrelatedness in a global economy. Socially responsible citizens understand the importance of being a contributing member of a democratic society in a diverse world and will make ethical decisions with the improvement of future societies in mind.

- Ethical
- Globally aware
- Community contributors
- Values equality and justice
- Appreciates diversity
- Reflective

Quality Contributor: Continually seeks to achieve quality results and outcomes through individual accountability, leadership, teamwork, and lifelong learning using multiple methods of technologies and resources. Quality contributors are creative, innovative thinkers that can solve complex problems to achieve quality results through meaningful research.

- Critical thinker
- Creative
- Innovative
- Individually accountable
- Risk taker
- Continuous learner

NON-DISCRIMINATION ASSURANCE

McKinney Independent School District does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing education or providing access to benefits of education services, activities, and programs, including career and technology programs, in accordance with Title VI of the Civil Rights Act of 1964 as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act.

This document serves as a guide. The official document will be the current one posted on the MISD website. Any errors do not supersede local Board and/or state Board policies.

21-22 ACADEMIC PLANNING GUIDE

GENERAL INFORMATION

This guide assists McKinney ISD students in making course selections and planning their academic futures. We encourage students and parents to read this guide carefully. Counselors are available to work with students, parents, and teachers to select appropriate courses that are challenging and meet graduation requirements. Catalogs, handbooks, and Internet sources are available to students seeking post high-school educational opportunities. These opportunities include two-year and four-year colleges and universities, vocational schools and the armed forces. Financial aid resources and workshops are also available.

For more information, please contact the appropriate school counseling center:

McKinney Boyd High School (469) 302-3400

McKinney High School (469) 302-5700

McKinney North High School (469) 302-4300

COURSE DESCRIPTIONS

Students and parents should work together to explore MISD's course offerings. Course descriptions are arranged by subject and begin on p. 27. Each course description will feature information about the grade level and the required and recommended prerequisites that must be satisfied prior to enrollment in the course. Some courses will require an application, a fee, and/or instructor approval. Not all courses are offered at all campuses. If you choose courses that are not offered at your zoned campus, you must either apply to transfer to that school or provide your own transportation in order to participate.

COURSE SELECTION PROCESS

Each year, students will receive a course selection card, also known as a personal graduation plan. This document will enable the student and parent to set academic and personal goals for the year, indicate desired coursework, and provide alternate elective choices for the student if the first choice selections are unavailable. Course selections should incorporate knowledge of graduation requirements, student interests and abilities, and desired college and career outcomes. Your course selection card will be due to your campus counselor according to the schedule provided by the campus. Please be aware of specific program and application deadlines as well as your campus registration deadlines. In April, students will have an opportunity through the course verification process to indicate any desired changes.

The priority deadline for change requests is May 3, 2021.

COURSE APPLICATIONS

Beginning January 11, you may apply for courses that have an application. Information and links to the forms are available here: www.tinyurl.com/misdapps. Students are encouraged to apply as soon as possible. Priority consideration will be given to applications received by February 26, 2021.

SCHEDULE CHANGE GUIDELINES

In order to provide course continuity, enhance student learning and allow accurate projections of course offerings and class size, schedule changes after the deadline are limited to when the student:

- Failed a required course and must make room to repeat the necessary course
- Is erroneously enrolled in a specific course for which they have already earned credit
- Is a senior and needs to drop a course in order to enroll in a course needed for graduation
- Has not completed the necessary prerequisite course to proceed in the enrolled course
- Desires to repeat a failed course in the classroom of a different teacher than they had during the first attempt

Requests for schedule changes meeting the criteria above must be initiated ONLY during the first five days of each semester. Schedule changes will always be subject to course availability.

Requests to exit from weighted courses (Level II and Level III) to academic courses (Level I) are subject to the Weighted Course Agreement. See p. 18 of this guide for more information.

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ACADEMIC ADVISING EXPECTATIONS

In accordance with TEC § 28.02121, MISD encourages students to actively plan for the future. The knowledge base and work habits developed over the course of high school lay the foundation for successful pursuit of postsecondary success. While every student's journey is unique, our beliefs, mission and graduate profile shape our academic advising expectations. We believe that the following expectations will provide the most secure base for navigating the changing world of work.

- MISD believes that all students need to be college and career ready. As encouraged in TEC § 28.002 (g), we expect students to continue in core courses each year of high school even if all minimum state graduation requirements have been met. Moreover, we have an expectation for students to complete courses such as Algebra II, Physics and English IV so that they will meet a broader selection of college and university admission requirements and will have a better preparation for success once postsecondary studies have begun.
- Students should select courses with their interests, abilities, outside commitments and personal goals in mind. While varied interests and program participation can be stimulating, students should reflect on the amount of time that is necessary to perform successfully in multiple strands of advanced coursework, extracurricular involvement, volunteer work and other activities. Strong attention to advance planning will help students set goals, make decisions, balance priorities and maximize the benefit of their high school experiences.
- MISD supports several options for students to engage in academic challenges and rigorous learning experiences such as:
 - Advanced Placement or Dual Credit courses to experience a college-level curriculum
 - A sequence of Career and Technical Education courses to explore careers and seek certifications and licensure as available
 - Three or more years of a language other than English to prepare for a global workplace
 - Multiple years of excellent programming in areas like Fine Arts, Computer Science, Athletics and AVID

Note to middle school parents and students:

Courses taken for high school credit in middle school count for credit but are not figured into GPA and rank at high school. Colleges or NCAA may recalculate your GPA when making admission considerations and may use these classes. Credits taken in middle school may allow for more flexibility in high school planning, but are not meant to reduce high school expectations. For example, taking Algebra in middle school should not be used as a plan to not take a math course senior year. Instead, it should allow students to reach higher levels of math.

PLANNING YOUR HIGH SCHOOL PROGRAM

Seniors (Grade 12)

Start the year with a strong plan for your studies and activities:

- Plan a schedule with rigorous coursework and activities. Colleges do look at senior courses and grades in making admission decisions. Admissions officers will consider many factors when determining the likelihood that an applicant will be prepared to progress academically on the college campus.
- Review your grade point average and your test scores to help you prioritize your time and assist you in planning for your journey beyond high school.

Stay Active:

- Participate in school-related activities and community service. Institutes of higher learning consider a student's involvement in activities other than academics. Consider working a part time job or participating in an internship. It can be very beneficial to connect with a mentor in your chosen area of study.
- Re-take the SAT/ACT in the fall. Review SAT/ACT scores when available and take again in December if necessary. Don't miss the registration deadline!
- If you plan to go to college in Texas, you are subject to the Texas Success Initiative to demonstrate college readiness. Note that if you meet the requirement for exemption such as through your ACT or SAT score, you must alert your prospective institution. You can learn more about TSI here: www.thecb.state.tx.us/TSI

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Pursue your plan:

- **Log in to your Naviance account often!** Students can use Naviance tools to research colleges, order transcripts, utilize the common application, stay informed on upcoming college visits to the campus, and learn about scholarships. See your counselor for details.
- Attend College Night in the fall and McKinney Education Foundation (MEF) College Information Seminars to gain information on the college admission and financial planning process.
- If you have the opportunity, visit your top choice colleges. Seniors are allowed two excused absences to visit prospective institutions. Be sure to turn in appropriate documentation from the college you visited. See your counselor or attendance office with any questions.
- Apply to colleges early in your senior year. Many schools have early November deadlines. Institutional scholarship deadlines are December 1st in many cases. Use application sites like Apply Texas or Common App to streamline the application process.
- Complete the Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA) in the fall of your senior year. Many institutions will require this in order to be considered for scholarships.

Juniors (Grade 11)

Take on challenges:

- Take rigorous courses and do your best at earning high grades in all classes. When you initially apply to college next year, they will be considering the grades you've earned through the end of your junior year.
- Discuss your grade point average and test scores with your counselor to make wise choices about junior and senior classes and college options. Some colleges or programs may have additional course requirements beyond the state graduation plan. For instance, some engineering programs may require Pre-Calculus and/or Calculus. It is important to research the requirements of your prospective colleges when finalizing course selections. Review and update your four-year plan for graduation.
- Consider taking courses through correspondence, dual credit, summer school or online to make space for additional classes during the school year. Additional credits are impressive to colleges.
- Take three years of language other than English. It demonstrates your desire to be more competitive and prepared for college. This may be a requirement for some university admissions and programs.

Prepare for standardized testing:

- Plan to take the PSAT/National Merit Scholarship Qualifying Test in October. The PSAT is administered **only** in October. Use the PSAT score report to study and improve your SAT score. You must register to take the exam. The district also offers Blitz camps to improve scores, so take advantage of the additional preparation. See your counselor for details.
- Take the SAT or ACT in the spring of the junior year and use your score report to study and improve your score when the SAT is repeated in the senior year. The district also offers Blitz camps to improve scores, so take advantage of the additional preparation.
 - SAT website www.collegeboard.org
 - ACT website <http://act.org>

Gather and organize your information:

- Maintain an updated resume and portfolio of accomplishments.
- **Log in to your Naviance account often** to continue searching for colleges, to keep learning about careers and to seek information about scholarships. See your counselor for details.
- Visit colleges. Many colleges will offer special perks to students that visit. Additionally, an increasing number of institutions are now offering "virtual tours" and maintain a strong presence on social media. Juniors are allowed two excused absences to visit prospective institutions. Be sure to turn in appropriate documentation from the college you visited. See your counselor or attendance office with any questions.
- Attend MISD College Night in the fall and gather information on colleges and careers.
- Develop a list of five to seven schools that you are planning to apply to in the fall. Look up their application deadlines and other details about admissions.
- If you are planning to participate in college athletics, review the eligibility guidelines of your governing association (NCAA, NAIA, NJCAA, etc.)

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Sophomores (Grade 10)

Push yourself to do your best:

- Plan your schedule thoughtfully to complete required courses for graduation and to satisfy prerequisite courses for electives you want to take in grades 11 and 12. Review and update your four-year plan.
- Review your transcript and verify grade point average and rank. Set a goal for your grades this year.
- Read challenging books on a variety of topics, including non-fiction and biography pieces. Write as often as you are able. Ask questions in your classes and attend tutoring. Form study groups with your peers.
- Take the PSAT in October for practice. The PSAT will help prepare you for the National Merit Scholarship Qualifying Test in the grade 11. You will automatically be registered for the exam.
- Consider taking courses through correspondence, dual credit, summer school or online to make space for additional classes during the school year. Additional credits are impressive to colleges.
- Take three years of language other than English. It demonstrates your desire to be more competitive and prepared for college. This may be a requirement for some university admissions, or admission to certain programs.

Narrow your interests and revise your planning:

- **Log in to your Naviance account often** to keep searching for college and career information. Make it a point to share your interests with your counselor.
- Look for opportunities to interact with mentors in your career interest.
- Research the educational and certification requirements for careers that interest you. Locate colleges and universities that have programs in your desired field of study.

Seek leadership roles in your activities or unique ways to contribute to your community:

- Keep an updated resume and portfolio of accomplishments.
- Offer to get involved and follow through with your commitments. Focus on quality work rather than quantity of activity.

Freshmen (Grade 9)

Explore your interests and graduation requirements and confirm your Four Year Plan:

- Select courses that meet graduation requirements but also ensure or increase college readiness skills and/or prepare you for your career focus. Plan to take courses that are relevant to your goals and aspirations each year. Create a four-year plan for graduation in 8th grade to plan courses for freshman year. As you prepare to register for your sophomore year, reassess and adjust your plan as needed. Plan to schedule prerequisite courses for electives you want to take in grades 10, 11 and 12.
- **Log in to your Naviance account often** to keep searching for college and career information.
- Consider taking courses through correspondence, dual credit, summer school or online to make space for additional classes during the school year. Additional credits are impressive to colleges.

Master organization and study skills:

- Get comfortable attending tutoring, participating in study groups, and taking notes during class. It is helpful to learn a system such as Cornell notes to help you tackle challenging concepts.
- Actively develop your vocabulary. Read and write as often as possible.
- **KEEP A PLANNER!** Break large assignments into a series of manageable steps. Check in with your teacher regularly as you work through your steps. Be sure to look for and write down lesson objectives and information about upcoming assignments.
- Remember that courses and grades determine the grade point average used by the school and colleges. Your rank is based on your grade point average.
- Keep written goals and revise them often. Share your aspirations with your friends and family, your school counselor, your administrator, your teachers and any other important adults in your life.

Get connected to the life of the school:

- Participate in school related activities and community service.
- Get involved in coursework that spans multiple years of study. Try to stay committed to your chosen programs so you can build on your knowledge each year.

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MCKINNEY EDUCATION FOUNDATION (MEF)

The McKinney Education Foundation is a non-profit education foundation created to centralize, simplify and enhance the process of raising money for and awarding scholarships to deserving graduates in MISD. MEF also has advisors who specialize in higher education admissions to help students apply for and find additional funding for college. Discover more at: <http://www.mmeeff.com/>

FINANCIAL AID INFORMATION

Students who meet the MISD curriculum requirements for graduation are eligible to apply for financial aid for postsecondary education. To apply for federal and state financial aid, complete the FAFSA available online or via phone app at <https://fafsa.ed.gov>. It is important to apply for financial aid early in the senior year. Priority deadlines may be as early as December 15. Students that are not eligible to fill out the FAFSA may still apply for state aid through the TAFSA application. For additional information about Texas financial aid, visit: <http://www.collegeforalltexas.com>. Texas also offers aid through the Hazlewood Act which provides tuition benefits for qualified veterans and dependent children. You may learn more at this website: <https://www.tvc.texas.gov/education/hazlewood-act/>

ONLINE COLLEGE & CAREER PLANNING TOOLS

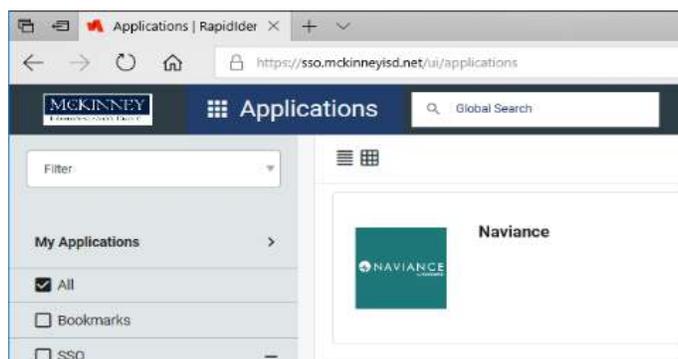
McKinney ISD is proud to partner with Naviance to offer a college and career planning portal to all secondary students. Naviance helps students and families connect what students do in the classroom to their life goals, including finding colleges and careers based on their personal skills and areas of interests. The Naviance platform gives schools, parents and students a central location to set goals and priorities for individual students, track their progress, and measure student outcomes across their entire student population in order to improve college and career readiness. Naviance helps students plan a course of action to reach their goals, find resources to prepare academically, and discover their own path.

Connect Learning and Life

Naviance enables students to find college and career pathways that are right for them:

- Set personalized goals and keep notes on the 4 Year Plan
- Assess strengths with a suite of career and learning style assessments
- Explore career options based on interests
- Search for colleges and maintain lists of potential college matches
- Review credits earned and view GPA and rank
- Research scholarships and other financial planning information
- Order transcripts and track their submission
- Apply to schools that use the Common Application

Students can access Naviance through the McKinney ISD SSO. Look for the green icon pictured on the right.



ADDITIONAL ONLINE RESOURCES

This list is provided as a service to MISD students and families. There is no intent on the part of MISD to endorse the organizations and web resources listed below nor is this list inclusive of all possible resources. The student and family are free to obtain information from any other source.

Career Exploration: Explore the world of career options

- <http://www.texascareercheck.com/>
- <http://www.texasrealitycheck.com/>
- <http://www.bls.gov/k12/>

College Readiness and Selection: Learn about prospective institutions

- <http://www.collegeforalltexans.com/>
- <http://gentx.org/>
- <https://collegescorecard.ed.gov/>
- <http://youcango.collegeboard.org/>
- <https://bigfuture.collegeboard.org/>
- <http://knowhow2go.acenet.edu/>
- <http://nces.ed.gov/collegenavigator/>
- <http://www.fairtest.org/university/optional>
- <https://ldatx.org/resources/>

College Application Sites: Save time in the application process

- <https://www.applytexas.org>
- <http://www.commonapp.org/>
- <http://www.coalitionforcollegeaccess.org/>

Financial Planning: Get a head start on planning

- <https://studentaid.ed.gov/>
- <http://www.thecb.state.tx.us/apps/txcrews/>
- <https://www.irs.gov/uac/tax-benefits-for-education-information-center>
- <http://www.finaid.org>
- <http://www.collegesavings.org>
- <https://www.tvc.texas.gov/education/hazlewood-act/>

College Athletics: Participate in the college setting

- <http://www.ncaa.org/student-athletes>
- <http://www.playnaia.org/>
- <http://www.njcaa.org/eligibility/index>

Volunteer Information: Become active in the community

- <http://volunteermckinney.org/>

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GRADUATION PLANNING

Students in Texas earn their diploma by accumulating credit for courses taken in specific areas and by passing the related state mandated assessments.

COURSE CREDIT

Students receive credit for courses by earning a grade of 70 percent or better. For courses that are one full year, students may earn credit if their average for the year is a 70% or higher. A course may not be repeated once credit has been earned. According to state law, students must attend 90 percent of the days a class is offered to receive credit.

STAAR/EOC TESTS

Students will be required to take the State of Texas Assessments of Academic Readiness (STAAR) End of Course Assessments (EOC). For more information about STAAR go to the website at: <http://tea.texas.gov/student.assessment/staar/>

ENDORSEMENTS

To address college and career readiness and postsecondary planning, students are required to plan their program of study to include courses that are connected by an endorsement area. Five endorsements are available:

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

An initial endorsement will be chosen in 8th grade and confirmed in 9th grade. For more information on endorsements, see the *McKinney ISD Endorsement Guide*.

SAMPLE GRADUATION PLANS

MISD has developed basic sample graduation plans, including endorsements, designed by career and college options. Please take some time to review these career pathways during course registration.

COLLEGE ADMISSION REQUIREMENTS

MISD encourages students and parents to research admission requirements at prospective institutions to assist in course planning. There can be a difference between the state requirements and the expectations for general college admissions or specific majors.

DISTINGUISHED LEVEL OF ACHIEVEMENT

Per the Academic Advising Expectations discussed on p. 4, MISD encourages students to pursue a Distinguished Level of Achievement. We believe this coursework will provide the most secure foundation for postsecondary success. In addition, students must graduate with this credential in order to be eligible for recognition in the Top 10% of their graduating class.

PERFORMANCE ACKNOWLEDGEMENTS

In addition to the endorsements mentioned above, students may be eligible to receive a performance acknowledgement for strong achievement in Advanced Coursework, Bilingualism, Advanced Examinations, College Readiness Examinations or Workforce Readiness Examinations. See your counselor for more information.

OTHER CURRICULUM REQUIREMENTS

In accordance with TEC §74.38, students in Texas are required to receive instruction in Cardiopulmonary Resuscitation (CPR). In MISD this instruction occurs in Health. Per TEC §74.39, students who enter grade 9 in 2018-19 or later will also receive instruction in proper interaction with peace officers.

BENEFITS OF EARNING AN ENDORSEMENT

TEA provides a graduation toolkit found at <http://tea.texas.gov/communications/brochures.aspx>. This toolkit is designed to guide students and families through the benefits of each endorsement to increase the likelihood of preparation and success in college and the workforce. It also includes information on various workforce resources provided through the Texas Workforce Commission. These resources are geared toward assisting students and parents in planning for postsecondary goals.

REQUIRED NOTIFICATION REGARDING ALGEBRA II

A student who graduates on the Foundation High School Program without taking Algebra II is not eligible for automatic admission to a Texas public college or university and may not be eligible for certain forms of financial aid. For more information visit: https://tea.texas.gov/Academics/Graduation_Information

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GRADUATION IN MCKINNEY ISD

The chart below lists courses that should be taken in specific subject areas to earn a high school diploma. Students may elect to graduate with a Foundation plus Endorsement or with a Distinguished Level of Achievement.

Students must also meet expectations for performance in the STAAR EOCs and must complete requirements for an endorsement. Following this chart is a transcript review tool that is designed to help students track their progress in earning credits towards graduation. Students may refer to prior report cards or access a list of grades and credits earned in Naviance.

NOTE: MISD offers a variety of coursework at different levels of academic intensity and rigor. Many of the courses listed below are offered as an academic grade level (Level I) course, as an Advanced, Advanced CTE or Dual Credit (Level II) or as an AP or Advanced CTE (Level III) course. See the course descriptions for more information.

SUBJECT AREA	FOUNDATION HIGH SCHOOL PROGRAM + ENDORSEMENT <i>Refer to McKinney ISD Endorsement Guide</i>	DISTINGUISHED LEVEL OF ACHIEVEMENT (MISD Expectation) <i>Refer to McKinney ISD Endorsement Guide</i>
English 4 Credits <i>(MISD expects students to take English IV, AP English IV or Dual Credit English to satisfy the 4th credit)</i>	English I, II, III & An Advanced English from one full credit or a combination of two half credits from two different courses subject to prerequisites: <ul style="list-style-type: none"> ▪ English IV ▪ AP English IV ▪ Dual Credit English ▪ College Preparatory English ▪ Newspaper III ▪ Yearbook III or IV ▪ Advanced Broadcast Journalism III 	English I, II, III & An Advanced English from one full credit or a combination of two half credits from two different courses subject to prerequisites: <ul style="list-style-type: none"> ▪ English IV ▪ AP English IV ▪ Dual Credit English ▪ College Preparatory English
Math 4 Credits <i>(MISD expects students to take 4 years of math during high school regardless of completion of graduation credits, including Algebra II)</i>	MUST INCLUDE: Algebra I, Geometry, And two additional credits in advanced math (courses subject to prerequisite, please see counselor for details): <ul style="list-style-type: none"> • Math Models • Digital Electronics • Algebra II • College Preparatory Math • Advanced Quantitative Reasoning (AQR) • Pre-Calculus • AP Computer Science A • AP Statistics • AP Calculus • College Algebra (dual credit) • Calculus for Business and Social Sciences (dual credit) • Elementary Statistical Methods (dual credit) 	MUST INCLUDE: Algebra I, Geometry, Algebra II And one additional credit in advanced math (courses subject to prerequisite, please see counselor for details): <ul style="list-style-type: none"> • Digital Electronics • College Preparatory Math • Advanced Quantitative Reasoning(AQR) • Pre-Calculus • AP Computer Science A • AP Statistics • AP Calculus • College Algebra (dual credit) • Calculus for Business and Social Sciences (dual credit) • Elementary Statistical Methods (dual credit)

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<p>Science 4 Credits</p> <p><i>(MISD expects students to take 4 years of science during high school regardless of completion of graduation credits, including Biology, Chemistry, Physics and one additional advanced science credit)</i></p>	<p>MUST INCLUDE Biology, Advanced Biology or AP Biology One credit must be selected from the following laboratory-based courses (courses subject to prerequisite, please see counselor for details):</p> <ul style="list-style-type: none"> • *Integrated Physics and Chemistry (IPC) • Chemistry, Advanced Chemistry • AP Chemistry • Physics • Principles of Technology • AP Physics 1: Algebra-Based <p>The additional credits may be selected from (courses subject to prerequisite, please see counselor for details):</p> <ul style="list-style-type: none"> • Chemistry • Physics • Aquatic Science • Astronomy • Earth and Space Science (Dual credit GEOL 1401 and PHYS 1403) • Environmental Systems • AP Biology • AP Chemistry • AP Physics 1: Algebra-Based • AP Physics 2: Algebra-Based • AP Physics C • AP Environmental Science • Anatomy and Physiology • Advanced Animal Science • Forensic Science • **Principles of Technology (PT) • Principles of Engineering <p>*If IPC is taken, the class must be successfully completed prior to taking chemistry and physics classes. **Credit may not be earned for both Physics and PT to satisfy a science credit.</p>	<p>MUST INCLUDE Biology, Advanced Biology or AP Biology One credit must be selected from the following laboratory-based courses (courses subject to prerequisite, please see counselor for details):</p> <ul style="list-style-type: none"> • *Integrated Physics and Chemistry (IPC) • Chemistry, Advanced Chemistry • AP Chemistry • Physics • Principles of Technology • AP Physics 1: Algebra-Based <p>The additional credits may be selected from (courses subject to prerequisite, please see counselor for details):</p> <ul style="list-style-type: none"> • Physics • Aquatic Science • Astronomy • Earth and Space Science (Dual credit GEOL 1401 and PHYS 1403) • Environmental Systems • AP Biology • AP Chemistry • AP Physics 1: Algebra-Based • AP Physics 2: Algebra-Based • AP Physics C • AP Environmental Science • Anatomy and Physiology • Advanced Animal Science • Forensic Science • **Principles of Technology (PT) • Principles of Engineering <p>*If IPC is taken, the class must be successfully completed prior to taking chemistry and physics classes. **Credit may not be earned for both Physics and PT to satisfy a science credit.</p>
<p>Social Studies 4 Credits</p>	World Geography (or AP Human Geography), World History (or AAS or MAS), US History, Economics (.5 credit) and US Government (.5 credit)	World Geography (or AP Human Geography), World History (or AAS or MAS), US History, Economics (.5 credit) and US Government (.5 credit)
<p>Fine Arts Required</p>	1.0 credit	1.0 credit
<p>Speech Required</p>	0.5 credit Professional Communications, Business & Professional Communications or Communication Applications	0.5 credit Professional Communications, Business & Professional Communications or Communication Applications
<p>Health Required</p>	0.5 credit or 1.0 credit Principles of Health Science	0.5 credit or 1.0 credit Principles of Health Science
<p>Languages Other Than English 2 credits <i>(Must be two credits in the same language)</i></p>	2.0 credits In Languages Other Than English or Computer Science (Some colleges may not recognize computer science as a foreign language.)	2.0 credits In Languages Other Than English or Computer Science (please see counselor for details prior to selection)
<p>Physical Education</p>	1.0 credit	1.0 credit
<p>Electives</p>	5.0 credits (May include CTE or certification courses. Credit requirement specific to at least one endorsement.)	5.0 credits (May include CTE or certification courses. Credit requirement specific to at least one endorsement.)
<p>TOTAL</p>	26 CREDITS (Including an Endorsement)	26 CREDITS (MUST INCLUDE Algebra II and an Endorsement)

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TRANSCRIPT REVIEW

Note: Courses may be recorded in the top credit check area and then also listed again the Endorsement Plan area at the bottom. * These courses are MISD graduation expectations.

English (4)	English I	English II	English III	English IV *
Math (4)	Algebra I	Geometry	MaMo / Alg. II	Alg. II / other *
Science (4)	Biology	Chem. / IPC	Physics / Chem.	Physics / Other *
Social Studies (4)	W. Geog. *	W. Hist.	US Hist.	Gov Econ
Health (.5)	*	Comm (.5)	*	<div style="border: 1px solid black; padding: 5px;"> <p align="center">STAAR EOC</p> <p>Algebra I _____</p> <p>Biology _____</p> <p>English I _____</p> <p>English II _____</p> <p>US History _____</p> </div>
Physical Ed (1)		Fine Art		
W. Language/Sub (2)				
Academic Electives (5)				
		Additional Credits (Beyond 26)		

Endorsement Plan (4 credits through at least 3 classes) Career Interest: _____

Check One or More:

Multidisciplinary

Date: Initial:

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STEM

Date: Initial:

--	--	--	--

Arts & Hum.

Date: Initial:

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Bus & Ind

Date: Initial:

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Public Service

Date: Initial:

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EARLY GRADUATION

Students must apply for early graduation no later than the spring of their junior year. Applicants should obtain credit verification with a counselor to formalize the student's plan for early graduation. Parent and principal approval are required. Students meeting graduation requirements before the scheduled graduation ceremonies may participate in the ceremonies. Students scheduled to complete credits during the summer after graduation may participate in the summer ceremony. Diplomas will be available once summer or correspondence work is posted to the transcript.

GRADE CLASSIFICATION

Students are classified by grade level based on the number of credits earned. Students are reclassified at the beginning of each school year. A student may be reclassified at the end of the fall semester pending principal approval.

Number of credits required for grade classification is as follows:

- Freshmen - 9 0 – 5.5 credits
- Sophomore – 10 6 credits
- Junior – 11 12 credits
- Senior – 12 18 credits

LOCAL CREDIT/NO STATE CREDIT COURSES

The following courses are local credits that do not count toward state graduation requirements or overall grade point average:

- Office aide
- AVID tutor
- Student government leadership second year and beyond
- Independent Studio

EMBEDDED COURSEWORK

Students in MISD may earn more than one credit in one period by studying the TEKS associated with two subject areas during the period. Embedded credit is only available if the teacher is certified in both areas. The “bonus” credit will appear on the schedule in a zero or eighth period. The grade earned will appear on the transcript and be calculated into the GPA. See your campus counselor for more information.

GPA EXEMPT COURSES

To encourage students to participate in upper level courses and to retain and recruit students with specific interests, McKinney ISD will allow students to apply for a GPA exempt grading option. This option is helpful for students with a weighted GPA of 4.0 or greater. It is available for Juniors and Seniors only and for any 4.0 (Level I) course listed below. Students may earn up to four credits (eight semesters) through the GPA exempt option and must have completed all graduation course requirements in that area to apply. Courses that have an embedded credit, are only eligible for the GPA exemption to the main course and NOT the embedded credit course. There is an application process and a deadline to request GPA exemption. See your counselor for more information.

Courses Eligible for GPA exemption are:

- Athletics—Continuous enrollment for 3-4 years in any designated athletic course regardless of sport, does not include PE
- Fine Arts—Continuous enrollment for 3-4 years in band, color guard, choir, orchestra, theatre, dance/drill team
- Career and Technical Education—3rd or 4th course within a career cluster sequence
- Electives—a non-weighted 5th science credit (such as Forensic Science, Aquatic Science, Principles of Technology or Advanced Animal Science), Advanced Journalism II, III & IV, Editorial Leadership, Debate III and IV, Student Government Leadership I, AVID III and IV, PALS I and II, JROTC III and IV

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SUMMER SCHOOL INFORMATION

Students in MISD may enroll in summer school to remediate credit for a failed course (credit recovery) or may enroll to earn credit in a subject the student has not yet taken (acceleration). Students often choose to accelerate credit to make room in the next year's schedule for desired electives, to study an area of interest or to meet the requirements of an early graduation plan. Courses may be offered in a face to face setting or through a self-paced online system. Face to face classes often have limited capacity for enrollment, so early registration is recommended. Attendance to all scheduled face to face classes is mandatory. Even students taking an online course must be available in person to take the exam at the end of the course. Online courses and courses completed prior to 9th grade do not count in the GPA and rank. Face to face classes taken after 9th grade count in the GPA and rank.

Registration for summer school will open March 18, 2021. Enrollment in summer courses is restricted to certain courses and requires the approval of the campus counselor.

Summer School Dates 2021:

Apex (Online) Access will open May 29. All online coursework, including the proctored exam, must be completed by 11 AM on June 29, 2021.

OTHER SUMMER PROGRAMS

The district may offer additional programs in the summer of 2021 based on student needs. For instance, students that need additional instruction to prepare for the STAAR EOC will have access to an online preparation program with in person lab support June 7-21. Summer testing will be June 22-25. Other possible summer programs may include Athletics camps, Fine Arts programming, language support courses for newcomers and other enrichment programs.

ACADEMIC PROGRAMS

MISD offers programs that support students at all academic levels. Students who need support for special education, sheltered English as a Second Language (ESL) class, and gifted and talented may find out more information by contacting the counselors at their home campuses.

ALPHA-GIFTED AND TALENTED PROGRAM offers educational opportunities for gifted and talented students in the four core areas. Identified students are served in separate GT sections, GT clusters in Advanced and AP classes and independent study in areas of the student choice. All students new to MISD must follow the screening/selection procedures for possible program admission. GT students who transfer from within the district automatically continue program placement. Referral forms for the ALPHA program are made available to all teachers, parents, and students through the administrator, counselor, GT specialist, or on the district website. Read more at : <https://www.mckinneyisd.net/curriculum-and-instruction/gifted-talented/>

SPECIAL EDUCATION SERVICES MISD offers special education services for students from age 3 - 21. Placement in any special-education class depends on eligibility and the decision and placement of the Admission, Review and Dismissal (ARD) Committee. A number of special education programs and classes are offered at the high school level. All special education courses are taken for credit, as are general education courses. Read more at: <https://www.mckinneyisd.net/special-populations/>

ENGLISH AS A SECOND LANGUAGE (ESL) CLASSES are offered at all MISD secondary campuses. These classes are foundation courses that consist mostly of ELL students. Sheltered courses deliver the grade- appropriate curriculum in a language and vocabulary- rich environment that helps English Language Learners (ELLs) succeed with the grade-level curriculum while continuing to develop their English language proficiency. English is the language of instruction in sheltered classes; however, primary language support is encouraged to ensure that the student fully understands the material. Students must be recommended for sheltered classes based on language proficiency needs. Course offerings may vary by campus depending on number and needs of the ELL population. Read more at: <https://www.mckinneyisd.net/bilingual-esl/>

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CORRESPONDENCE COURSES

All high school students are eligible with prior approval to take correspondence courses and earn credit toward graduation, however, students are expected to consult with their counselor regarding course selection and sequencing. MISD approves courses taken through The University of Texas at Austin (<https://highschool.utexas.edu/>), Texas Tech (<http://www.depts.ttu.edu/k12/>) and Plano ISD's eSchool (<https://www.pisd.edu/eschool>). Counselors have specific information regarding all correspondence courses.

Correspondence Course Guidelines:

- Prior to enrollment, a student must make a written request to the principal or designee for approval to enroll in the course. Credit toward graduation may not be awarded if approval was not granted in writing prior to enrollment.
- Correspondence courses cannot be averaged with a semester of coursework taken during the regular school year nor can they be averaged with another correspondence class.
- A senior, who is enrolled in a correspondence course and requires the credit for graduation, will complete the course and submit the grade for recording at least 30 days prior to the graduation date in order to be eligible for graduation at the end of the term.
- A student graduating early must follow the individual graduation contract approved by the principal.
- Grades will not count toward GPA or rank, but will appear on the transcript.
- Most correspondence exams require a proctored exam at the conclusion of the coursework. Please refer to the guidelines provided by the correspondence vendor for ordering the test and arranging a proctor.

ONLINE COURSES/DISTANCE LEARNING

McKinney ISD offers students in grades 8-12 options for alternative learning settings through tuition-based online/distance learning coursework. Students must request online/distance learning courses from their counselors and complete the contract. Courses may be used for credit recovery or credit acceleration. Students will be enrolled as soon as the online contract is completed. Per Board policy, in order to receive credit, a student shall obtain approval from the principal or designee prior to enrollment into the course. **Counselors have a list of online course offerings.**

Online Coursework Guidelines:

- Students taking online courses will follow all the correspondence course guidelines listed above.
- Students will have maximum of six weeks to complete an online course in summer school. A maximum of eighteen weeks will be required during a regular school year.

TxVSN

Students can also take courses via Texas Virtual Schools Network (TxVSN). The link to Board Policy is [http://pol.tasb.org/Policy/Download/310?filename=EHDE\(LEGAL\).pdf](http://pol.tasb.org/Policy/Download/310?filename=EHDE(LEGAL).pdf). The TxVSN provides high school courses to supplement regular instructional programs. The high school counselor will register and approve all student course enrollments. Fees may vary by the course and the providing district. The calendar for TxVSN classes is set by the providing district. Students must follow the schedule and guidelines set in each course.

CONSIDERATIONS FOR ATHLETES IN CORRESPONDENCE OR ONLINE COURSES

Online or correspondence courses taken as a graduation requirement will count toward academic UIL (No Pass/No Play) and maintain the same eligibility calendar provided by MISD. All courses in progress are considered passing until notification is received from the provider. (Note: When completed, courses and grades will appear on the transcript, but will not be included in the GPA). Student athletes who take online coursework may not meet core course requirements for NCAA eligibility. An audit of the course modules and the amount of time spent on each module may be a subject for review by the NCAA Eligibility Center. More information on UIL eligibility is available on p.22.

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CREDIT BY EXAM (CBE)

IF A STUDENT HAS TAKEN THE COURSE (CREDIT RECOVERY):

A student who has received prior instruction in a course or subject, but did not receive credit for it may, in circumstances determined by the teacher, counselor, principal, and/or attendance committee, be permitted by the district to earn credit by passing an exam on the essential knowledge and skills defined for the course or subject. To receive credit, a student must score at least 70 on the exam. In other instances, the district administration will determine if any opportunity for credit by exam will be offered.

The attendance review committee may offer a student with excessive absences an opportunity to earn credit for a course by passing an exam. A student may not use this exam, however, to regain eligibility to participate in extracurricular activities. For further information, see the counselor.

IF A STUDENT HAS NOT TAKEN THE COURSE (ACCELERATION):

A student will be permitted to take an exam to earn credit for an academic course for which the student has no prior instruction. The exams offered by the district are approved by the district's board of trustees and state law requires the use of certain exams, such as College Board Advanced Placement (AP) with a score of three or higher, College Level Examination Program (CLEP) tests with a scale score of 50 or higher, or percentage of 80 or above on any other criterion-referenced test approved by the Board for the applicable course.

The dates on which exams are scheduled during the 2021-2022 school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any exams administered by another entity besides the district. In this case, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific exam only once.

A student may not attempt to earn credit by examination for a specific high school course more than two times. If a student fails to earn credit by examination for a specific high school course before the beginning of the school year in which the student would ordinarily be required to enroll in that course in accordance with the school district's prescribed course sequence, the student must satisfactorily complete the course to receive credit. If a student plans to take an exam, the student (or parent) must register with the principal or campus counselor, no later than 30 school days prior to the scheduled testing date.

The district may or may not honor a request by a parent to administer a test on a date other than the published dates. If the district agrees to administer a test during an alternate timeframe, the student's parent will be responsible for the cost of the exam. You may also contact the campus counselor for more information. [For further information, see policy EHDC (LOCAL).]

Study guides are available from Texas Tech at <http://www.depts.ttu.edu/k12/current-students/forms/cbe-review-sheets/>

Students who take any CLEP test must see campus counselor for district-approved credit. Below is the conversion chart for students who take a College Board Advanced Placement (AP) test without taking the course and score a three or higher. *Note: Grades earned through a CBE will not be calculated into GPA.*

Score of AP Test	Numerical Grade	Letter Grade
3	80	B-
4	90	A-
5	100	A+

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LEVEL II WEIGHTED PROGRAMS

ADVANCED PROGRAM

An Advanced course curriculum is an enriched, accelerated program based on introducing and developing College Board strategies. It is a Level II weighted course and receives more grade points than an academic Level I course.

Advanced courses expect a greater retention and appreciation of prior knowledge, as well as deeper understanding of the course topics. Advanced courses are designed to prepare for AP courses and teach the skills necessary for success in those courses. **Advanced courses may require up to 6 hours of preparation time per course per week and students should expect extensive reading and writing assignments.** Enrolling in an Advanced course is highly recommended for students who wish to take Advanced Placement courses in the future.

More information about Advanced coursework is available in the Weighted Course Agreement. **Students and parents are strongly encouraged to attend the Advanced information meeting when offered at the high school campus.**

OTHER LEVEL II WEIGHTED PROGRAMS

Certain advanced CTE courses and advanced electives are also Level II weighted courses. See the course descriptions for more information. Dual credit courses are also Level II weighted.

LEVEL III WEIGHTED PROGRAMS

ADVANCED PLACEMENT PROGRAM

Advanced Placement courses are college-level courses that follow the College Board Advanced Placement guidelines. An AP course is a Level III weighted course and receives more grade points than Level I and II courses. Level III classes are the most rigorous courses and are designed to prepare students for the AP exam. **AP courses may require up to 6 hours of preparation time per course per week and students should expect course subject matter and workload at a college level.** Colleges and universities have the option of accepting the AP results for college credit. Exams are graded on a 5 point scale with credit usually given for scores of 3 or higher.

Courses designated as “AP” are college-level courses. Students enrolled in AP courses are required to take the AP exam at the end of the year. Though MISD covers half of the exam cost, students are responsible for a \$42.50 fee for each exam. Additional financial assistance with the exam cost is available to families with financial need. For full year classes, payment is due prior to the Fall Break. For one semester spring classes, payment is due before Spring Break. Failure to take the exam on the designated date will result in additional fees for the returned exam and for the alternate exam. Therefore, if a student exits an AP class after the payment deadline, the fee is not refundable. Questions about exam fees should be directed to the Campus Testing Coordinator. If testing is disrupted by a catastrophic event (ie. a pandemic, weather, etc.), we will share information as it is available.

Students not enrolled in AP courses may take the AP exam at their own expense, including AP exams for courses that are not offered in MISD. Students should contact the AP Coordinator as early as possible to discuss test availability and the registration deadline.

If your child receives routine instructional accommodations due to a disability, please contact your campus to discuss the process for applying to receive instructional accommodations on the AP exam. The approval process can be lengthy, but is only completed one time during high school and then applies to all College Board exams including PSAT and SAT tests.

More information about AP coursework is available in the Weighted Course Agreement. **Students and parents are strongly encouraged to attend the AP information meeting when offered at the high school campus.**

OTHER LEVEL III WEIGHTED PROGRAMS

Certain advanced CTE courses and advanced electives are also Level III weighted courses. See the course descriptions for more information.

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WEIGHTES COURSE EXIT GUIDELINES

MISD encourages students to participate in rigorous coursework to prepare for postsecondary success. We open our weighted courses to all students if they meet the prerequisites for the course. However, we recognize that once the school year has begun, for a variety of reasons some students may seek to change from a Level II or Level III course to a course on academic grade level. **It is required that prior to requesting a change, that the student and parent discuss the decision with the teacher.** Many interventions are available to assist students as they acclimate to the expectations in advanced coursework. Healthy academic struggle can build skills, increase academic self-confidence and build resiliency. Remember that the purpose of adding weighted points to advanced courses is to help reduce the impact of a slightly lower grade on the student's GPA. It should be noted that grades below 70 do not award credit or GPA points. Students must initiate the request to change. **In all cases, if the request is approved, schedule changes will be subject to course availability.** Note that the change may affect other components of the student's schedule, including lunch, order of classes or assigned teachers.

EXIT PROCEDURES—FIRST SEMESTER

- To request a change, students must obtain a weighted course exit form from Naviance and obtain all required signatures. Incomplete forms will not be processed.
- Exit forms must be turned in to the counselor **between the 16th and 20th day of the semester** for either a one-semester or two-semester course.
- If a student transfers out of a weighted class, the student's grades will directly transfer to the course the student enters (i.e. a 60 in an AP class becomes a 60 in a non-AP class). The student may be required to attend additional tutoring or complete assignments to become oriented with the activities of the new course.
- At the end of the first quarter, students may request to move to an available corresponding academic course if **ALL** of the following conditions are met: 1) the student is in an eligible weighted course (Advanced English I, Advanced English II, Advanced Algebra I, Advanced Geometry, Advanced Algebra II, Advanced Pre-Calculus, Advanced World Geography, Advanced Biology or Advanced Chemistry); 2) the student's quarter grade is anticipated to be below 70; 3) the student has attended at least three tutorial sessions and the teacher has documented other instructional interventions that were provided to support the student; 4) the student, parent, and teacher support the change; and 5) the exit form is submitted to the counselor by the last day of first quarter.
- A student may also exit a two-semester course at the end of the first semester. Exit forms must be submitted to the counselor **prior to the last day of the semester**. If a student's average is below a 70 prior to semester exams, students are recommended to request a change to academic level for the second semester.

EXIT PROCEDURES—SECOND SEMESTER

- Students beginning the second semester of a two-semester course are expected to remain in the course throughout the remainder of the year.
- AP Psychology, AP Government and AP Economics are one semester AP courses. A student may request to exit these specific courses **ONLY** during the first 5 days of the spring semester.
- To request a change, students must obtain a weighted course exit form from Naviance and obtain all required signatures. Incomplete forms will not be processed. Exit forms must be turned in to the counselor.
- If a student transfers out of a weighted class, the student's grades will directly transfer to the course the student enters (i.e. a 60 in an AP class becomes a 60 in a non-AP class). The student may be required to attend additional tutoring or complete assignments to become oriented with the activities of the new course.

CAMPUS STEERING COMMITTEE:

A student requesting to exit a weighted course at any other time must receive approval from the campus steering committee. Parents and students may be asked to appear before the committee in person to discuss the situation. **Prior to consideration by the steering committee, the student must:**

- Attend a minimum of three documented tutorial sessions and the teacher has documented other instructional interventions that were provided to support the student
- Attend a documented student/parent/ teacher conference.
- Obtain a weighted course exit form from Naviance and obtain all required signatures. Incomplete forms will not be processed. This form must be submitted to the counselor.

Regardless of the steering committee recommendation, changes will always be subject to course availability.

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DUAL CREDIT PROGRAMS OVERVIEW

McKinney ISD students have the opportunity to take courses that provide both high school and college credit through a partnership between MISD and Collin College. A variety of courses can be taken for dual credit based on student need and college course offerings. **Dual credit courses are Level II weighted courses and students should expect course subject matter and workload at a college level.**

DUAL CREDIT GUIDELINES:

- Qualified students will be enrolled simultaneously in McKinney Independent School District and Collin College to receive high school as well as college credit.
- Classes are taught by Collin instructors according to the policies and procedures of the university. These classes do not follow McKinney ISD policies on topics such as parent contacts, grade reporting, development of the semester exam, determining the semester grade and other procedures. Concerns or questions about those procedures should be directed towards the Collin representatives.
- Students must obtain approval by consulting with their counselor prior to initiating enrollment in courses at the community college, as well as satisfying the TSI (Texas Success Initiative) college entrance exam. Students must then complete a separate application and enrollment procedure at the college in order to complete registration for the course. Students should work closely with their counselor to select an appropriate section and time for dual credit classes. **Students and parents are strongly encouraged to attend the dual credit information meeting when offered at the high school campus.**
- Students must receive a grade of 70 or above to obtain high school credit for the course. *Students that earn a letter grade of D (60-69) may be awarded a 70 and earn credit for the course, however they will not be allowed to continue in the dual credit program with Collin College the following semester.*
- The community colleges charge tuition and fees for dual credit courses, however students that meet criteria for free or reduced lunch are eligible for a tuition waiver. Students are responsible for all books, fees and tuition.
- **Students MUST provide their own transportation to and from facility where the course is taught.**
- Students desiring to make a change to a dual credit course will be subject to the withdrawal procedures of Collin College. Additionally, any dual credit student that wishes to withdraw should immediately contact the campus counselor to discuss options to recover the credit.

MISD recommends that students pursuing dual credit courses:

- Be on track to graduate within four years of beginning high school and maintain an overall GPA of 3.0.

You can learn more about the general education core on p. 20 and the technical cohort program on p. 106

The following courses* are available for dual credit:

- English Composition/Rhetoric (ENGL 1301 and ENGL 1302)
- World Literature I and II (ENGL 2332 and ENGL 2333)
- College Algebra (MATH 1314)
- Calculus for Business and Social Sciences (MATH 1325)
- Elementary Statistical Methods (Math 1342)
- Earth and Space Science (GEOL 1401 and PHYS 1403)
- U.S. History (HIST 1301 and HIST 1302)
- Principles of Macroeconomics (ECON 2301)
- American Government (GOVT 2305)
- Texas Government (GOVT 2306)
- Art Appreciation (ARTS 1301)
- Communication (SPCH 1321 or SPCH 1311)
- Medical Terminology (HITT 1305& HPRS2301)
- Health Science (NURA 1301, NURA 1160, HPRS 1303)
- Practicum in Health Science Central Sterile Processing (HPRS 1370, 1470, and 1471)
- Practicum in Health Science Fire Science (FIRT 1301 & FIRT 1315)
- Practicum in Health Science PCT (DSAE 1240, ECRD 1111, PLAB 1323, PLAB 1160)
- Practicum in Health Science Medical Scribe (MDCA 1309, MDCA 1321, HPRS 2321)
- Additional dual credit options are available as a part of the Technical Cohort program. See p. 106 for more information.

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COLLIN COLLEGE GENERAL EDUCATION CORE

MISD is proud to announce a new opportunity for any interested student to complete the Collin General Education Core while participating in dual credit in high school. This sequence of classes will meet several high school course requirements as well as provide 42 hours of college credit. It is designed to prepare students to complete an Associate of Arts degree from Collin College within two semesters after HS graduation. Many students who plan to transfer from Collin College to complete a Bachelor’s degree at a public university in Texas would also benefit by completing the core prior to their transfer.

What is the Collin College General Education Core?

The *Texas Education Code* requires all public colleges and universities to have a core curriculum and every degree has a General Education Core requirement. Core curriculum is defined as “the curriculum in the liberal arts, humanities, sciences, and political, social and cultural history that all undergraduate students from a Texas institution of higher education are required to complete before receiving an associate or bachelor’s degree.” The General Education Core at Collin College is the collection of 42 credit hours of general education courses selected by Collin faculty in eight areas that have been approved by the Texas Higher Education Coordinating Board to build a basic core of knowledge. If a student completes these classes, the designation “Core Curriculum Complete” is placed on the college transcript. The State of Texas guarantees acceptance by a Texas public four-year university of any complete General Education Core transferred from any other Texas public college.

What dual credit classes must be completed in order to finish the Collin College General Education Core?

Not all classes that Collin has identified as meeting their core curriculum are offered as a dual credit course. Therefore, students must take the specific classes offered as both dual credit courses and designated General Education Core classes at Collin. Classes that meet this criteria are as follows:

- | | |
|---|---------------------------------|
| Learning Framework (EDUC 1300) | Macroeconomics (ECON 2301) |
| Art Appreciation (ARTS1301) | American Government (GOVT 2305) |
| Communications (SPCH 1311 or SPCH 1321) | Texas Government (GOVT 2306) |
| Composition and Rhetoric I/II (ENGL 1301/ENGL 1302) | World Literature (ENGL 2332) |
| Earth and Space Science (GEOL 1401; PHYS 1403) | College Algebra (Math 1314) |
| US History (HIST 1301/HIST 1302) | |

The chart below is provided as an example sequence, but it is not the only possible path. Students should visit with their counselor to discuss the options for course placement. All dual credit participation is subject to the dual credit information and guidelines shared on p. 19.

Term	9th Grade	10th Grade	11th Grade	12th Grade
Fall		ARTS1301 (3 hours)	ENGL 1301 (3 hours) HIST 1302* (3 hours)	ENGL 2332 (3hours) ECON 2301 (3 hours) GEOL 1401 (4 hours) MATH 1314 (3 hours)
Spring	EDUC 1300 (3 hours)	SPCH 1311 or SPCH 1321 (3 hours)	ENGL 1302 (3 hours) HIST 1301* (3 hours)	ENGL 2333** (3 hours) GOVT 2305 (3 hours) PHYS 1403 (4 hours) GOVT 2306 (3 hours)

* HIST 1301 and 1302 can be taken in any order

** ENGL 2333 is not required to complete the General Education Core, however, it is required to satisfy the second half of the high school English IV requirement in this example.

To read more about the Collin College General Education Core, please visit

https://www.collin.edu/academics/programs/Core_Academic.html

POSTSECONDARY READINESS

Students are encouraged to take standardized tests as part of postsecondary planning. To prepare, we encourage students to become familiar with the options for tests that create opportunities after high school.

PSAT: The PSAT is administered during the school day to every 10th grade student. We encourage students to link their results into the free online SAT preparation courses. Students are also encouraged to register to repeat the PSAT during 11th grade so they may participate in National Merit and other recognition programs. See also: <https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10>

SAT: The SAT is administered during the school day to every 11th grade student. Students may choose to take the additional SAT writing component at their own expense. This assessment is considered a college entrance exam and may be requested as part of college admissions. For more information, visit: <https://collegereadiness.collegeboard.org/sat>

ACT: Students are encouraged to take the ACT during 11th grade. This assessment is considered a college entrance exam and may be requested as part of college admissions. The ACT is different in structure and timing from the PSAT/SAT. For more information, visit: <http://www.act.org/>

ASVAB(Armed Services Vocational Aptitude Battery): the Department of Defense sponsors this free aptitude assessment and career interest inventory. The ASVAB is available for students in 10th-12th grade. See also: <https://www.asvabprogram.com/>

The Texas Success Initiative program is designed to help your Texas public colleges determine the appropriate placement for students that enroll in college level course work. For more information, visit: www.theccb.state.tx.us/TSI

If your child receives routine instructional accommodations due to a disability, please contact your campus to discuss the process for applying to receive instructional accommodations on standardized tests.

GRADING AND REPORTING

Please additionally refer to the information in MISD board policy EIA (Local) and EIA (Legal)

- The school year is comprised of two semesters, each consisting of approximately 90 days.
- A student will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.
- According to state law, students must attend 90 percent of the days a class is offered to receive credit.
- **Parents and students are encouraged to become familiar with the Home Access Center (HAC):** <https://hac.mckinneyisd.net/homeaccess/>
- Updated progress reports will be available every three weeks in the HAC. Report cards are published at nine-week intervals. Paper copies are available upon request.
- Grades in all subject areas will be defined by two categories:
 - **Summative.** These grades will comprise **70%** of a student's grade average in the course. (Students will complete a minimum 3 summative grades per quarter)
 - **Formative.** These grades will comprise **30%** of a student's grade average in the course. (Students will complete a minimum 10 formative grades per quarter)

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- The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo a **summative** assignment when making below:
 - A 70 in Level III Courses
 - A 75 in Level II Courses
 - An 80 in Level I Courses

Summative assessment may only be redone to support mastery learning. The student must notify the teacher of their intent to redo a summative assignment within two school days of the grade being posted in the Home Access Center (HAC) and the redo must occur within a reasonable time.

- **Retesting Guidelines:**
 - Prior to retesting on a summative task, students must attend at least one tutorial with their teacher of an appropriate designee in the department.
 - Test corrections are not an adequate indicator of mastery learning. Instead, test corrections would be an expected component of tutorial preparation for the retesting opportunity. Test corrections will not be used to raise the student's score on the assessment.
 - For any retakes, the grade will only be used if it is higher than the original grade earned on the assignment. The highest possible grade on any retaken assignment will be 70 in Level III courses, 75 in Level II courses and 80 in Level I courses.
 - Only ONE retake/redo is allowable per assignment. Although only one opportunity is offered for redoing a specific assignment, there will be multiple opportunities for students to learn the content and achieve mastery.
 - Students who are absent will follow the student absence guidelines for making up assignments.
 - If the original assessment was given the last week of the grading period and a reasonable opportunity to redo is not available, the grade shall be taken for the next marking period.
 - A final exam will not be allowed to be retaken regardless of the grade received.
- Teachers are required to send written progress notices, make telephone calls, or schedule parent conferences at the close of the third and sixth week of the reporting period if students are failing or are in danger of failing.
- **Each teacher will offer tutorials on a regular basis for students who need extra help.**

SEMESTER EXAM EXEMPTION INFORMATION

McKinney ISD does not offer semester exam exemptions. All students are expected to take their final exams.

GRADES & UIL ELIGIBILITY

In regard to UIL eligibility, in accordance with EIA (local), “a student shall be permitted a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.” In support of mastery learning all students will be afforded the opportunity to **redo or retake tests**. These students should receive an **Incomplete “I”** until their assignments are retaken and the grade is changed to a numerical value. This is true for the first **six-week** UIL eligibility check, as well as the future nine-week eligibility checks. Students who are eligible to complete **make up** assignments after the last day of a grading period, can still make up their assignments (according to local policy) and change their UIL eligibility status. These students should receive an **Incomplete “I”** until their makeup assignments are completed and the grade is changed to a numerical value. Once the grade is changed to an eligible numerical value, the student will regain UIL eligibility, **even if this occurs after the UIL seven-day grace period**. This is true for the first **six-week** UIL eligibility check, as well as the future nine-week eligibility checks.

EXTRACURRICULAR PARTICIPATION

UIL participants should be aware of the following:

- Eligibility requirements for the first six weeks of each academic year's credits are determined by state graduation requirements. Students in grades 9-12 may participate in extracurricular activities at the beginning of the school year if the grade specific eligibility criteria below are met:
 - Beginning the 9th grade: Has been academically promoted to the 9th grade.
 - Beginning the 10th grade: Has earned 5 credits toward state graduation.
 - Beginning the 11th grade: Has earned 10 credits or a total of 5 credits in the last 12 months.
 - Beginning the 12th grade: Has earned 15 credits or a total of 5 credits in the last 12 months.
- UIL eligibility is based on semesters of participation and not years in high school.
- A student shall be suspended from participation in any extracurricular activity sponsored or sanctioned by the district or the UIL after a grade evaluation period in which the student received a grade lower than a 70 in any academic class other than those designated courses exempt from “no pass no play”:
 1. Students are evaluated every three weeks for eligibility status. Loss of eligibility occurs at the end of the first six week's progress report and, thereafter, only at the end of the nine-week grading period. Students can regain eligibility at the end of the six-week period and must be passing ALL courses.
 2. All students are eligible during Thanksgiving break, winter break and spring break.
 3. The grace period for eligibility is seven calendar days after evaluation, with the exception of holidays.
 4. Students lose eligibility from participation in extracurricular activities if, after a grade-evaluation period, the student receives a grade below 70 in any academic class other than an identified honors or advanced class.

Policy FM (Legal) outlines the advanced courses in MISD that are exempt from the “no pass, no play” rule:

- **English Language Arts:** AP English Language, AP English Literature, dual credit ENGL 1301, 1302, 2322 and 2333
- **Mathematics:** AP Calculus AB, AP Calculus BC, AP Statistics, Pre-Calculus, Advanced Pre-Calculus, dual credit MATH 1314 (College Algebra), MATH 1342 (Elementary Statistical Methods) and MATH 1325 (Calculus for Business and Social Sciences)
- **Science:** Anatomy and Physiology, AP Biology, AP Chemistry, AP Physics 1, AP Physics 2, AP Physics C, AP Environmental Science and dual credit GEOL 1401 and PHYS 1403
- **Social Studies:** AP World History, AP U.S. History, AP European History, AP Macroeconomics, AP Microeconomics, AP U.S. Government and Politics, AP Psychology, AP Human Geography and dual credit ECON 2301, GOVT 2305, GOVT 2306, HIST 1301 and 1302
- **Languages Other Than English:** AP Spanish Language, AP Spanish Literature, AP German Language, AP Latin, AP French Language and Languages other than English level IV-VII
- **Fine Arts:** AP Studio Art: 2-Design, AP Studio Art: 3-Design, AP Studio Art: Drawing, AP Music Theory, dual credit ART1301 Art Appreciation and AP Art History
- **Other:** AP Computer Science A, AP Computer Science Principles, Computer Science III & IV, Digital Electronics, and other approved dual credit courses in CTE or additional Advanced Placement courses approved by the district.

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TRANSCRIPT EVALUATION GUIDELINES

When a transcript is received from an accredited school within the United States, transfer credit will be awarded for any course recognized by the state of Texas. When letter grades are all that is listed on the transcript, MISD high schools will use the scale below to convert from letter grade to a numeric grade **if one is not available** from the former district. When weighted GPA is calculated, the numeric grades will be subject to the GPA scale detailed on p. 25.

Letter Grade	Numerical Grade	IB Scale	Numerical %
A+	99	7	98
A	95	6	93
A-	91	5	87
B+	89	4	77
B	85	3	67
B-	81	2	63
C+	79	1	60
C	75		
C-	71		
D (when credit was awarded from transferring district)	70		
D (when credit was NOT awarded from transferring district)	69		
F	65		

Transcripts from Non-Public Schools:

Students who enroll in McKinney ISD with credits earned in non-public schools may only transfer credit if the non-public school was accredited. Information about the accreditation of non-public schools in Texas as well as a list of approved accreditation bodies is maintained by the Texas Private School Accreditation Commission (TEPSAC). TEPSAC reviews and certifies organizations as meeting the requirements made by the Commissioner of Education and as having standards comparable to 19 TAC Chapter 97. TEPSAC maintains an annually updated list of accredited non-public Texas schools: <http://www.tepsac.org/app/index.html#/search/schools>. If the non-public school is outside of Texas, only coursework completed at a school accredited by the appropriate regional or national accrediting association will be accepted. Please additionally refer to the information in MISD board policy FD (Local) and FD (Legal) for additional information about credit from non-accredited, non-public schools, including homeschool.

Transcripts from outside the United States:

Transcripts that require translation into English will not receive a letter grade or numerical equivalency. A “P” for passing will be assigned to designate that credit was earned. The maximum number of transcribed courses per year is eight. Accredited international schools that deliver the majority of the instruction in English or utilize an American-based curriculum, as well as Department of Defense schools, will be reviewed in the same manner as transcripts received from accredited schools from within the United States.

UNWEIGHTED GPA

MISD reports an unweighted GPA for each student on the transcript. Grade points are awarded based on the following scale, regardless of the level of the course.

* UNWEIGHTED 4.0 GRADE POINT SCALE

Numerical Grade Range	Letter Grade	Points Awarded	Numerical Grade Range	Letter Grade	Points Awarded
90-100	A	4.0	70-79	C	2.0
80-89	B	3.0	0-69	F	0

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WEIGHTED COURSES & GPA SCALE

Classroom grade averages are reported in the familiar 100-point system on the report card. Grade point averages and class rankings are computed using the weighted 4.0 scale. This scale is used to weight the grades obtained in courses of varying levels of difficulty (AP, Advanced/Dual Credit, ISM, selected CTE and Academic). The course level is listed on the course description. Grade points shall be awarded according to the following scale:

* WEIGHTED 4.0 GRADE POINT SCALE

Grade	Letter	Level III	Level II	Level I
100	A	6.0	5.0	4.0
99	A	5.9	4.9	3.9
98	A	5.8	4.8	3.8
97	A	5.7	4.7	3.7
96	A	5.6	4.6	3.6
95	A	5.5	4.5	3.5
94	A	5.4	4.4	3.4
93	A	5.3	4.3	3.3
92	A	5.2	4.2	3.2
91	A	5.1	4.1	3.1
90	A	5.0	4.0	3.0
89	B	4.9	3.9	2.9
88	B	4.8	3.8	2.8
87	B	4.7	3.7	2.7
86	B	4.6	3.6	2.6
85	B	4.5	3.5	2.5
84	B	4.4	3.4	2.4
83	B	4.3	3.3	2.3
82	B	4.2	3.2	2.2
81	B	4.1	3.1	2.1
80	B	4.0	3.0	2.0
79	C	3.9	2.9	1.9
78	C	3.8	2.8	1.8
77	C	3.7	2.7	1.7
76	C	3.6	2.6	1.6
75	C	3.5	2.5	1.5
74	C	3.4	2.4	1.4
73	C	3.3	2.3	1.3
72	C	3.2	2.2	1.2
71	C	3.1	2.1	1.1
70	C	3.0	2.0	1.0
69	F	0.0	0.0	0.0

* Refer to MISD Board Policy EIC(LOCAL) and EIC(EXHIBIT) for further details.

**All courses are calculated into the GPA except: courses taken prior to 9th grade; online and correspondence courses; local credit courses; courses transcribed with a P or F rather than a numeric grade; credits earned by exam, and courses requested through the GPA exempt policy detailed on p. 13.

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RANKING OF STUDENTS

A student's grade point average (GPA) shall be determined by the total number of weighted grade points earned divided by the number of courses for which grades are recorded on the academic achievement record. All double-blocked courses count twice. Grade points are awarded according to the MISD weighted grade point scale for semester grades through the first semester of the senior year. To determine class rank, grade points for the second semester of the senior year, will be awarded based upon the third nine-week grades.

Valedictorian will be the student who has the highest GPA earned in grades 9-12. The salutatorian will be the student with the second highest GPA earned in grades 9-12. In the event that the student with the first or second highest GPA does not fully qualify, the next highest ranking class member who is fully qualified shall receive the honor.

To be eligible for valedictorian or salutatorian honors, a student shall:

1. Meet all requirements for graduation; and
2. Have been continuously enrolled in the same high school in the District for the two years immediately preceding graduation; and
3. Graduate at the end of the school year. Students who graduated at the conclusion of the first semester or in the summer are not eligible for these honors.

In the event of a tie for valedictorian or salutatorian (exact grade point average is rounded to the fourth decimal place), the tie will be broken by a series of tiebreakers, which are listed below in the order in which the tie breakers will be applied:

1. Calculate a weighted GPA for each student involved in the tie using only eligible semester grades earned after completion of grade 10.
2. Count the number of Level II and Level III courses taken by each student involved in the tie in grades 9–12.

If the tie is not broken after applying these methods, the District shall recognize all students involved in the tie as sharing the honor and title. (Refer to board policy EIC-LOCAL)

TOP 10% AND AUTOMATIC ADMISSION

Under the Uniform Admission Policy (TEC, §51.803), students that are ranked within the Top 10% of their graduating class are eligible for certain privileges when applying to public colleges in Texas, including automatic admission if they meet the criteria. **Students must graduate with a Distinguished Level of Achievement in order to be eligible for Top 10% recognition.** Additional information is available from the Texas Education Agency:

https://tea.texas.gov/Academics/Graduation_Information/Automatic_College_Admission/

NOTES ON GPA AND RANK

College and universities may develop their own procedures for interpreting grade and rank information. It is not uncommon for those institutions to recalculate the GPA based on an internal formula. For example, some institutions may only consider grades earned in core areas or may utilize a different weighting scale. Check with your prospective institution for more information.

The GPA and rank will be calculated at the end of the school year for students in Grades 9 & 10. Students in Grade 11 will have a rank and GPA calculated at the end of the first semester and the end of the year. Students in Grade 12 will have GPA and rank calculated at the end of the first semester and at the end of the third quarter for final ranking purposes. Students may login to Naviance to check for the most recent GPA and rank.

NON-DISCRIMINATION ASSURANCE

It is the policy of the McKinney ISD not to discriminate on the basis of sex, handicap, race, color or national origin in its educational and vocational programs, activities or employment as required by Title IX, Section 504 and Title VI.

This document serves as a guide. The official document will be the current one posted on the MISD website. Any errors do not supersede local Board and/or state Board policies.

2021-2022 COURSE DESCRIPTIONS

Not all courses are offered at all campuses and are subject to availability.

ENGLISH

Possible career objectives for students with English/Language Arts training: Actor, Advertising Copywriter, Business Administrator, Court Reporter, Editor, Film, Radio and TV, Columnist, Publisher, Writer, Lawyer, Librarian/Media Specialist, Minister, Newscaster, Salesperson, Teacher, Industry/Business Writer, Critic, Blogger, and Politician

<p>ENGLISH I Grade Placement: 9 Course #: 0110 Level: I Prerequisite: 8th grade English Credit: 1 unit</p>	<p>ENGLISH I is designed so that students engage in activities that build on prior knowledge and strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. They will read and understand a wide variety of literary and informational texts, compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail, know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information, listen and respond to the ideas of others while contributing their own ideas in conversations and in groups, and learn how to use the oral and written conventions of the English language in speaking and writing. This course requires an End Of Course (EOC) Exam. Successful performance on the EOC is a graduation requirement.</p>
<p>ADVANCED ENGLISH I Grade Placement: 9 Course#: 0111 Level: II Prerequisite: 8th grade English Credit: 1 unit</p>	<p>ADVANCED ENGLISH I engages students in learning all the essential knowledge and skills of English I while providing greater depth. The enhanced curriculum will prepare students to be successful in AP Language and Literature classes. Advanced and AP strategies will be employed when reading and writing. Students will be exposed to Advanced and AP reading and writing strategies, and AP writing prompts and texts. Students will read and analyze texts of varying genres, both classic and contemporary, and will complete writing tasks that will require them to persuade, argue, analyze literature, and synthesize material. The work done and the material used in an Advanced English course is done so to prepare students for AP as well as post-secondary success. This course requires an End Of Course (EOC) Exam. Successful performance on the EOC is a graduation requirement.</p>
<p>ADVANCED ENGLISH I GT (HUMANITIES I) Grade Placement: 9 Course #: 0119 Level: II Prerequisite: Identified GT, 8th grade English Credit: 1 unit</p>	<p>ADVANCED ENGLISH I GT (HUMANITIES I) is an interdisciplinary course in which students recognize writing as an art form. Students read widely to understand how various authors craft compositions for various aesthetic purposes. This course includes the study of major historical and cultural movements in World History and their relationship to literature and the other fine arts. Humanities is a rigorous course of study in which high school students respond to aesthetic elements in texts and other art forms through outlets such as discussions, journals, oral interpretations, and dramatizations. Students read widely to understand the commonalities that literature shares with the fine arts. In addition, students use written composition to show an in-depth understanding of creative achievements in the arts and literature and how these various art forms are a reflection of history. All students are expected to participate in classroom discussions and presentations that lead to an understanding, appreciation, and enjoyment of critical, creative achievements throughout history. Understanding is demonstrated through a variety of media. This course does not fulfill the Humanities credit. This course requires an End Of Course (EOC) Exam. Successful performance on the EOC is a graduation requirement.</p>

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<p>ESOL I NEWCOMER Grade Placement: 9 Course #: 0113N Level: I Prerequisite: 8th grade English; LPAC Approval Credit: 1 unit</p>	<p>ESOL I NEWCOMER is the EL student’s English I class. It is based upon Texas Essential Knowledge and Skills. The curriculum for this course is designed to help newcomers acquire basic English language skills and vocabulary necessary for acclimation into a new country. It also includes intensive instruction in reading and writing in English to help students build literacy skills, increase oracy and develop practical language skills.</p>
<p>ESOL I Grade Placement: 9 Course #: 0113 Level: I Prerequisite: 8th grade English; LPAC Approval Credit: 1 unit</p>	<p>ESOL I is the EL student’s English I class. The curriculum for this course is based upon Texas Essential Knowledge and Skills. The focus is on accelerated language acquisition in the domains of listening, speaking, reading and writing skills. Materials used in the program reinforce learning strategies and are appropriate for the linguistic levels of the students and are also cognitively demanding.</p>
<p>ENGLISH I SHELTERED Grade Placement: 9 Course #: 4110 Level: I Prerequisite: 8th grade English; LPAC Approval Credit: 1 unit</p>	<p>ENGLISH I SHELTERED is the EL student’s English I class. The course is designed so that students engage in activities that build on prior knowledge and strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. They will read and understand a wide variety of literary and informational texts, compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail, know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information, listen and respond to the ideas of others while contributing their own ideas in conversations and in groups, and learn how to use the oral and written conventions of the English language in speaking and writing. In this course, instruction will be adapted to suit the English proficiency levels of the students. This course requires an End Of Course (EOC) Exam. Successful performance on the EOC is a graduation requirement.</p>
<p>ENGLISH II Grade Placement: 10 Course #: 0120 Level: I Prerequisite: English I Credit: 1 unit</p>	<p>ENGLISH II is designed so that students engage in activities that build on prior knowledge and strengthen their reading, writing, and oral language skills. Students will read literature from around the world and write on a daily basis. They will read and understand a wide variety of literary and informational texts, compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail, know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information, listen and respond to the ideas of others while contributing their own ideas in conversations and in groups, and learn how to use the oral and written conventions of the English language in speaking and writing. This course requires an End Of Course (EOC) Exam. Successful performance on the EOC is a graduation requirement.</p>
<p>ADVANCED ENGLISH II Grade Placement: 10 Course #: 0121 Level: II Prerequisite: English I Credit: 1 unit</p>	<p>ADVANCED ENGLISH II Advanced English 2 engages students in learning all the essential knowledge and skills of English 2 while providing greater depth. The enhanced curriculum continues to provide students with knowledge and skills that will prepare students to be successful in AP Language and Literature classes. Advanced and AP strategies will be employed when reading and writing. Students will be exposed to Advanced and AP reading and writing strategies, and AP writing prompts and texts. Students will read and analyze texts of varying genres, both classic and contemporary, and will complete writing tasks that will require them to persuade, argue, analyze literature, and synthesize material. The work done and the material used in an Advanced English course is done so to prepare students for AP as well as post-secondary success. This course requires an End Of Course (EOC) Exam. Successful performance on the EOC is a graduation requirement.</p>

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<p>ADVANCED ENGLISH II GT (HUMANITIES II) Grade Placement: 10 Course #: 0129 Level: II Prerequisite: identified GT, English I Credit: 1 unit</p>	<p>ADVANCED ENGLISH II GT (HUMANITIES II) is an interdisciplinary course in which students recognize writing as an art form. Students read widely to understand how various authors craft compositions for various aesthetic purposes. This course includes the study of major historical and cultural movements in World History and their relationship to literature and the other fine arts. Humanities is a rigorous course of study in which high school students respond to aesthetic elements in texts and other art forms through outlets such as discussions, journals, oral interpretations, and dramatizations. Students read widely to understand the commonalities that literature shares with the fine arts. In addition, students use written composition to show an in-depth understanding of creative achievements in the arts and literature and how these various art forms are a reflection of history. All students are expected to participate in classroom discussions and presentations that lead to an understanding, appreciation, and enjoyment of critical, creative achievements throughout history. Understanding is demonstrated through a variety of media. This course does not fulfill the Humanities credit. This course requires an End Of Course (EOC) Exam. Successful performance on the EOC is a graduation requirement.</p>
<p>ESOL II NEWCOMER Grade Placement: 10 Course #: 0123N Level: I Prerequisite: ESOL I Newcomer; LPAC Approval Credit: 1 unit</p>	<p>ESOL II NEWCOMER is the EL student's English II class. It is based upon Texas Essential Knowledge and Skills. The curriculum for this course is designed to help newcomers acquire basic English language skills and vocabulary necessary for acclimation into a new country. It also includes intensive instruction in reading and writing in English to help students build literacy skills, increase oracy and develop practical language skills. This course requires an End Of Course (EOC) Exam. Successful performance on the EOC is a graduation requirement.</p>
<p>ESOL II Grade Placement: 10 Course #: 0123 Level: I Prerequisite: ESOL I; LPAC Approval Credit: 1 unit</p>	<p>ESOL II is the EL student's English II class. The curriculum for this course is based upon Texas Essential Knowledge and Skills. The focus is on accelerated language acquisition in the domains of listening, speaking, reading and writing skills. Materials used in the program reinforce learning strategies and are appropriate for the linguistic levels of the students and are also cognitively demanding. This course requires an End Of Course (EOC) Exam. Successful performance on the EOC is a graduation requirement.</p>
<p>ENGLISH II SHELTERED Grade Placement: 10 Course #: 4120 Level: I Prerequisite: English I; LPAC Approval Credit: 1 unit</p>	<p>ENGLISH II SHELTERED is the EL student's English II class. This course is designed so that students engage in activities that build on prior knowledge and strengthen their reading, writing, and oral language skills. Students will read literature from around the world and write on a daily basis. They will read and understand a wide variety of literary and informational texts, compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail, know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information, listen and respond to the ideas of others while contributing their own ideas in conversations and in groups, and learn how to use the oral and written conventions of the English language in speaking and writing. In this course, instruction will be adapted to suit the English proficiency levels of the students. This course requires an End Of Course (EOC) Exam. Successful performance on the EOC is a graduation requirement.</p>

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<p>ENGLISH III Grade Placement: 11 Course #: 0130 Level: I Prerequisite: English II Credit: 1 unit</p>	<p>ENGLISH III is designed so that students engage in activities that build on prior knowledge and strengthen their reading, writing, and oral language skills. Students will read American literature and write on a daily basis. They will read and understand a wide variety of literary and informational texts, compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail, know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information, listen and respond to the ideas of others while contributing their own ideas in conversations and in groups, and learn how to use the oral and written conventions of the English language in speaking and writing.</p>
<p>AP ENGLISH LANGUAGE AND COMPOSITION (AP ENGLISH III) Grade Placement: 11 Course #: 0131 Level: III Prerequisite: English II Credit: 1 unit</p>	<p>AP ENGLISH LANGUAGE & COMPOSITION (AP ENGLISH III) aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Students are required to take the AP exam.</p>
<p>AP ENGLISH LANGUAGE AND COMPOSITION (HUMANITIES III) Grade Placement: 11 Course #: 0139 Level: III Prerequisite: identified GT, English II Credit: 1 unit</p>	<p>AP ENGLISH LANGUAGE AND COMPOSITION (HUMANITIES III) aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. The integrated curriculum model, which will study the major historical and cultural movements and their relationship to literature and the other fine arts, is designed to respond to high ability learners through advanced content and 21st century learning strategies. Students are required to take the AP exam.</p>
<p>ENGLISH III SHELTERED Grade Placement: 11 Course #: 4130 Level: I Prerequisite: English II; LPAC Approval Credit: 1 unit</p>	<p>ENGLISH III SHELTERED is the EL student's English III class. The course is designed so that students engage in activities that build on prior knowledge and strengthen their reading, writing, and oral language skills. Students will read American literature and write on a daily basis. They will read and understand a wide variety of literary and informational texts, compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail, know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information, listen and respond to the ideas of others while contributing their own ideas in conversations and in groups, and learn how to use the oral and written conventions of the English language in speaking and writing. In this course, instruction will be adapted to suit the English proficiency levels of the students.</p>

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<p>ENGLISH IV Grade Placement: 12 Course #: 0140 Level: I Prerequisite: English III Credit: 1 unit</p>	<p>ENGLISH IV is designed so that students engage in activities that build on prior knowledge and strengthen their reading, writing, and oral language skills. Students will read British literature and write on a daily basis. They will read and understand a wide variety of literary and informational texts, compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail, know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information, listen and respond to the ideas of others while contributing their own ideas in conversations and in groups, and learn how to use the oral and written conventions of the English language in speaking and writing.</p>
<p>COLLEGE PREPARATORY ENGLISH Grade Placement: 12 Course #: 17145 Level: I Prerequisite: students will be placed in this course based on college readiness indicators including PSAT, SAT/ACT, and/or EOC scores Credit: .5 unit <i>This course does not meet NCAA eligibility as a core class.</i></p>	<p>COLLEGE PREPARATORY ENGLISH is designed in conjunction with Collin College to cover the content of the Collin College developmental (remedial, non-credit) English classes. This is a performance based course designed to develop students' critical reading and academic writing skills through extensive instruction emphasizing skills and techniques related to vocabulary, grammar, comprehension, paragraph elements, essay structure, and critical analysis that apply to both reading and writing. Students will demonstrate comprehension of varied texts through written responses, progressing from advanced paragraphs to well-developed, academic essays. Enrollment is limited to college bound students who have demonstrated that they are at risk of needing to complete developmental English courses in College. Successful completion of this course earns a Texas Success Initiative (TSI) exemption at Collin College.</p>
<p>ENGLISH IV SHELTERED Grade Placement: 12 Course #: 4140 Level: I Prerequisite: English III; LPAC Approval Credit: 1 unit</p>	<p>ENGLISH IV SHELTERED is the EL student's English IV class. This course is designed so that students engage in activities that build on prior knowledge and strengthen their reading, writing, and oral language skills. Students will read British literature and write on a daily basis. They will read and understand a wide variety of literary and informational texts, compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail, know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information, listen and respond to the ideas of others while contributing their own ideas in conversations and in groups, and learn how to use the oral and written conventions of the English language in speaking and writing. In this course, instruction will be adapted to suit the English proficiency levels of the students.</p>
<p>AP ENGLISH LITERATURE AND COMPOSITION (AP ENGLISH IV) Grade Placement: 12 Course #: 0142 Level: III Prerequisite: English III Credit: 1 unit</p>	<p>AP ENGLISH LITERATURE AND COMPOSITION (AP ENGLISH IV) aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students are required to take the AP exam.</p>
<p>AP ENGLISH LITERATURE AND COMPOSITION (HUMANITIES IV) Grade Placement: 12 Course #: 0149 Level: III Prerequisite: identified GT, English III Credit: 1 unit</p>	<p>AP ENGLISH LITERATURE AND COMPOSITION (HUMANITIES IV) aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. The integrated curriculum model, which will study the major historical and cultural movements and their relationship to literature and the other fine arts, is designed to respond to high ability learners through advanced content and 21st century learning strategies. Students are required to take the AP exam.</p>

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<p>COMPOSITION/RHETORIC I (dual credit) Grade Placement: 11 or 12 (11-12) Course #: 1311 (English III credit) Level: II Course #: 1301 (English IV credit) Level: II Prerequisite: counselor approval, Collin College admission Credit: .5 unit</p>	<p>COMPOSITION/RHETORIC I (dual credit) is a college freshman English course and is an intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Students must stay in the course the entire semester to receive credit. Students are responsible for all transportation, books, fees and tuition at the college and must pass the TSI (Texas Success Initiative) college entrance exam to enroll.</p>
<p>COMPOSITION/RHETORIC II (dual credit) Grade Placement: 11 or 12 (11-12) Course #: 1312 (English III credit) Level: II Course #: 1302 (English IV credit) Level: II Prerequisite: Composition/Rhetoric I, counselor approval Credit: .5 unit</p>	<p>COMPOSITION/RHETORIC II (dual credit) Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Students must stay in the course the entire semester in order to receive credit. Students are responsible for all transportation, books, fees and tuition at the college.</p>
<p>WORLD LITERATURE I (dual credit) Grade Placement: 12 Course #: 2332 (English IV credit) Level: II Prerequisite: Composition/Rhetoric II, counselor approval Credit: .5 unit</p>	<p>ENGL 2332 WORLD LITERATURE I (dual credit) A survey of world literature from the ancient world through the sixteenth century. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Students are responsible for all transportation, books, fees and tuition at the college.</p>
<p>WORLD LITERATURE II (dual credit) Grade Placement: 12 Course #: 2333 (English IV credit) Level: II Prerequisite: ENGL 1302 Composition/Rhetoric II, counselor approval Credit: .5 unit</p>	<p>ENGL 2333 WORLD LITERATURE I (dual credit) A survey of world literature from the seventeenth century to the present. Students will study works of prose, poetry, dramas, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Students are responsible for all transportation, books, fees and tuition at the college.</p>
<p>CREATIVE WRITING Grade Placement: 11-12 Course #: 0779 Level: I Prerequisite: none Credit: .5 unit OR Course: 0106 Level: I Credit: 1 unit</p>	<p>CREATIVE WRITING provides an array of opportunities for creative written expression: poetry, short fiction, vignette, autobiography, dramatic and screen writing are included. Students will perfect their critical-reading skills through reading, discussion and writing assignments. Also they will learn the conventions of critique and collaboration in a workshop setting.</p>

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JOURNALISM

ENDORSEMENT AREA: BUSINESS & INDUSTRY

Possible career objectives for students with journalism training: Advertising, Freelance Writer, Mass Communications, Paste-up/Layout, Photography, Public Relations, Teacher, Script Writer, Speech Writer, Government, Business Communication, Broadcasting, Graphic Artist, Lawyer, Designer, Proofreader/Editor, Researcher, Technical Writer, Columnist, Salesperson, Magazines, Consultant, Blogger, and Politician

<p>JOURNALISM I Grade Placement: 9-12 Course #: 0761 Level: I Prerequisite: none Credit: 1 unit</p>	<p>JOURNALISM I is an advanced writing course and a prerequisite for newspaper, online news and yearbook. Adobe Creative Suite software will be used to design all media. Students will study media literacy, the history of the press and the freedoms guaranteed under the First Amendment.</p>
<p>PHOTOJOURNALISM I Grade Placement: 9-12 Course #: 0765 Level: I Prerequisite: none Credit: .5 unit</p>	<p>PHOTOJOURNALISM I will master the use of the DSLR camera in manual mode using aperture, ISO, white balance and shutter speed. All work will be edited with Adobe Photoshop and Lightroom. Photographers will use composition techniques and technical skills to cover newsworthy events.</p>
<p>PHOTOJOURNALISM II Grade Placement: 9-12 Course #: 0766 Level: I Prerequisite: Photojournalism I Credit: .5 unit Fee required</p>	<p>PHOTOJOURNALISM II will have students develop a portfolio of work that is completed through a self-guided pursuit of interests. Students must be highly motivated and organized to succeed in this class. This class prepares students to become photographers for the newspaper/news magazine and yearbook staffs.</p>
<p>COMMERCIAL PHOTOGRAPHY I Grade Placement: 10-12 Course #: 19765 Level: I Prerequisite: Digital and Interactive Media or Photojournalism I/II Credit: 1.0 Fee required</p>	<p>COMMERCIAL PHOTOGRAPHY I will master the use of the DSLR camera in manual mode using aperture, ISO, white balance and shutter speed. All work will be edited with Adobe Photoshop and Lightroom. Photographers will use composition techniques and technical skills to cover newsworthy events.</p>
<p>COMMERCIAL PHOTOGRAPHY II Grade Placement: 11-12 Course #: 19766 Level: I Prerequisite: Commercial Photography I Credit: 1.0 Fee required</p>	<p>COMMERCIAL PHOTOGRAPHY II will have students develop a portfolio of work that is completed through a self-guided pursuit of interests. Students must be highly motivated and organized to succeed in this class. This class prepares students to become photographers for the newspaper/news magazine and yearbook staffs.</p>
<p>NEWSPAPER/LITERARY MAGAZINE/ ONLINE NEWS PRODUCTION ADVANCED JOURNALISM I, II, III Grade Placement: 10-12 Course #: I-0762, II-0763, III-0764 Level: I Prerequisite: Journalism I, Photojournalism I or Commercial Photography I and application. Credit: 1 unit</p>	<p>NEWSPAPER/LITERARY MAGAZINE/ONLINE NEWS PRODUCTION/ ADVANCED JOURNALISM I, II, III offers students practical experience in the elements and processes of producing a student newspaper/online news site using Adobe Creative Suite and other industry software. Assignments and deadlines will require after school meetings. Advertisement sales may be required. Summer workshop is encouraged for all staff members and required for editors. With instructor approval, this course may be repeated for credit with a higher level of responsibility.</p>
<p>YEARBOOK PRODUCTION/ ADVANCED JOURNALISM I, II, III & IV Grade Placement: 9-12 Course #: I-19771, II-19772, III-19773, IV-19775 Level: I Prerequisite: Journalism I, Photojournalism I or Commercial Photography I and application. 9th grade applicants must have prior yearbook experience. Credit: 1 unit</p>	<p>YEARBOOK PRODUCTION/ADVANCED JOURNALISM I, II, III & IV offers students practical experience in the elements and processes of producing a yearbook using Adobe Creative Suite and other industry software. Assignments and deadlines will require after school meetings. Advertisement sales may be required. Summer workshop is encouraged for all staff members and required for editors. With instructor approval, this course may be repeated for credit with a higher level of responsibility. This course has limited enrollment.</p>

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<p>EDITORIAL LEADERSHIP Grade Placement: 11-12 Course #: Newspaper - 0776; Yearbook – 0775 Level: I Prerequisite: editorial position for yearbook or newspaper, instructor approval for editorial responsibilities Credit: 1 unit</p>	<p>EDITORIAL LEADERSHIP duties are to be carried out during the self-directed class time. Staff manuals are also to be developed as part of a portfolio. Specify yearbook or newspaper on registration form.</p>
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SPEECH

ENDORSEMENT AREA: BUSINESS & INDUSTRY

Possible career objectives for students with speech training: Advertising, Freelance Writer, Mass Communications, Public Relations, Teacher, Speech Writer, Government, Business Communications, Broadcasting, Lawyer, Researcher, Salesperson, Consultant, and Politician

<p>PROFESSIONAL COMMUNICATIONS Grade Placement: 9-12 Course #: 0970 Level: I Prerequisite: none Credit: .5 unit</p>	<p>PROFESSIONAL COMMUNICATIONS fulfills the graduation requirement for speech and serves as an introductory course for all endorsements in CTE. Students identify, analyze, develop and evaluate communication skills needed for professional and social success in interpersonal, group and professional interactions and presentations.</p>
<p>BUSINESS AND PROFESSIONAL COMMUNICATION (dual credit) Grade Placement: 9-12 Course #: 1321 Level: II Prerequisite: counselor approval, Collin College admission Credit: .5 unit</p>	<p>SPCH 1321 BUSINESS AND PROFESSIONAL COMMUNICATION (dual credit) this course fulfills the speech requirement. Study and application of communication within the business and professional context. Special emphasis will be given to communication competencies in presentations, dyads, teams, and technologically mediated formats. Additionally, it includes the relationship of communication to organizational conflict, management and international business; practice in conducting and participating in business interviews and presentations. Students are responsible for all transportation, books, fees and tuition at the college and must pass the TSI (Texas Success Initiative) college entrance exam to enroll.</p>
<p>INTRODUCTION TO SPEECH COMMUNICATION (dual credit) Grade Placement: 9-12 Course #: 201311 Level: II Prerequisite: counselor approval, Collin College admission Credit: .5 unit</p>	<p>SPCH 1311 INTRODUCTION TO SPEECH COMMUNICATION (dual credit) this course fulfills the speech requirement. Introduces basic human communication principles and theories embedded in a variety of contexts including interpersonal, small group, and public speaking. Students are responsible for all transportation, books, fees and tuition at the college and must pass the TSI (Texas Success Initiative) college entrance exam to enroll.</p>
<p>COMMUNICATION APPLICATIONS Grade Placement: 9-12 Course #: 0785 Level: I Co-requisite: enrollment in an eligible course Credit: .5 unit embedded</p>	<p>COMMUNICATION APPLICATIONS can be integrated or embedded into the curriculum of certain multi-year programs. This course will meet the requirement for speech .This course will challenge students to develop communication skills needed for professional and social success in interpersonal, group and professional interactions and presentations. <i>In order to receive this embedded credit, the campus teacher must have speech certification. Credit will only be awarded during second semester of the specific course designated by the campus as eligible to receive the embedded credit. Embedded credit will be reflected on the transcript and be counted towards GPA as a separate course. Communication Applications is not eligible for GPA exemption.</i></p>
<p>DEBATE I Grade Placement: 9-12 Course #: 0786 Level: I Prerequisite: none Credit: 1 unit</p>	<p>DEBATE I provides practical experience in argumentation and debate within individual and team settings. Concepts and skills used to research topics, make decisions and resolve conflicts are explored in depth. Students must be self-motivated and must sign a class contract.</p>

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<p>DEBATE II-IV Grade Placement: 10-12 Course #: II-0787; III-0788; IV-0789 Level: I Prerequisite: instructor approval Credit: 1 unit</p>	<p>DEBATE II-IV students will prepare for speech competition in debate and speaking events. <u>Attendance at tournaments is required.</u> <u>Students must sign a class contract.</u> <i>A student in the Debate program may be eligible to receive embedded credit for the course Communication Applications. See the course description on p. 34 and/or the counselor for more information.</i></p>
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MATHEMATICS

ENDORSEMENT AREA: STEM

Possible career objectives for students with adequate mathematics training: Accounting, Actuary, Architect, Banker, Business, Data Processor, Engineer, Financial Analyst, Physicist, Pre-medicine, Science/Social Science Research, Government Agencies, Statistician, Systems Analyst, Teacher, Salesperson, and Investment

McKinney ISD expects all students take 4 years of mathematic during high school, including Algebra II.

<p>ALGEBRA I Grade Placement: 9 Course #: 0200 Level: I Prerequisite: 8th grade math Credit: 1 unit</p>	<p>ALGEBRA I includes work with functional relationships and problem solving in real situations, including, but not limited to, such skills as table building, coordinate graphing, algebraic analysis, equation writing, equation solving, operations with polynomials, factoring and computation. Students have opportunities to develop logical reasoning by making and justifying generalizations based on experience with fundamental algebraic concepts. Successful completion of this course is required before the student may proceed to further math courses. This course requires an End Of Course (EOC) Exam. Successful performance on the EOC is a graduation requirement.</p>
<p>ADVANCED ALGEBRA I Grade Placement: 9 Course #: 0201 Level: II Prerequisite: 8th grade math Credit: 1 unit</p>	<p>ADVANCED ALGEBRA I the curriculum provides a more in-depth study of algebraic concepts through higher thinking processes. Students develop strategies to prepare them for future Advanced Placement (AP) courses. Successful completion of this course is required before the student may proceed to further math courses. This course requires an End Of Course (EOC) Exam. Successful performance on the EOC is a graduation requirement.</p>
<p>GEOMETRY Grade Placement: 9-11 Course #: 0210 Level: I Prerequisite: Algebra I & successful completion of Algebra I EOC Credit: 1 unit</p>	<p>GEOMETRY connects students to the world outside of school through a variety of applications and settings. Students have opportunities to develop deductive, inductive, creative and critical thinking skills within a framework, which includes plane and solid geometry and studies of other types of geometry. Students also become familiar with the historical development and usefulness of formal mathematical structure.</p>
<p>ADVANCED GEOMETRY Grade Placement: 9-11 Course #: 0213 Level: II GT Course #: 0214 Prerequisite: Algebra I & successful completion of Algebra I EOC Credit: 1 unit</p>	<p>ADVANCED GEOMETRY the curriculum provides a more in-depth study of geometric concepts through higher thinking processes. Students develop strategies to prepare them for future Advanced Placement (AP) courses.</p>
<p>MATHEMATICAL MODELS WITH APPLICATIONS Grade Placement: 10-12 Course #: 0260 Level: I Prerequisite: Algebra I Credit: 1 unit <i>This course does not meet NCAA eligibility as a core class.</i></p>	<p>MATHEMATICAL MODELS WITH APPLICATIONS students use algebraic and geometric reasoning. Mathematical methods are used to model and solve applied problems involving personal finance, data, probability, patterns, fine arts, social science and science. This class is subject to pre-requisite requirements. Please consult your counselor prior to enrolling.</p>

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<p>ALGEBRA II Grade Placement: 9-12 Course #: 0203 Level: I Prerequisite: Algebra I Recommended Prerequisite: Geometry or concurrent enrollment in Geometry Credit: 1 unit</p>	<p>ALGEBRA II is an advanced math course that continues to build upon Algebra I with extensive work in linear, quadratic, polynomial, rational, exponential and logarithmic functions. Problem solving in real situations is a focus. This course prepares students for advanced math and for college algebra.</p>
<p>ADVANCED ALGEBRA II Grade Placement: 9-12 Course #: 0205 Level: II GT Course #: 0206 Prerequisite: Algebra I Recommended Prerequisite: Geometry or concurrent enrollment in Geometry Credit: 1 unit</p>	<p>ADVANCED ALGEBRA II the curriculum provides a more in-depth study of algebraic concepts through higher thinking processes. Students develop strategies to prepare them for future Advanced Placement (AP) courses.</p>
<p>ADVANCED QUANTITATIVE REASONING (AQR) Grade Level: 11-12 Course #: 17207 Level: I Prerequisite: Geometry and Algebra II Credit: 1 unit</p>	<p>ADVANCED QUANTITATIVE REASONING (AQR) is a course in which students will develop and apply reasoning, planning, and communication to make decisions and solve problems in applied situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, and discrete mathematics. Advanced Quantitative Reasoning is a fourth mathematics class designed for students who intend to major in non-technical fields of study upon entering college. <i>This course will count as a 4th year math.</i></p>
<p>COLLEGE PREPARATORY MATH Grade Placement: 12 Course #: 17245 Level: I Prerequisite: Algebra 2, students will be placed in this course based on college readiness indicators including PSAT, SAT/ACT, and/or EOC scores Credit: 1 unit <i>This course does not meet NCAA eligibility as a core class.</i></p>	<p>COLLEGE PREPARATORY MATH is designed in conjunction with Collin College to cover the content of the Collin College developmental (remedial, non-credit) math courses. Topics include a study of relations, functions, inequalities, algebraic expressions and equations (linear, polynomial, radical, rational), with a special emphasis on linear and quadratic expressions and equations. Enrollment is limited to college bound students who have demonstrated that they are at risk of needing to complete developmental Mathematics courses in College. Successful completion of this course earns a Texas Success Initiative (TSI) exemption at Collin College. This course will count as a 4th year math.</p>
<p>PRE-CALCULUS Grade Placement: 10-12 Course #: 0218 Level: I Prerequisite: Geometry and Algebra II Credit: 1 unit</p>	<p>PRE-CALCULUS is a detailed study of linear, quadratic, polynomial, rational, exponential, logarithmic and trigonometric functions. Also studied are conic sections, vectors, parametric equations and sequences and series. This course will prepare students for college-level courses.</p>
<p>ADVANCED PRE-CALCULUS Grade Placement: 10-12 Course #: 0219 Level: II GT Course #: 0217 Prerequisite: Geometry and Algebra II Credit: 1 unit</p>	<p>ADVANCED PRE-CALCULUS follows that of Pre-Calculus but includes the additional studies of power functions, parametric equations, applications of vectors, and a more in-depth study of the Pre-Calculus topics and their applications and extensions. Analysis of problem situations by graphical means will be emphasized.</p>
<p>AP STATISTICS Grade Placement: 11-12 Course #: 0250 Level: III GT Course #: 0251 Prerequisite: Geometry and Algebra II Credit: 1 unit</p>	<p>AP STATISTICS is a rigorous College-Board defined course that introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Statistical methods and measurements are developed in the context of applications. Students are required to take the AP exam.</p>

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<p>AP CALCULUS AB Grade Placement: 11-12 Course #: 0220 Level: III GT Course #: 0221 Prerequisite: Pre-Calculus (Advanced Pre-Calculus preferred). Credit: 1 unit</p>	<p>AP CALCULUS AB is a rigorous College-Board defined course. The course includes a study of limits, differentiation, integration and application. Students are expected to have a firm understanding of all functions and their graphs from prior courses, as well as a firm understanding of algebraic, geometric and trigonometric skills. Students are required to take the AP exam.</p>
<p>AP CALCULUS BC Grade Placement: 11-12 Course #: 0223 Level: III GT Course #: 0224 Prerequisite: Pre-Calculus (Advanced Pre-Calculus preferred) Credit: 1 unit</p>	<p>AP CALCULUS BC is a rigorous College-Board defined course in the calculus of functions. The course includes a study of all topics covered in AP Calculus AB with in-depth extensions. Additional topics to be studied include parametric, polar and vector functions, and polynomial approximations and series. Students are expected to have a complete understanding of all functions and their graphs from prior courses, as well as a complete understanding of algebraic, geometric and trigonometric skills. Students who previously completed AP Calculus AB will, in the first semester of AP Calculus BC, repeat content covered in AP Calculus AB. Therefore, students who completed AP Calculus AB are advised to enroll in concurrent Calculus II at Collin College or in AP Statistics. Students are required to take the AP exam.</p>
<p>COLLEGE ALGEBRA (dual credit) Grade Placement: 10-12 Course #: 1314 Level: II Prerequisite: Algebra 2, counselor approval, Collin College admission Credit: .5 unit</p>	<p>MATH 1314 COLLEGE ALGEBRA (dual credit) meets at Collin College for one semester. The course is a study of relations and functions including polynomial, rational, exponential, logarithmic and special functions. Other topics include complex numbers, systems of equations and inequalities, theory of equations, progressions, the binomial theorem, proof and applications. Students are responsible for all transportation, books, fees and tuition at the college and must pass the TSI (Texas Success Initiative) college entrance exam to enroll.</p>
<p>CALCULUS FOR BUSINESS AND SOCIAL SCIENCES (dual credit) Grade Placement: 11-12 Course #: 1325 Level: II Prerequisite: Pre-Calculus or Advanced Pre-Calculus, counselor approval, Collin College Admission Credit: .5 unit</p>	<p>MATH 1325 CALCULUS FOR BUSINESS AND SOCIAL SCIENCES (dual credit) provides an introductory study of the business applications of calculus. Topics include limits, rates of change, differentiation, graphing and optimization, integration and selected applications of calculus, business. Although this course does not have a corresponding AP exam, it is an advanced math course comparable to a college course in business calculus. Students are responsible for all transportation, books, fees and tuition at the college and must pass the TSI (Texas Success Initiative) college entrance exam to enroll.</p>
<p>ELEMENTARY STATISTICAL METHODS (dual credit) Grade Placement: 10-12 Course #: 1342 Level: II Prerequisite: Algebra 2, counselor approval, Collin College Admission Credit: .5 unit</p>	<p>MATH 1342 ELEMENTARY STATISTICAL METHODS (dual credit) meets at Collin College for one semester. The course involves the collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of a graphing calculator is required. Lab required and is part of the 3 hour class. Students are responsible for all transportation, books, fees and tuition at the college and must pass the TSI (Texas Success Initiative) college entrance exam to enroll.</p>

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SCIENCE

ENDORSEMENT AREA: STEM

Possible career objectives for students with adequate science training: Biologist, Geologist, Medical Professions, Mining, Museum Curator, Public Health, Environmental Protection, Game Management, Lab Technician, Industrial Chemist, Microbiologist, Physicist, Forestry, Park Services, Research, Teacher, Agriculture, Zoo/Marine Biologist, Pharmacist, Forensic Science, Medical Technician, Engineering, and Meteorologist

McKinney ISD expects all students take 4 years of science, including Biology, Chemistry and Physics.

<p>BIOLOGY Grade Placement: 9 Course #: 0310 Level: I Prerequisite: none Credit: 1 unit</p>	<p>BIOLOGY In Biology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment. This course requires an End Of Course (EOC) Exam. Successful performance on the EOC is a graduation requirement.</p>
<p>ADVANCED BIOLOGY Grade Placement: 9 Course #: 0311 Level: II GT Course #: 0319 Prerequisite: none Credit: 1 unit</p>	<p>ADVANCED BIOLOGY covers the same topics as Biology but with more depth to prepare students for AP Biology or a college-level biology course. Higher-level thinking skills and problem-solving strategies will be used not only with course topics but also with tests, labs, projects, and other assignments. Students will use scientific method to design experiments, analyze data and draw conclusions while conducting lab investigations. These skills will prepare students for the rigorous labs in AP/college science courses. This course requires an End Of Course (EOC) Exam. Successful performance on the EOC is a graduation requirement.</p>
<p>AP BIOLOGY Grade Placement: 9-12 Course #: 0312 Level: III GT Course #: 0314 Credit: 1 unit</p>	<p>AP BIOLOGY is an advanced biology course designed to be the equivalent of a two-semester college introductory biology course. Students using this curriculum framework as its foundation will also develop advanced inquiry and reasoning skills, such as designing a plan for collecting and analyzing data, applying mathematical routines, and connecting concepts in and across domains. Students are required to take the AP exam. This course requires an End Of Course (EOC) Exam. Successful performance on the EOC is a graduation requirement. This course may be used to meet the 9th grade Biology requirement or as a 4th year science if student has already taken Biology or Advanced Biology.</p>
<p>INTEGRATED PHYSICS AND CHEMISTRY Grade Placement: 9-10 Course #: 0300 Level: I Prerequisite: none Credit: 1 unit</p>	<p>INTEGRATED PHYSICS AND CHEMISTRY In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific methods during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter. Students who choose to take this course MUST take it prior to chemistry and physics, please consult your counselor for details.</p>
<p>AQUATIC SCIENCE Grade Placement: 11-12 Course #: 0350 Level: I Prerequisite: Biology and IPC Corequisite: Chemistry Credit: 1 unit</p>	<p>AQUATIC SCIENCE Aquatic science is the study of topics that include: roles of cycles in an aquatic ecosystem; geologic and fluid dynamics; components of aquatic ecosystems, fresh, salt and estuary; relationships among aquatic habitats and ecosystems; changes within aquatic habitats and environments; and the origin and use of water in a watershed. It is a course in which students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving.</p>

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<p>CHEMISTRY Grade Placement: 10-11 Course #: 0320 Level: I Prerequisite: Biology, Algebra I Credit: 1 unit</p>	<p>CHEMISTRY In Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.</p>
<p>ADVANCED CHEMISTRY Grade Placement: 10-11 Course #: 0321 Level: II GT Course #: 0329 Prerequisite: Biology, Algebra I Credit: 1 unit</p>	<p>ADVANCED CHEMISTRY students conduct laboratory and fieldwork investigations using scientific methods to make informed decisions. Mathematical applications are stressed. Students study various topics: structure of matter, energy changes, reaction types, atomic structure, acids, bases and salts, chemical and physical changes, gas laws, solutions, bonding, kinetics and equilibrium. Teaching strategies prepare students for AP Chemistry.</p>
<p>AP CHEMISTRY Grade Placement: 10-12 Course #: 0322 Level: III GT Course #: 0324 Prerequisite: Biology, Algebra I Corequisite: Algebra II or higher Credit: 1 unit</p>	<p>AP CHEMISTRY is designed to be the equivalent of the general chemistry course usually taken during the first college year. The course contributes to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. Students are required to take the AP exam.</p>
<p>PHYSICS Grade Placement: 11-12 Course #: 0340 Level: I Prerequisite: 2 units of Science including Biology and Chemistry, Algebra II or concurrently enrolled in Algebra II Credit: 1 unit</p>	<p>PHYSICS In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills.</p>
<p>PRINCIPLES OF TECHNOLOGY Grade Placement: 11-12 Course #: 0781 Level: I Prerequisite: 2 units of Science including Biology and Chemistry, recommended Algebra II or concurrently enrolled in Algebra II. Credit: 1 unit</p>	<p>PRINCIPLES OF TECHNOLOGY is a course in which students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. <i>This course satisfies the Physics credit for graduation.</i></p>
<p>AP PHYSICS 1: ALGEBRA-BASED Grade Placement: 11 Course #:0335 Level: III GT Course #: 0336 Prerequisite: Geometry Concurrently enrolled in: Algebra II or Pre-Calculus Credit: 1 unit</p>	<p>AP PHYSICS 1: ALGEBRA-BASED is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through learning, students will develop scientific critical thinking and reasoning skills. Twenty-five percent of instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations will require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. <i>Labs will be embedded in the course. Students are required to take the AP exam.</i></p>

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<p>AP PHYSICS 2: ALGEBRA-BASED Grade Placement: 12 Course #: 0337 Level: III GT Course #: 0338 Prerequisite: AP Physics I Corequisite: Math higher than Algebra II Credit: 1 unit</p>	<p>AP PHYSICS 2: ALGEBRA-BASED is an introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Twenty-five percent of instructional time is devoted to hands-on laboratory work, with an emphasis on inquiry-based investigations that provide opportunities to apply the science practices. Students are required to take the AP exam.</p>
<p>AP PHYSICS C: MECHANICS, ELECTRICITY AND MAGNETISM Grade Placement: 12 Course #: 0332 Level: III Prerequisite: Physics and AP Calculus or concurrent enrollment in AP Calculus Credit: 2 units</p>	<p>AP PHYSICS C: MECHANICS, ELECTRICITY AND MAGNETISM is an in-depth study of mechanics, electricity and magnetism. Methods of calculus are used, where appropriate, in formulating physical principles and applying them to problems. This course forms the first part of the college sequence that serves as the physics foundation for students majoring in the physical sciences or engineering. Each Physics C course includes a hands-on laboratory component comparable to a semester-long introductory college-level physics laboratory. This course is designed to prepare students for both the Physics C (Mechanics) and Physics C (Electricity and Magnetism) AP exams. This course will satisfy the required fourth year of science. Students are required to take the AP exam.</p>
<p>AP ENVIRONMENTAL SCIENCE Grade Placement: 11-12 Course #: 0352 Level: III GT Course #: 0353 Prerequisite: Biology and Chemistry Corequisite: Physics Credit: 1 unit</p>	<p>AP ENVIRONMENTAL SCIENCE The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. The AP Environmental Science course includes a strong laboratory and field investigation component. The goal of this component is to complement the classroom portion of the course by allowing students to learn about the environment through firsthand observation. Experiences both in the laboratory and in the field provide students with important opportunities to test concepts and principles that are introduced in the classroom, explore specific problems with a depth not easily achieved otherwise, and gain an awareness of the importance of confounding variables that exist in the “real world.” Students are required to take the AP exam.</p>
<p>ASTRONOMY Grade Placement: 12 Course #: 0355 Level: I Prerequisite: Biology, Chemistry and Physics Credit: 1 unit</p>	<p>ASTRONOMY students study the following topics: methods of observation, surveying the sky, motion of the earth and planets, ancient astronomy, light and telescopes, the solar system, stellar life cycles, galaxies, cosmology, and space exploration. An emphasis is placed on mathematical calculations. Nighttime and/or morning observations will be required at least once each quarter. <i>This course will count as a 4th year science.</i></p>
<p>ADVANCED ANIMAL SCIENCE Grade Level: 11-12 Course #: 0732 Level: I Prerequisite: Biology and Chemistry Corequisite: Physics Credit: 1 unit <i>This course does not meet NCAA eligibility as a core class.</i></p>	<p>ADVANCED ANIMAL SCIENCE meets the needs of students who want to advance their education within the animal systems pathway and prepares the students for careers in the animal science industry. Utilizing appropriate equipment and technology may enhance classroom and laboratory content. Students will apply knowledge of anatomy and physiology to produce and/or manage animals in a domesticated or natural environment and gain knowledge in species specific operations, genetics, livestock operation, processing, marketing, and reproduction. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. <i>This course will count as a 4th year science.</i></p>

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<p>ENVIRONMENTAL SYSTEMS Grade Placement: 12 Course #: 0351 Level: I Prerequisite: Biology, Chemistry and Physics Credit: 1 unit</p>	<p>ENVIRONMENTAL SYSTEMS students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems and changes in environments. <i>This course will count as a 4th year science.</i></p>
<p>EARTH AND SPACE SCIENCE (dual credit) Grade Placement: 12 Course #: 1401 & 1403 Level: II Prerequisite: Biology, Chemistry and Physics, counselor approval, Collin College admission Credit: 1 unit</p>	<p>GEOL 1401 & PHYS 1403 EARTH AND SPACE SCIENCE (dual credit) is a capstone course designed to build on prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time. An Earth- systems approach is used to investigate and study the themes of Earth in space and time, solid Earth and fluid Earth. Students are responsible for all transportation, books, fees and tuition at the college and must pass the TSI (Texas Success Initiative) college entrance exam to enroll.</p>
<p>FORENSIC SCIENCE Grade Level: 11-12 Course #: 0730 Level: I Prerequisite: Biology and Chemistry Corequisite: Physics Credit: 1 unit</p>	<p>FORENSIC SCIENCE, also known as criminalistics, is the application of science to criminal and civil laws. Forensic Science is a course that uses a structured and scientific approach to the investigation and analysis of civil and criminal crimes. Students will learn investigative procedures used to solve crimes and collect and analyze various types of evidence found at crime scenes. Areas of study include glass, hair, fiber, fingerprints, serology, blood typing, blood spatter, DNA, toxicology, firearms, ballistics, pathology, anthropology, odontology, and entomology. Students will also explore the history of forensic science and career options available in the field. <i>This course will count as a 4th year science.</i></p>
<p>ANATOMY AND PHYSIOLOGY Grade Placement: 11-12 Course #: 16947 Level: II Prerequisite: Biology and Chemistry Corequisite: Physics Credit: 1 unit</p>	<p>ANATOMY AND PHYSIOLOGY extends understanding of the structure and function of the human body. Students will explore physiological systems and associated pathologies. Higher-order thinking is stressed through assessment and synthesis of the anatomical knowledge combined with exposure to clinical analysis and dissections. <i>This course will count as a 4th year science.</i></p>

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SOCIAL STUDIES

ENDORSEMENT AREA: ARTS & HUMANITIES

Possible career objectives for students with adequate social studies training: Anthropologist, Archivist, Armed Forces, Journalist, Foreign Service, Government Service, Historian, Writer, Psychologist, Sociologist, Archaeologist, Curator, Economic Advisor, Law Enforcement, Cartographer, Intelligence, Teacher, Politician/Political Analyst, Social Worker, and Welfare Programs

<p>WORLD GEOGRAPHY Grade Placement: 9 Course #: 0400 Level: I Prerequisite: none Credit: 1 unit</p>	<p>WORLD GEOGRAPHY students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment.</p>
<p>ADVANCED WORLD GEOGRAPHY Grade Placement: 9 Course #: 0401 Level: II Prerequisite: none Credit: 1 unit</p>	<p>ADVANCED WORLD GEOGRAPHY students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. AP World History curriculum & strategies are embedded throughout the course.</p>
<p>AP HUMAN GEOGRAPHY Grade Placement: 9 Course #: 0426 Level: III GT HUMANITIES # 0427 Prerequisite: none Credit: 1 unit</p>	<p>AP HUMAN GEOGRAPHY course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. Students are required to take the AP exam. <i>This course will fulfill one of the 4 social studies credit requirements for graduation if taken in lieu of World Geography.</i></p>

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<p>WORLD HISTORY Grade Placement: 10 Course #: 0410 Level: I Prerequisite: World Geography Credit: 1 unit</p>	<p>WORLD HISTORY is a survey of the history of humankind with a major emphasis is on the study of significant people, events, and issues from 8000BC to the present. Students will use the process of historical inquiry to research, interpret, and use multiple sources of evidence to study the following topics: the causes and effects of political and economic imperialism and of major political revolutions since the 17th century; the impact of geographic factors on major historic events; the historic origins of contemporary economic systems; the evolution of constitutional governments and the influence of historic documents; the historical development of important legal and political concepts; the history and impact of major religious and philosophical traditions; and the connections between major developments in science and technology and the growth of industrial economies.</p>
<p>AP WORLD HISTORY Grade Placement: 10 Course #: 0411 Level: III GT HUMANITIES #: 0412 Prerequisite: World Geography or AP Human Geography Credit: 1 unit</p>	<p>AP WORLD HISTORY College Board is in the process of developing the new AP World History: Modern course. The new course will cover the years 1200 CE to present, with time included for students to focus on developing the AP history disciplinary practices and reasoning skills. The essential content will include: trade networks; state building in the Americas; state building in Africa; the ways Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism shaped societies in Africa, Asia, and Europe; the emergence of new Hindu and Buddhist states in South and Southeast Asia; the fragmentation of the Abbasid Caliphate and emergence of new Islamic entities; intellectual, scientific, and technological innovations and transfers across states and empires; the rise and expansion of the Mongol Empire; agricultural societies, feudalism, and the manorial system in Europe; political and economic developments in the Song Dynasty; and global travelers. To ensure this course covers the TEKS required to meet the World History graduation requirement from TEA, this course will also include instruction on Development of River Valley Civilizations as well as the Classical and Post-classical Eras. Students are required to take the AP exam.</p>
<p>AFRICAN AMERICAN STUDIES Grade Placement: 10-12 Course #: 21450 Level: II Prerequisite: World Geography Credit: 1.0 unit</p>	<p>AFRICAN AMERICAN STUDIES is an interdisciplinary course that explores the history and cultural contributions of African Americans. This course will provide students with an opportunity to learn about significant people, events, and issues, especially as they pertain to the broader context of United States social, economic, and political history. The historical content of this course will be taught with relevance to contemporary and current issues in order to ensure a deeper understanding for students. Students will a variety of primary and secondary source materials and media. This course will fulfill one of the 4 social studies credit requirements for graduation if taken in lieu of World History.</p>
<p>MEXICAN AMERICAN STUDIES Grade Placement: 10-12 Course #: 21460 Level: II Prerequisite: World Geography Credit: 1.0 unit</p>	<p>MEXICAN AMERICAN STUDIES is an interdisciplinary course that explores the history and cultural contributions of Mexican Americans. This course will provide students with an opportunity to learn about significant people, events, and issues, especially as they pertain to the broader context of United States social, economic, and political history. The historical content of this course will be taught with relevance to contemporary and current issues in order to ensure a deeper understanding for students. Students will use a variety of primary and secondary source materials and media. This course will fulfill one of the 4 social studies credit requirements for graduation if taken in lieu of World History.</p>

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<p>UNITED STATES HISTORY Grade Placement: 11 Course #: 0420 Level: I Prerequisite: World History Credit: 1 unit</p>	<p>UNITED STATES HISTORY is the study of United States History from 1877 to the present. This course is the second part of a two-year study that begins in Grade 8, where students study the history of the United States through 1877. Students will use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context to study the following topics: the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civilrights; the impact of geographic factors on major events and eras; the impact of constitutional issues on American society; the dynamic relationship of the three branches of the federal government and the efforts to expand the democratic process; the relationship between the arts and popular culture and the times during which they were created; and the impact of technological innovations on American life. This course requires an End Of Course (EOC) Exam. Successful performance on the EOC is a graduation requirement.</p>
<p>AP UNITED STATES HISTORY Grade Placement: 11 Course #: 0421 Level: III GT Course #: 0429 Prerequisite: World History Credit: 1 unit</p>	<p>AP UNITED STATES HISTORY focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. Students are required to take the AP exam. This course requires an End Of Course (EOC) Exam. Successful performance on the EOC is a graduation requirement.</p>
<p>U.S. HISTORY I (dual credit) Grade Placement: 11 Course #: H1301 & H1302 Level: II Prerequisite: World Geography or AP Human Geography AND World History, counselor approval, Collin College admission Credit: .5 unit each</p>	<p>HIST 1301 & HIST 1302 U.S. HISTORY I (dual credit) focuses on development of American characteristics and institutions, including the forging of a new society from European, African and American cultures. Emphasis is on colonial and early national periods through the Civil War and Reconstruction. Students are responsible for all transportation, books, fees and tuition at the college and must pass the TSI (Texas Success Initiative) college entrance exam to enroll. This course requires an End Of Course (EOC) Exam. Successful performance on the EOC is a graduation requirement.</p>
<p>UNITED STATES GOVERNMENT Grade Placement: 12 Course #: 0430 Level: I Prerequisite: U.S. History Credit: .5 unit</p>	<p>UNITED STATES GOVERNMENT focuses on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students will study the following topics: the major political ideas and forms of government in history; the U.S. Constitution and its underlying principles and ideas; the role of government in the U.S. free enterprise system; the impact of individuals, political parties, interest groups, and the media on the American political system; the importance of voluntary individual participation in a constitutional republic; the rights guaranteed by the U.S. Constitution; and the relationship between governmental policies and the culture of the United States.</p>
<p>AP UNITED STATES GOVERNMENT AND POLITICS Grade Placement: 12 Course #: 0431 Level: III GT Course #: 0439 Prerequisite: U.S. History Credit: .5 unit</p>	<p>AP UNITED STATES GOVERNMENT AND POLITICS will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples and requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Students will use critical thinking, organizational, independent reading and writing skills throughout this course. Extensive outside preparation for class is required. Students are required to take the AP exam.</p>

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<p>AMERICAN GOVERNMENT (dual credit) Grade Placement: 12 Course #: 2305 Level: II Prerequisite: US History, counselor approval and Collin College admission Credit: .5 unit</p>	<p>GOVT 2305 AMERICAN GOVERNMENT (dual credit) is an introduction to politics and government in the United States and includes the origin and development of constitutional democracy in the United States, States, federalism and intergovernmental relations, local government and the political process. Students must stay in the course the entire semester in order to receive credit. Students are responsible for all transportation, books, fees and tuition at the college and must pass the TSI (Texas Success Initiative) college entrance exam to enroll.</p>
<p>ECONOMICS Grade Placement: 12 Course #: 0440 Level: I Prerequisite: U.S. History Credit: .5 unit</p>	<p>ECONOMICS is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. Students will apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues through the study of the following topics: basic principles of production, consumption, and distribution of goods and services in the United States and a comparison with those in other countries around the world; the interaction of supply, demand, and price; the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy; the roles of the Federal Reserve System and other financial institutions; government, and businesses in a free enterprise system; the types of business ownership and market structures; and personal financial literacy.</p>
<p>AP MACROECONOMICS Grade Placement: 12 Course #: 0441 Level: III GT Course#: 0449 Prerequisite: U.S. History Credit: .5 unit</p>	<p>AP MACROECONOMICS gives students a thorough understanding of the principles of economics that apply to an economic system as a whole with an emphasis on the study of national income and price-level determination. This course develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Some microeconomic concepts will be covered to ensure a broad understanding of basic economic principles. Students are required to take the AP exam.</p>
<p>PRINCIPLES OF MACROECONOMICS (dual credit) Grade Placement: 12 Course #: 2301 Level: II Prerequisite: US History, counselor approval and Collin College admission Credit: .5 unit</p>	<p>ECON 2301 PRINCIPLES OF MACROECONOMICS (dual credit) covers the following concepts: decision-making in the public sector; economic analysis of inflation, unemployment, and economic growth; national income measurements; money and banking; monetary and fiscal policy; competing economic theories and international economics. Students must stay in the course the entire semester in order to receive credit. Students are responsible for all transportation, books, fees and tuition at the college and must pass the TSI (Texas Success Initiative) college entrance exam to enroll.</p>
<p>AP EUROPEAN HISTORY Grade Placement: 10-12 Course #: 0425 Level: III Prerequisite: none Co-requisite: AP World History (10th grade students ONLY) Credit: 1 unit</p>	<p>AP EUROPEAN HISTORY provides the student with a basic knowledge of history in Europe from 1450 to the present. Three basic themes covered are intellectual and cultural history, political and diplomatic history and social and economic history. Students research and analyze historical evidence and write essays. <i>This class will NOT satisfy the social studies requirement for graduation. Students are required to take the AP exam.</i></p>
<p>SPECIAL TOPICS IN AP HUMAN GEOGRAPHY Grade Placement: 10-12 Course #: 18426 Level: III Prerequisite: World Geography or Advanced World Geography; Students that have already taken AP Human Geography may not enroll in this course. Credit: 1 unit</p>	<p>SPECIAL TOPICS IN AP HUMAN GEOGRAPHY students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives. <i>This class will NOT satisfy the social studies requirement for graduation. Students are required to take the AP exam.</i></p>

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<p>TEXAS GOVERNMENT (dual credit) Grade Placement: 12 Course #: 2306 Level: II Prerequisite: US History, counselor approval and Collin College admission Credit: .5 unit</p>	<p>GOVT 2306 TEXAS GOVERNMENT (dual credit) is an introduction to the Origin and development of the Texas Constitution, structure and powers of the state and local government, federalism and inter-governmental relations, political participation, the election process, public policy and the political culture of Texas. Students are responsible for all transportation, books, fees and tuition at the college and must pass the TSI (Texas Success Initiative) college entrance exam to enroll. This class will NOT satisfy the social studies requirement for graduation.</p>
<p>SOCIOLOGY Grade Placement: 9-12 Course #: 0769 Level: I Prerequisite: none Credit: .5 unit</p>	<p>SOCIOLOGY provides a systematic approach to the study of group dynamics and models of individual and group relationships. The functionalist, conflict and symbolic inter-actionist perspectives are evaluated in this introductory course. Topics include the history of sociology, research methods, social structure, deviance, prejudice, beliefs, the family and religion. This class will NOT satisfy the social studies requirement for graduation.</p>
<p>PSYCHOLOGY Grade Placement: 9-12 Course #: 0767 Level: I Prerequisite: none Credit: .5 unit</p>	<p>PSYCHOLOGY introduces the student to the science of psychology with emphasis on human behavior. This course includes the study of facts involved in human development, learning and thinking, intelligence, personality, abnormal behavior and treatment and careers in psychology. This class will NOT satisfy the social studies requirement for graduation.</p>
<p>AP PSYCHOLOGY Grade Placement: 9-12 Course #: 0774 Level: III Prerequisite: Successful completion of Psychology 0767 in prior Fall Semester (9th & 10th grade students ONLY) Credit: .5 unit</p>	<p>AP PSYCHOLOGY introduces students to the systematic and scientific study of the behavior and mental processes of human beings and animals. The course consists of the psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. This class will NOT satisfy the social studies requirement for graduation. Students are required to take the AP exam.</p>
<p>PERSONAL FINANCIAL LITERACY Grade Placement: 10-12 Course #: 17002 Level: I Prerequisite: None Credit: .5 unit</p>	<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. Students will apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and post-secondary education and training. This class will NOT satisfy the social studies requirement for graduation.</p>

21-22 ACADEMIC PLANNING GUIDE

LANGUAGES OTHER THAN ENGLISH

Endorsement area: Arts & Humanities

Possible career objectives for students proficient in languages other than English: Airline Personnel, Armed Forces, Foreign Office/Service, Communications, Counseling, Employment Services, Import/Export, Interpreter, Lawyer, Marketing, Minister, Sales Industry, Technical Expert, Anthropologist, Business Caseworker, Construction, Customs, Food Services, International Banking, Law Enforcement, Librarian, Missionary, Publisher, Teacher, and Tour Guide

MISD offers five languages other than English: American Sign Language, French, German, Latin and Spanish. The following descriptions for each level describe the skills of language study: listening and receptive; reading; speaking and expressive; and, writing.

LOTE LEVEL 1-Novice Low to Novice High

AMERICAN SIGN LANGUAGE I	FRENCH I	GERMAN I	LATIN I	SPANISH I
Grade Placement: 9-12 Course #: 0195 Level: I Prerequisite: none Credit: 1 unit	Grade Placement: 9-12 Course #: 0170 Level: I Prerequisite: none Credit: 1 unit	Grade Placement: 9-12 Course #: 0180 Level: I Prerequisite: none Credit: 1 unit	Grade Placement: 9-12 Course #: 0190 Level: I Prerequisite: none Credit: 1 unit	Grade Placement: 9-12 Course #: 0160 Level: I Prerequisite: none Credit: 1 unit

Students on the Novice Level can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentence sin texts that are spoken, written or signed. They can communicate in spontaneous spoke, written or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. Students on the novice level can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. Students of classical language such as Latin read and comprehend proficiency-level appropriate texts. The communicative skills of listening, speaking, and writing are used to enhance the interpretive mode of reading. At the end of Level 1, students of classical languages should reach a Novice High to Intermediate Low proficiency level in reading, a Novice Low to Novice Mid proficiency level in listening, a Novice Low to Novice Mid proficiency level in speaking, and a Novice Mid proficiency level in writing.

Listening and Receptive. At the novice level students can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies. Novice level students understand words and phrases from simple questions, statements, and high frequency commands. They typically require repetition, rephrasing, and/or a slower rate of speech for comprehension. They rely heavily on extra-linguistic support (i.e. visuals) to derive meaning.

Reading. At the novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized. Novice level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar. Readers at the novice level may rely heavily on their own background knowledge and extra-linguistic support to derive meaning. (not applicable for students of ASL)

Speaking and Expressive. Novice level students can communicate short messages on highly predictable every day topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized and recalled. Novice level students may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech/expressions.

Writing. Writers at the novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can produce practiced material to convey very simple messages. In addition, they can transcribe familiar words and phrases, copy letters of the alphabet to reproduce basic characters with some accuracy. (not applicable to ASL)

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LOTE LEVEL 2-Novice High to Intermediate Low

AMERICAN SIGN LANGUAGE II Grade Placement: 10-12 Course #: 0196 Level: I Prerequisite: American Sign Language I Credit: 1 unit	FRENCH II Grade Placement: 10-12 Course #: 0171 Level: I Prerequisite: French I Credit: 1 unit	GERMAN II Grade Placement: 10-12 Course #: 0181 Level: I Prerequisite: German I Credit: 1 unit	LATIN II Grade Placement: 10-12 Course #: 0191 Level: I Prerequisite: Latin I Credit: 1 unit	SPANISH II Grade Placement: 9-12 Course #: 0161 Level: I Prerequisite: Spanish I Credit: 1 unit
ADVANCED AMERICAN SIGN LANGUAGE II Grade Placement: 10-12 Course #: 0199 Level: II Prerequisite: American Sign Language I Credit: 1 unit	ADVANCED FRENCH II Grade Placement: 10-12 Course #: 0174 Level: II Prerequisite: French I Credit: 1 unit	ADVANCED GERMAN II Grade Placement: 10-12 Course #: 0182 Level: II Prerequisite: German I Credit: 1 unit	ADVANCED LATIN II Grade Placement: 10-12 Course #: 0192 Level: II Prerequisite: Latin I Credit: 1 unit	ADVANCED SPANISH II Grade Placement: 9-12 Course #: 0164 Level: II Prerequisite: Spanish I Credit: 1 unit

LOTE LEVEL 3-Intermediate Low to Mid

ADVANCED AMERICAN SIGN LANGUAGE III Grade Placement: 11-12 Course #: 0197 Level: II Prerequisite: American Sign Language II or Advanced American Sign Language II Credit: 1 unit	ADVANCED FRENCH III Grade Placement: 11-12 Course #: 0172 Level: II Prerequisite: French II or Advanced French II Credit: 1 unit	ADVANCED GERMAN III Grade Placement: 11-12 Course #: 0183 Level: II Prerequisite: German II or Advanced German II Credit: 1 unit	ADVANCED LATIN III Grade Placement: 11-12 Course #: 0193 Level: II Prerequisite: Latin II or Advanced Latin II Credit: 1 unit	ADVANCED SPANISH III Grade Placement: 9-12 Course #: 0163 Level: II Prerequisite: Spanish II or Advanced Spanish II or Spanish Speakers II Credit: 1 unit
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Students on the Intermediate Level can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences with texts that are spoken, written, or signed. They can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. Students on the intermediate level can communicate information, make presentations, and express their thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language. Students of classical language such as Latin read and comprehend proficiency-level appropriate texts. The communicative skills of listening, speaking, and writing are used to enhance the interpretive mode of reading. At the end of Level 2, students of classical languages should reach an Intermediate Low to Mid proficiency level in reading, a Novice Mid to Novice High proficiency level in listening, a Novice Mid proficiency level in speaking, and a Novice Mid to Novice High proficiency level in writing. At the end of Level 3, students should reach an Intermediate High to Advanced Low proficiency level in reading, a Novice High proficiency level in listening, a Novice Mid to Novice High proficiency level in speaking, and a Novice Mid to Novice high proficiency level in writing.

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Listening and Receptive. At the intermediate low level, students can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken or signed. They can identify a topic and relate information from simple sentences in short informational podcasts or videos, for example, and in short conversations.

Reading. At the intermediate low level, readers can understand short, non-complex texts that convey basic information and deal with basic personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics. (not applicable to ASL)

Speaking and Expressive. At the intermediate low level students can participate in conversations on familiar topics, speak or sign in complete sentences and series of sentences to ask and answer a variety of questions. They can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. Intermediate low students communicate information, make presentations and express their thoughts about familiar topics, using sentences and series of connected sentences through spoken written or signed language. They can present information about their life, activities and events using simple sentences.

Writing. Writers at the intermediate mid can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Products at the intermediate mid writing level are best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate mid writers can readily be understood by natives used to the writing of non-natives. (not applicable to ASL)

LOTE LEVEL 4-Intermediate Mid to High

<p>AMERICAN SIGN LANGUAGE IV (dual credit) Grade Placement: 12 Course #: 0198 Level: II Prerequisite: Adv. American Sign Language III, counselor approval, Collin College admission Credit: 1 unit Note: course enrollment will be determined based on the Collin placement exam. Students are responsible for all transportation, books, fees, and tuition at the college and must pass the TSI (Texas Success Initiative) college entrance exam to enroll.</p>	<p>AP FRENCH IV Grade Placement: 11-12 Course #: 0173 Level: III Prerequisite: Adv. French III Credit: 1 unit Students are required to take the AP exam.</p>	<p>AP GERMAN IV Grade Placement: 11-12 Course #: 0184 Level: III Prerequisite: Adv. German III Credit: 1 unit Students are required to take the AP exam.</p>	<p>AP LATIN IV Grade Placement: 12 Course #: 0194 Level: III Prerequisite: Adv. Latin III Credit: 1 unit Students are required to take the AP exam.</p>	<p>AP SPANISH LANGUAGE Grade Placement: 9-12 Course #: 0167 Level: III Prerequisite: Spanish III or Adv. Spanish III Credit: 1 unit Students are required to take the AP exam.</p>
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Advanced Mid proficiency level in reading, a Novice high proficiency level in listening, a Novice Mid to Novice High proficiency level in speaking, and a Novice Mid to Novice High proficiency level in writing.

Listening. At the intermediate high level, students can follow the main message in various time frames, in straightforward, and sometimes descriptive, paragraph-length informational texts. They can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts. Listeners can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.

Reading. At the intermediate high level, students can follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts. They can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts. Readers understand the main idea and flow of events expressed in various time frames in conversations and discussions.

Speaking. At the intermediate high level students can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames. They can interact with others to meet their needs in a variety of situations, sometimes involving a complication, and asking a variety of questions, often across various time frames. Speakers on the intermediate high level can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that they have researched. Intermediate high students can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames. They can state their point of view on familiar or researched topics and provide reasons to support it and give a detailed presentation on a variety of familiar topics and some concrete topics they have researched.

Writing. Writers at the intermediate high can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Writers develop presentations on a variety of familiar topics and some concrete topics they have researched, using a few short paragraphs, often across various time frames. Products at the intermediate high writing level are best defined as paragraph length writing samples. There is evidence of deliberate organization. Intermediate high writers can readily be understood by natives used to the writing of non-natives.

LOTE-Advanced Low to Mid

<p>SPANISH FOR SPANISH SPEAKERS I Grade Placement: 9-12 Course #: 0165 Level: I Prerequisite: counselor or instructor approval Credit: 1 unit</p>	<p>SPANISH FOR SPANISH SPEAKERS II Grade Placement: 9-12 Course #: 0166 Level: I Prerequisite: Spanish for Spanish Speakers I Credit: 1 unit</p>	<p>AP SPANISH LANGUAGE Grade Placement: 9-12 Course #: 0167 Level: III Prerequisite: Spanish for Spanish Speakers I and II with teacher recommendation. Credit: 1 unit Students are required to take the AP exam.</p>	<p>AP SPANISH LITERATURE Grade Placement Recommended: 10-12 Course # 0168 Level: III Prerequisite: AP Spanish IV Credit: 1 Unit Students are required to take the AP exam.</p>
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Students on the Advanced Level can understand the main message and supporting details on a wide variety of familiar and general interest topics across various times frames from complex, organized texts that are spoken, written, or signed. They can maintain spontaneous spoken, written, or signed conversations and discussions across various times frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions. Students on the advanced level can

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deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.

Listening. At the advanced low to mid level, students can understand the underlying message and most supporting details across major time frames. Listeners understand the main message and most supporting details across major time frames in conversations and discussions, and follow the flow of ideas and some nuances from different viewpoints in conversations and discussions (high).

Reading. At the advanced low to mid level, readers can understand the underlying message and most supporting details across major time frames in descriptive informational texts. Listeners can follow the main story and most supporting details across major time frames in fictional texts, and follow the flow of ideas and some nuances from different viewpoints in most fictional texts (high).

Speaking. At the advanced low to mid level students can maintain discussion on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics by using probing questions and providing detailed responses across major time frames. Advanced mid students can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames. Speakers on the advanced low and mid level can maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in detail across major time frames, and by asking probing questions. Speakers can tell stories based on concrete experiences in academics, social, and professional topics of interest, using organized paragraphs across major time frames. They can give complex, detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues (high).

Writing. Writers at the advanced low to mid level can present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames. They can clearly and accurately present an argument with supporting evidence on complex, concrete issues, and often deal with related issues hypothetically (high). Writers at the advanced low to mid level deliver presentations and elaborate on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames. They can deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically (high).

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TECHNOLOGY APPLICATIONS

ENDORSEMENT AREA: STEM

<p>FUNDAMENTALS OF COMPUTER SCIENCE Grade Placement: 9-12 Course #: 21230 Level: I Prerequisite: none Credit: 1 unit</p>	<p>FUNDAMENTALS OF COMPUTER SCIENCE is an introductory computer science course that empowers students to use their communication, problem solving, and reasoning skills, which are the foundation of computer science, to create authentic digital projects. Students will learn about programming, web development, animation, games, cybersecurity, and computing tools used to solve real-world problems.</p>
<p>ADVANCED COMPUTER SCIENCE Grade Placement: 9-12 Course #: 0231 Level: II Prerequisite: Algebra I Credit: 1 unit</p>	<p>ADVANCED COMPUTER SCIENCE is an advanced level approach to programming, problem solving and analysis. This course is designed for those students who wish to prepare for AP Computer Science A. Students will use various software applications as well as the Java programming language throughout the course. Program logic and flow will be emphasized. Coding topics covered will include variables, lists, Boolean expressions, decision making, loops and methods.</p>
<p>AP COMPUTER SCIENCE PRINCIPLES Grade Placement: 9-12 Course #: 0237 Level: III Prerequisite: Algebra I Credit: 1 unit</p>	<p>AP COMPUTER SCIENCE PRINCIPLES introduces students to the foundational concepts of computer science and challenges students to explore how computing and technology can impact the world. The course will allow students to develop computational thinking vital for success across multiple disciplines. The course is unique in its focus on fostering students to be creative and encouraging students to apply creative processes when developing computational artifacts. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life. This course satisfies the prerequisite for taking the AP Computer Science A course. Additionally, this course will prepare students for the AP Computer Science Principles exam. Students are required to take the AP exam.</p>
<p>AP COMPUTER SCIENCE A Grade Placement: 9-12 Course #: 0233 Level: III Course #: 19233 Level: not counted in GPA Prerequisite: Algebra I Credit: 2 units Students must concurrently enroll in 0233 and 19233</p>	<p>AP COMPUTER SCIENCE A is an advanced level approach to problem solving and analysis using Java. This course is equivalent to a first semester, college level course in computer science. Additionally, this course will prepare students for the AP Computer Science A exam. Students are required to take the AP exam.</p>
<p>COMPUTER SCIENCE III: ADVANCED DATA STRUCTURES IN JAVA PROGRAMMING Grade Placement: 11-12 Course #: 16235 Level: III Prerequisite: AP Computer Science A Credit: 1 unit</p>	<p>COMPUTER SCIENCE III: ADVANCED DATA STRUCTURES IN JAVA PROGRAMMING Students will study advanced data structure programming and problem solving in Java. This course is equivalent to a second semester computer science course at the college level. Additionally, students will practice problem-solving algorithms for programming contests as well as other advanced topics not covered by the AP Computer Science A course.</p>
<p>COMPUTER SCIENCE IV Grade Placement: 12 Course #: 16237 Level: III Prerequisite: Computer Science III Credit: 1 unit</p>	<p>COMPUTER SCIENCE IV Students will pursue independent study topics for the purpose of completing a large project each semester.</p>
<p>DIGITAL COMMUNICATION IN THE 21st CENTURY Grade Placement: 11-12 Course #: 17959 Level: I Prerequisite: application & demonstrated proficiency in basic computer literacy knowledge and skills Credit: 1 unit</p>	<p>DIGITAL COMMUNICATION IN THE 21st CENTURY will challenge students to use computer literacy skills to adapt to emerging technologies used in the global marketplace. By providing technical assistance to stakeholders in the learning community, students will develop personal and interpersonal skills to prepare for a rapidly evolving workplace. Students that participate in this program will be expected to demonstrate critical thinking, problem solving skills and positive work behaviors. <i>This course is offered at MHS only. A student in this program may be eligible to receive embedded credit for the course Communication Applications. See the course description on p. 34 and/or the counselor for more information. This course is offered at MHS only.</i></p>

CAREER AND TECHNICAL EDUCATION (CTE)

Students should refer to the McKinney ISD Endorsement Guide when selecting endorsement pathways.

CERTIFICATIONS AND/OR LICENSES OFFERED IN MISD

Listed below are possible certifications offered in MISD via Career & Technical Education programs. Students wishing to obtain certifications will be required to pay the fees.

MISD also has a partnership with Collin College to offer additional technical credit cohort options, which may include additional certification opportunities. Please refer to the information beginning on p. 106.

Not all courses are offered at all campuses. If you choose courses that are not offered at your campus, you may need to apply for a transfer to the appropriate school or you may be required to provide your own transportation. **All CTE courses must enroll a minimum of 15 students for the class to be offered.**

PUBLIC NOTIFICATION OF NONDISCRIMINATION IN CTE PROGRAMS

Agriculture, Food & Natural Resources

- Beef Quality Assurance
- Level 1 Texas State Florists Association
- OSHA (Occupational Health and Safety Association) Certificate: 30 Hour Training
- Quality Counts

Architecture & Construction

- OSHA (Occupational Health and Safety Association) Certificate: 30 Hour Training
- AWS Welding Certification

Arts, AV Technology & Communications

- Adobe Certified Associate Illustrator
- Adobe Certified Associate Visual Communications
- Adobe Certified Associate Video Communicator
- Adobe Certified Flash
- Adobe Certified Dreamweaver
- Adobe Certified InDesign

Business Management & Admin, Marketing & Finance

- Microsoft Office Specialist (MOS)
- A*S*K* Fundamental Marketing Concepts
- A*S*K* eMarketing Associate
- OSHA (Occupational Health and Safety Association) Certificate
- Adobe Suite Certifications - pending camps

Education & Training

- CPR
- Educational Aide I (once employed with a district)

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Health Science

- American Heart Association Basic Life Support (BLS) for Healthcare Providers
- American Heart Assoc Heartsaver First Aid (FA)
- Certified Nurse Aide (CNA)
- Fascial Movement Taping (Beginner) through RockTape
- Functional Movement Screening (FMS)
- ISSA (International Sports Science Assoc.) Certified Fitness Trainer (CFT)
- Nationally Certified Insurance Coding Specialist (NCICS) through NCCT
- Sterile Processing/IV (Intravenous) Certification
- Emergency Medical Technician, Basic (EMT-B) Certification
- HAZMAT Certification
- OSHA (Occupational Health and Safety Association) Certificate

Human Services

- 24 Hr Pre Service Training for Daycare Worker
- Cosmetology License
- CPR

Law, Public Safety, Corrections & Security

- Basic Telecommunicator
- Level 2 Security
- Municipal Jailer
- CPR/First Aid

Science, Technology, Engineering & Mathematics

- National Instruments Certified LabView Assoc Developer
- Auto desk Rivet and Inventor Certified user

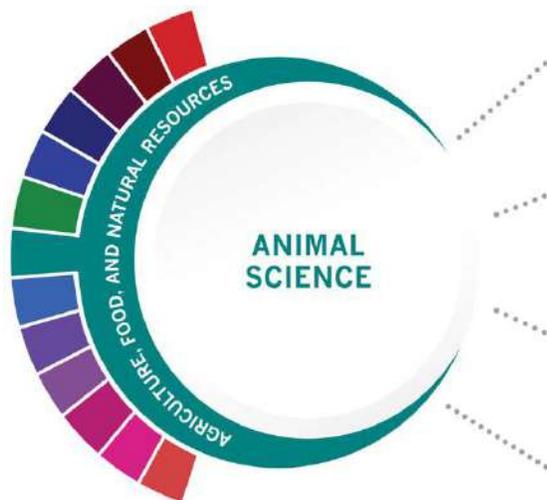
Transportation, Distribution & Logistics

MISD does not offer any certifications in this area that are earned while the student is still in high school. However, our programs will prepare students to learn about the industry certification options which can be pursued following graduation:

- Airframe Power & Plant FAA
- Student Pilot Certificate
- Sport Pilot Certificate
- Private Pilot Certificate
- Rotax Repair
- LSA Repair
- Airline Transport Pilot
- Commercial Pilot

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AGRICULTURE, FOOD, AND NATURAL RESOURCES



Level 1 Principles of Agriculture, Food, and Natural Resources

Level 2 Livestock Production

Level 3 Veterinary Medical Applications

Level 4 Advanced Animal Science

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
Licensed Veterinary Technician	Pet Groomer	Food Science and Technology	Animal Sciences	Genetics
Feedyard Technician in Cattle Care and Handling	Veterinary Technician	Veterinary Studies	Agriculture	Veterinary Medicine
Certified Veterinary Assistant	Licensed Breeder	Biotechnology Laboratory Technician	Biology	Biological and Physical Sciences
OSHA 30		Biology Technician	Zoology/Animal Biology	Biological and Biomedical Sciences

Occupations	Median Wage	Annual Openings	% Growth
Animal Breeders	\$39,135	28	9%
Animal Scientists	\$57,533	22	12%
Medical Scientists	\$63,898	435	27%
Veterinarians	\$93,496	294	24%
Zoologists and Wildlife Biologists	\$67,309	45	32%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Texas FFA	Agri-Science Fair 4H Volunteer at a local farm or veterinary office FFA Supervised Agriculture Experience (SAE)

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Animal Science program of study focuses on the science, research, and business of animals and other living organisms. It teaches CTE learners how to apply biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch, or any outdoor area harboring animal life. Students may also research and analyze the growth and destruction of species and research or diagnose diseases and injuries of animals.



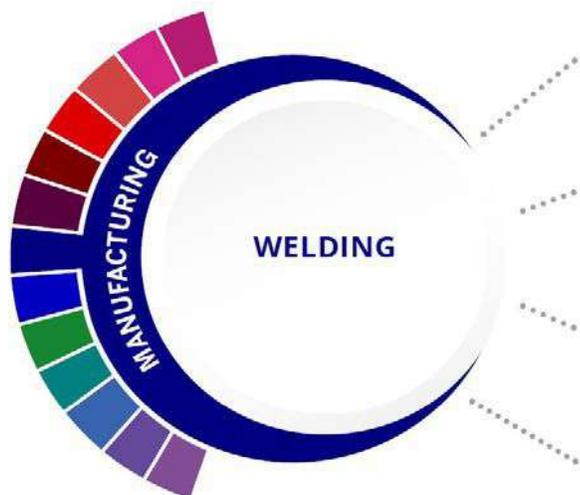
The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life—food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Successful completion of the Animal Science program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020



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WELDING



- Level 1 Agriculture Mechanics & Metal Technologies (Welding I)
- Level 2 Agriculture Facilities Design & Fabrication (Welding II)
- Level 3 Agricultural Power Systems (Welding III)
- Level 4 Practicum in Agriculture, Food & Natural Resources (Welding IV)

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
AWS Certified Welder, D1.1, D9.1	Certified Welder or Welder Inspector	Certified Welder or Welder Inspector	Welding Engineering Technology/ Technician	Welding Engineering Technology/ Technician
ASW SENSE Level 1	Machining Level 1 - CNC Milling: Programming Setup & Operations	Machine Shop Technology/ Assistant	Biomedical Technology/ Technician	Occupational Health and Industrial Hygiene
OSHA 30	Certified Welding Engineering	Operations Management and Supervision	Operations Management and Supervision	Operations Management and Supervision
	Certified Environmental, Safety, and Health Trainer	Occupational Safety and Health Technology/ Technician	Environmental Health	Environmental Health

Occupations	Median Wage	Annual Openings	% Growth
Welders, Cutters, Solderers, and Brazers	\$41,350	6,171	9%
Welding Soldering and Brazing Machine Setters, Operators and Tenders	\$40,040	280	9%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES	
Exploration Activities:	Work Based Learning Activities:
Participate and compete in SkillsUSA Job shadow a machinist	Apprenticeship at a local business or industry American Welding Society

Additional Industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of student, visit TXCTE.org

The Welding program of study focuses on the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. CTE learners will learn how to modify parts to make or repair machine tools or maintain individual machines, and how to use hand-welding or flame-cutting equipment.

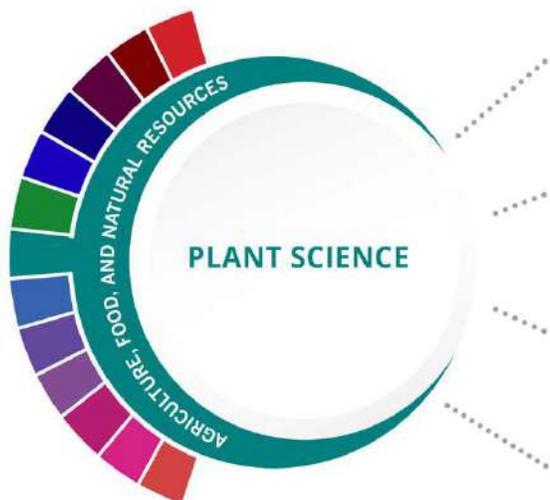


The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

Successful completion of the Manufacturing Technology program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020



FLORAL DESIGN



Level 1 Principles of Agriculture, Food, and Natural Resources

Level 2 Floral Design

Level 3 Advanced Floral Design

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
Texas State Floral Association Level One Floral Certification	Pesticide Applicator	Applied Horticulture/Horticulture Operations, General	Applied Horticulture/Horticulture Operations, General	Applied Horticulture/Horticulture Operations, General
Texas State Floral Association Level Two Floral Certification	Certified Floral Designer	Ornamental Horticulture	Agronomy and Crop Science	Agronomy and Crop Science
	Accredited Member of AIFD	Agricultural Business and Management, General	Agricultural Business and Management, General	Agricultural Business and Management, General
	Landscape Industry Certified Technician	Turf and Turfgrass Management	Turf and Turfgrass Management	Farm/Farm and Ranch Management

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Soil and Plant Scientists	\$54,662	116	21%
Tree Trimmers and Pruners	\$32,240	589	14%
Pesticide Handlers, Sprayers, and Applicators	\$36,733	196	22%
Landscaping Supervisors	\$44,408	807	19%
Biological Technicians	\$42,931	452	17%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Texas FFA	Work part-time at a florist; start or work for a local landscaping business FFA Supervised Agriculture Experience (SAE)

The Plant Science program of study focuses on the science, research, and business of plants and other living organisms. It teaches students how to apply biology and life science to real-world life processes of plants and vegetation, either in laboratories or in the field.



The Agriculture, Food, and Natural Resources (AFNR) Career Cluster focuses on the essential elements of life—food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Successful completion of the Plant Science program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met.

Revised - July 2020

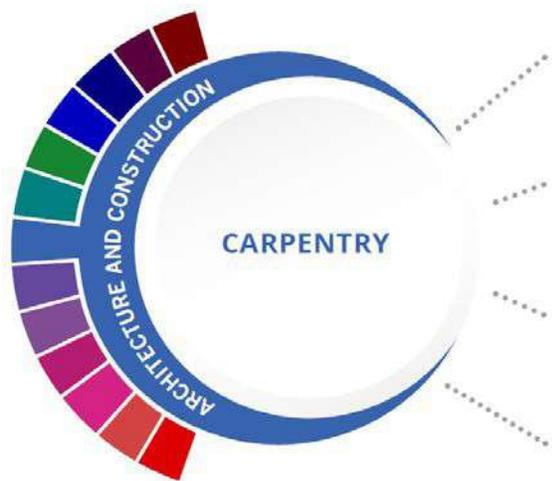
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<p>PRINCIPLES OF AGRICULTURE, FOOD AND NATURAL RESOURCES (Intro to Agriculture) Grade Placement: 9-12 Course #: 0905 Level: I Prerequisite: none Credit: 1 unit</p>	<p>PRINCIPLES OF AGRICULTURE, FOOD AND NATURAL RESOURCES enhance the agricultural comprehension of young adults. Entry level course designed for students interested in animal science, crop science, leadership and public speaking, and metal fabrication technologies. Students enrolled in this course may participate in livestock shows, contests, and other leadership development activities. <i>A student in the AG program may be eligible to receive embedded credit for the course Communication Applications. See the course description on p. 34 and/or the counselor for more information. This course is offered at MBHS and MHS only. Students must provide their own transportation.</i></p>
<p>LIVESTOCK PRODUCTION Grade Placement: 10-12 Course #: 17906 Level: I Prerequisite: Principles of Agriculture, Food and Natural Resources Credit: 1 unit</p>	<p>LIVESTOCK PRODUCTION introduces the common veterinary skills and procedures used on livestock, anatomy of livestock, genetics and reproduction, and diseases that can affect all livestock. This course is required for those who have an interest in the Animal Systems pathway. <i>This course is offered at MBHS and MHS only. Students must provide their own transportation.</i></p>
<p>VETERINARY MEDICAL APPLICATIONS (Intro to Vet Med) Grade Placement: 11-12 Course #: 0908 Level: I Prerequisite: Principles of Agriculture, Food and Natural Resources, Biology or Chemistry and Livestock Production Credit: 1 unit</p>	<p>VETERINARY MEDICAL APPLICATIONS develops and expands the knowledge and techniques pertaining to Veterinary Technical Assistant area. This course is designed as a laboratory-oriented course that allows students hands-on experience within the area of diagnostic testing, client records, employer/employee relationship and techniques used in surgical practices. <i>This course is offered at MBHS and MHS only. Students must provide their own transportation.</i></p>
<p>AGRICULTURE MECHANICS & METAL TECHNOLOGIES (Welding I) Grade Placement: 9-12 Course #: 0913 Level: I Prerequisite: application Credit: 1 unit</p>	<p>AGRICULTURE MECHANICS & METAL TECHNOLOGIES develops proficiency in many welding skills. Students will be expected to use the cutting torch and MIG welders and weld in several positions, which include flat, horizontal and vertical. The course develops an understanding of tool operation, electrical wiring, plumbing, carpentry and metal working techniques. <i>This course is offered at MHS only. Students must provide their own transportation.</i></p>
<p>AGRICULTURE FACILITIES DESIGN & FABRICATION (Welding II) Grade Level: 10-12 Course #: 0914 Level: I Prerequisite: Welding I and application Credits: 1 unit</p>	<p>AGRICULTURE FACILITIES DESIGN & FABRICATION introduces and develops principles of electricity, Geographic Information Systems (GIS), working with concrete, water-management systems, masonry, drywall and roofing materials. <i>This course is offered at MHS only. Students must provide their own transportation.</i></p>
<p>AGRICULTURAL POWER SYSTEMS (Welding III) Grade Level: 11-12 Course # 0713 Level: I Prerequisite: Agricultural Mechanics & Metal Technologies and Agriculture Facilities Design & Fabrication Credits: 2 units</p>	<p>AGRICULTURAL POWER SYSTEMS prepares students for careers in agricultural power, structural, and technical systems. Students should attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the workplace; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students should have opportunities to learn, reinforce, apply, and transfer their knowledge and technical skills in a variety of settings. This course is designed to develop an understanding of power and control systems as related to energy sources and agricultural machinery. <i>This course is offered at MHS only. Students must provide their own transportation.</i></p>

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<p>PRACTICUM IN AG, FOOD & NATURAL RESOURCES (Welding IV) Grade placement: 11-12 Course # 0778 Level: I Prerequisite: Welding III Credit: 2 units</p>	<p>PRACTICUM IN AG, FOOD & NATURAL RESOURCES course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources cluster. Each student is required to have 10 hours per week in class requirements that come from laboratory experiences. <i>This course is offered at MHS only. Students must provide their own transportation.</i></p>
<p>FLORAL DESIGN (Floral Design I) Grade Placement: 9-12 Course #: 0910 Level: I Prerequisite: none Credit: 1 unit Fee required</p>	<p>FLORAL DESIGN Exposes students to the basic techniques of floral design. This class is project based with many large and small projects used to evaluate the progress of the student. Hands-on activities involve the students in techniques required in the floral industry. Students have the option of taking the Texas State Floral Association to earn their high school floral certification (TSFA); testing fee is the student's responsibility. <i>This course is offered at MBHS only. Students must provide their own transportation. With appropriate teacher certification, this course may satisfy the Fine Arts requirement for graduation.</i></p>
<p>ADVANCED FLORAL DESIGN (Floral Design II) Grade Placement: 11-12 Course #: 17831 Level: I Prerequisite: application and must pass two or more portions of the TSFA certification Credit: 1 unit Fee required</p>	<p>ADVANCED FLORAL DESIGN In this course, students build on the knowledge from Floral Design I and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. <i>This course is offered at MBHS only. Students must provide their own transportation.</i></p>

ARCHITECTURE AND CONSTRUCTION



Level 1 Principles of Architecture

Level 2 Construction Technology I

Level 3 Construction Technology II

Level 4 Practicum in Construction Technology

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
OSHA 30	Certified Lead Carpenter	Carpentry/Carpenter	Construction Science	Construction Management
	Certified Installer	Industrial Mechanics and Maintenance Technology		
	Certified Door Consultant			
	Fluid Power Connector and Conductor			

Occupations	Median Wage	Annual Openings	% Growth
Carpenters	\$35,922	5,031	26%
Cost Estimators	\$63,939	2,239	21%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES	
Exploration Activities:	Work Based Learning Activities:
Shadow a carpenter or millwright. SkillsUSA	Obtain an NCCER certification in Millwright Level 1 or Carpentry Level 1

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Carpentry program of study explores the occupations and educational opportunities related to constructing, installing, or repairing structures and fixtures made of wood, such as concrete forms (including frameworks, partitions, joists, studding, rafters, and stairways). This program of study may also include exploration into installing, dismantling, or moving machinery and heavy equipment according to layout plans, blueprints, or other drawings.



The Architecture and Construction Career Cluster focuses on designing, planning, managing, building, and maintaining the built environment. Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management.

Successful completion of the Carpentry program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

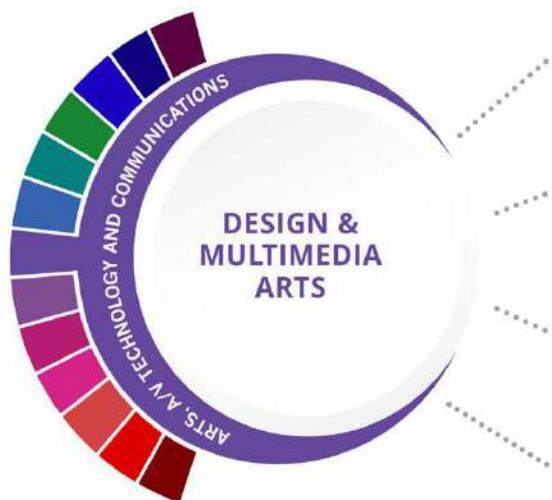


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<p>PRINCIPLES OF ARCHITECTURE Grade Placement: 9 Course #: 17703 Level: I Prerequisite: application Credit: 1 unit</p>	<p>PRINCIPLES OF ARCHITECTURE provides an overview to the various fields of architecture, interior design, construction science, and construction technology. Achieving proficiency in decision-making and problem solving is an essential skill for career planning and lifelong learning. Students use self-knowledge, educational, and career information to set and achieve realistic career and educational goals. Job-specific, skilled training can be provided through the use of training modules to identify career goals in trade and industry areas. Safety and career opportunities are included, in addition to work ethics and job-related study in the classroom such as communications; problem solving and critical thinking; Information Technology Applications; systems; safety, health, and environmental; leadership and teamwork; ethics and legal responsibilities; employability and career development; technical skills; introduction to hand tools; introduction to power tools; basic rigging; and reading technical drawings.</p>
<p>INTERIOR DESIGN Grade Placement: 10-12 Course #: 17917 Level: I Prerequisite: English I & Algebra I Credit: 1 unit</p>	<p>INTERIOR DESIGN is a technical course that addresses psychological, physiological, and sociological needs of individuals by enhancing the environments in which they live and work. Individuals use knowledge and skills related to exterior environments, construction and furnishings to make wise consumer decisions, increase productivity and prepare for careers in the interior design field.</p>
<p>CONSTRUCTION TECHNOLOGY I (Construction I) Grade Placement: 10 Course #: 200921 Level: I Prerequisite: application Credit: 1 unit</p>	<p>CONSTRUCTION TECHNOLOGY will provide students the knowledge and skills specific to those needed to enter the work force as apprentice rough and/or finish carpenters, rebar installers, drywall, painting, roofer, mason, and/or building maintenance technicians or prepare for a postsecondary degree in construction management, architecture, and/or engineering. Students acquire knowledge and skills in safety, tool usage, building materials, formwork, framing, rebar installation, drywall, painting, roofing, and masonry. At the conclusion of this course the student will have the opportunity to take various Industry and/or OSHA certification tests. The testing fee is the student's responsibility. <i>This course is offered at MHS only. Students must provide their own transportation.</i></p>
<p>CONSTRUCTION TECHNOLOGY II (Construction II) Grade Placement: 11 Course #: 200922 Level: I Prerequisite: Construction Technology Credit: 2 units</p>	<p>ADVANCED CONSTRUCTION TECHNOLOGY will provide students advanced knowledge and skills specific to those needed to enter the work force as an apprentice carpenter, drywall, painter, roofer, mason, rebar installer, structural steel erector, industrial and/or construction welder, building maintenance technicians, or prepare for a postsecondary degree in construction management, architecture, or engineering. Students build on the knowledge base from Construction Technology and are introduced to HVAC, electrical, plumbing, and Structural steel skillsets. At the conclusion of this course the student will have the opportunity to take various Industry and/or OSHA certification tests. <i>This course is offered at MHS only. Students must provide their own transportation.</i></p>
<p>PRACTICUM IN CONSTRUCTION TECHNOLOGY (Construction III) Grade Placement: 11-12 Course #: 200923 Level: I Prerequisite: Advanced Construction Technology Credit: 2 units</p>	<p>Practicum in Construction Technology is an occupationally specific course designed to provide classroom technical instruction or on-the-job training experiences. Safety and career opportunities are included in addition to work ethics and job-related study in the classroom. This course will provide more of a hands on application of construction processes. <i>This course is offered at MHS only. Students must provide their own transportation.</i></p>

21-22 ACADEMIC PLANNING GUIDE

AUDIO VIDEO PRODUCTION



Level 1	Digital Interactive Media Journalism I
<hr/>	
Level 2	Audio Video Production I
<hr/>	
Level 3	Audio Video Production II
<hr/>	
Level 4	Practicum in Audio Video Production III

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
Adobe Certified Associate Certifications	Certified Digital Designer	Animation, Interactive Technology, Video Graphics and Special Effects	Animation, Interactive Technology, Video Graphics and Special Effects	Animation, Interactive Technology, Video Graphics and Special Effects
Adobe Certified Expert Certifications	WOW Certified Web Designer Apprentice	Graphic Design	Graphic Design	Graphic Design
Apple Logic Pro X	Adobe Suite Certifications	Game and Interactive Media Design	Game and Interactive Media Design	Intermedia/Multimedia

Occupations	Median Wage	Annual Openings	% Growth
Graphic Designers	\$44,824	1,433	15%
Multimedia Artists and Animators	\$67,392	186	21%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES	
Exploration Activities:	Work Based Learning Activities:
Join a website development or coding club. Participate in SkillsUSA or TSA	Intern with a multimedia or animation studio. Obtain a certificate or certification in graphic design.

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Design and Multimedia Arts program of study explores the occupations and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. This program of study may also include exploration into designing clothing and accessories, and creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media, for use in computer games, movies, music videos, and commercials.

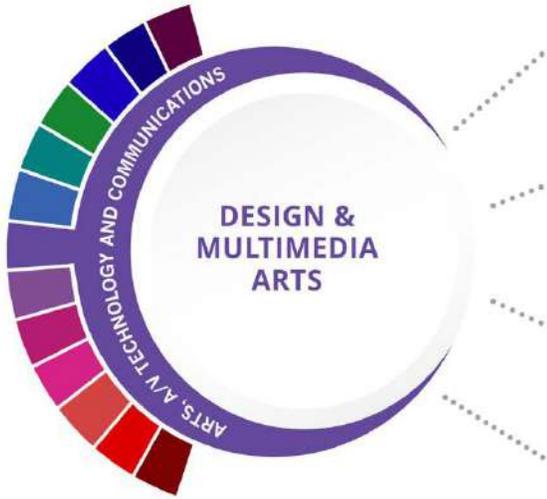


The Arts, A/V Technology and Communications (AAVTC) Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong

Successful completion of the Design & Multimedia Arts program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020



ANIMATION



Level 1 Digital Interactive Media

Level 2 Graphic Design and Illustration

Level 3 Animation

Level 4 Audio Video Production

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
Adobe Certified Associate Certifications	Certified Digital Designer	Animation, Interactive Technology, Video Graphics and Special Effects	Animation, Interactive Technology, Video Graphics and Special Effects	Animation, Interactive Technology, Video Graphics and Special Effects
Adobe Certified Expert Certifications	WOW Certified Web Designer Apprentice	Graphic Design	Graphic Design	Graphic Design
Apple Logic Pro X	Adobe Suite Certifications	Game and Interactive Media Design	Game and Interactive Media Design	Intermedia/Multimedia

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Graphic Designers	\$44,824	1,433	15%
Multimedia Artists and Animators	\$67,392	186	21%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES	
Exploration Activities:	Work Based Learning Activities:
Join a website development or coding club. Participate in SkillsUSA or TSA	Intern with a multimedia or animation studio. Obtain a certificate or certification in graphic design.

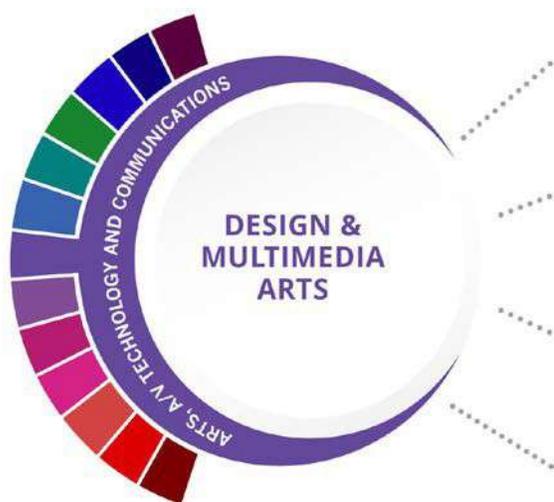
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Successful completion of the Design & Multimedia Arts program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020



PHOTOGRAPHY



Level 1	Photo 1 Photo 2
Level 2	Commercial Photography
Level 3	AP Photo
Level 4	Yearbook and/or Audio/Video Production

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
Adobe Certified Associate Certifications	Certified Digital Designer	Animation, Interactive Technology, Video Graphics and Special Effects	Animation, Interactive Technology, Video Graphics and Special Effects	Animation, Interactive Technology, Video Graphics and Special Effects
Adobe Certified Expert Certifications	WOW Certified Web Designer Apprentice	Graphic Design	Graphic Design	Graphic Design
Apple Logic Pro X	Adobe Suite Certifications	Game and Interactive Media Design	Game and Interactive Media Design	Intermedia/Multimedia

Occupations	Median Wage	Annual Openings	% Growth
Graphic Designers	\$44,824	1,433	15%
Multimedia Artists and Animators	\$67,392	186	21%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES	
Exploration Activities:	Work Based Learning Activities:
Join a website development or coding club. Participate in SkillsUSA or TSA	Intern with a multimedia or animation studio. Obtain a certificate or certification in graphic design.

Additional Industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program Of study, visit TXCTE.org

The Design and Multimedia Arts program of study explores the occupations and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. This program of study may also include exploration into designing clothing and accessories, and creating special effects, animation, or other visual images using



The Arts, A/V Technology and Communications (AAVTC) Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong

Successful completion of the Design & Multimedia Arts program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020



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<p>DIGITAL INTERACTIVE MEDIA Grade Placement: 9-12 Course #: 0959 Level: I Prerequisite: none Credit: 1 unit</p>	<p>DIGITAL INTERACTIVE MEDIA gives students the opportunity to explore Audio/Video Production, Graphic Design, and Animation Principles before choosing a career track in either Graphic Design and Illustration or Audio/Video Production. Students will focus on product creation and portfolio maintenance with work samples in Animation, Graphic Design, and Audio/Video Production. Students will have the opportunity to take an Adobe Certified Associate certification exam for Adobe Photoshop.</p>
<p>GRAPHIC DESIGN AND ILLUSTRATION Grade Placement: 10-12 Course #: 0926 Level: I Prerequisite: Digital Interactive Media Credit: 1 unit</p>	<p>GRAPHIC DESIGN AND ILLUSTRATION spans all aspects of the advertising and visual communication industries. In addition to developing knowledge and skills needed for success in the arts, audio/video technology, and communications career cluster, students are expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.</p>
<p>ANIMATION Grade Placement: 10-12 Course #: 0925 Level: I Prerequisite: Digital Interactive Media Credit: 1 unit</p>	<p>ANIMATION spans all aspects of motion graphics. In addition to developing technical knowledge and skills needed for success in the arts, audio/video technology, and communications career cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.</p>
<p>AUDIO VIDEO PRODUCTION I Grade Placement: 10-12 Course #:0731 Level: I Prerequisite: Digital and Interactive Media, Journalism I or Principles or Arts, A/V Technology & Communication; application Credit: 1 unit</p>	<p>AUDIO VIDEO PRODUCTION I produces videos for television and online audiences with students filling roles as reporters, managers or technicians. Students must work after school and some weekends to ensure that assignments are completed on time. Students completing the audio/video production track will be eligible for Adobe Certification exams.</p>
<p>AUDIO VIDEO PRODUCTION II Grade Placement: 11-12 Course #: 0711 (1.0 credit) Level: I Course #: 17711 (2.0 credit) Level: I Prerequisite: Digital and Interactive Media, Journalism I or Principles or Arts, A/V Technology & Communication, application Credit: 1-2 units</p>	<p>AUDIO VIDEO PRODUCTION II students will gain advanced experience in audio and video production as a career and expand skills in production to studio work and online streaming. Students must work after school and some weekends to ensure that assignments are completed on time. Students completing the audio/video production track will be eligible for Adobe Certification exams. <i>A student in the broadcasting program may be eligible to receive embedded credit for the course Communication Applications. See the course description on p. 34 and/or the counselor for more information.</i></p>
<p>PRACTICUM IN AUDIO VIDEO PRODUCTION (Audio Video Production III) Grade Placement: 11-12 Course #: 0712 Level: I Prerequisite: Digital and Interactive Media, Journalism I or Principles or Arts, A/V Technology & Communication, application Credit: 2 units</p>	<p>PRACTICUM in AUDIO/VIDEO PRODUCTION students will work in a leadership role in the production of videos for television and online audiences. Those roles include, online managing editor, executive producer, producer, managing editor, social media director and other roles. Students must work after school and some weekends to ensure that assignments are completed on time. Students completing the audio/video production track will be eligible for Adobe Certification exams.</p>

MARKETING AND SALES



Level 1 Principles of Business, Marketing, and Finance

Level 2 Fashion Marketing
Sports and Entertainment Marketing
Money Matters

Level 3 Entrepreneurship

Level 4 AP Statistics

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE / LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Microsoft Office Specialist or Expert - Excel	Certified Product Manager	Marketing/ Marketing Management, General	Marketing/ Marketing Management, General	Marketing
Microsoft Office Specialist or Expert - Word	DMA Certified Marketing Professional	Consumer Merchandising/ Retailing Management	Business Administration	Business Administration
Google Analytics Individual Qualification	Certified Salesperson	International Marketing	Applied Economics	Applied Economics
Entrepreneurship and Small Business	Real Estate Appraiser	Business	Marketing Research	Advertising

Occupations	Median Wage	Annual Openings	% Growth
Marketing Research Analysts and Marketing Specialists	\$70,346	4,664	40%
Insurance Sales Agents	\$43,181	5,886	30%
First-Line Supervisors of Retail Sales Workers	\$72,550	2,826	15%
Wholesale and Retail Buyers	\$51,106	1,229	19%

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES	
Exploration Activities:	Work Based Learning Activities:
Business Professionals of America (BPA), Future Business Leaders of America (FBLA), and DECA	Internship with local marketing firm; shadow a real estate agent; operate a school store on campus

The Marketing and Sales program of study teaches CTE learners how to collect information to determine potential sales of a product or service and/or create a marketing campaign to market or distribute goods and services. Through this program of study, students will learn the skills necessary to understand and apply data on customer demographics, preferences, needs, and buying habits.



The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Successful completion of the Marketing and Sales program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020



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FINANCE



Level 1 Principles of Business, Marketing, and Finance

Level 2 Money Matters

Level 3 Entrepreneurship

Level 4 AP Statistics
Calculus for Business and Economics (Dual Credit)
Elementary Statistical Methods (Dual Credit)

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
QuickBooks Certified User	Certified Management Accountant	Real Estate	Accounting	Financial Accounting
Microsoft Office Specialist or Expert - Excel	Certified Internal Auditor	Financial, General	Financial, General	Business Administration
Certified Insurance Service Representative	Certified Income Specialist	Financial Planning and Services]	Financial Planning and Services]	Financial Planning
	Certified Public Accountant	Certified Income Specialist	Certified Income Specialist	

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Accountants and Auditors	\$71,469	14,436	22%
Loan Officers	\$68,598	2,419	19%
Personal Financial Advisors	\$86,965	1,861	52%
Administrative Service Managers	\$96,138	2,277	21%
Insurance Underwriters	\$66,206	594	14%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Business Professionals of America (BPA) Future Business Leaders of America (FBLA) DECA	Internship with local accounting firm Microsoft Office Specialist (MOS) certifications

The Accounting and Financial Services program of study teaches CTE learners how to examine, analyze, and interpret financial records. Through this program of study, students will learn the skills necessary to perform financial services, prepare financial statements, interpret accounting records, give advice, or audit and evaluate statements prepared by others. This program of study will also introduce students to mathematical modeling tools.



The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Successful completion of the Accounting & Financial Services program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020



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<p>PRINCIPLES OF BUSINESS, MARKETING AND FINANCE Grade Placement: 9-12 Course #: 17927 Level: I Prerequisite: none Credit: 1 unit</p>	<p>PRINCIPLES OF BUSINESS, MARKETING AND FINANCE introduces the knowledge and skills of economics and private enterprise systems, impact of global business, marketing of goods and services, advertising and product pricing. Students analyze the sales process and financial management principles.</p>
<p>MONEY MATTERS Grade Placement: 9-12 Course #: 17938 Level: I Prerequisite: none Credit: 1 unit</p>	<p>MONEY MATTERS students will investigate money management from a personal financial perspective. Students will apply critical thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to establish short-term and long-term financial goals through various methods such as investing, tax planning, asset allocating, risk management, retirement planning and estate planning.</p>
<p>BUSINESS INFORMATION MANAGEMENT I (Computer Applications) Grade Placement: 9-12 Course #: 0929 Level: I Prerequisite: None Credit: 1 unit</p>	<p>BUSINESS INFORMATION MANAGEMENT I students implements personal and interpersonal skills to strengthen individual performance in the workplace and in society and make successful transitions to the workforce and post-secondary education. Students will apply technical skills through word processing, spreadsheet, database, and electronic presentation software.</p>
<p>ENTREPRENEURSHIP Grade Placement: 10-12 Course #: 17743 Level: I Prerequisite: Recommended Principles of Business, Marketing & Finance Credit: 1 unit</p>	<p>ENTREPRENEURSHIP provides students 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.</p>
<p>SPORTS AND ENTERTAINMENT MARKETING Grade Placement: 9-12 Course #: 0973 Level: I Prerequisite: Recommended Principles of Business, Marketing & Finance Credit: .5 unit</p>	<p>SPORTS AND ENTERTAINMENT MARKETING explores a growing industry that employs athletes, musicians, advertising agents, sports agents and numerous other related professions. The purpose of this course is to provide students with the fundamental principles and concepts identified with these industries and to develop critical-thinking and decision making skills through the application of marketing principles.</p>
<p>FASHION MARKETING Grade Placement: 9-12 Course #: 0971 Level: I Prerequisite: Recommended Principles of Business, Marketing & Finance Credit: .5 unit</p>	<p>FASHION MARKETING provides students with knowledge of various business functions in the fashion industry. Students in fashion marketing will gain a working knowledge of promotion, textiles, merchandising, mathematics, selling, visual merchandising and career opportunities.</p>

EDUCATION AND TRAINING



Level 1 Principles of Education and Training

Level 2 Human Growth and Development
Psychology & Sociology

Level 3 Instructional Practices
Digital Interactive Media

Level 4 Practicum in Education and Training

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Educational Aide I	Texas Educator Certification Program	Teacher Education	Bilingual and Multilingual Education	Instruction and Learning
	Educational Instructional Technology	Education, General (or specific subject area)	Education, General (or specific subject area)	Educational Leadership and Administration, General
	Counselor, Professional	Special Education	Special Education	Special Education
	Athletic Trainer	Health and Physical Education/ Fitness	Health and Physical Education/ Fitness	Social and Philosophical Foundations of Education

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

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

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Texas Association of Future Educators, or Family, Career and Community Leaders of America	Teach a community education class; intern as a teaching assistant or tutor; serve as a camp counselor.

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



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

Successful completion of the Teaching and Training program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020



21-22 ACADEMIC PLANNING GUIDE

<p>PRINCIPLES OF EDUCATION AND TRAINING Grade Placement: 9-12 Course #: 17934 Level: I Prerequisite: none Credit: 1 unit</p>	<p>PRINCIPLES OF EDUCATION AND TRAINING is designed to introduce learners to the various careers available within education and training career cluster. Students will gain an understanding of the basic knowledge and skills essential to careers within the education and training career cluster. Students will develop a graduation plan that leads to a specific career choice in the student’s interest area.</p>
<p>HUMAN GROWTH AND DEVELOPMENT Grade placement: 10-12 Course #: 0768 Level: I Prerequisite: none Credit: 1unit</p>	<p>HUMAN GROWTH AND DEVELOPMENT is an examination of human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.</p>
<p>INSTRUCTIONAL PRACTICES (READY, SET, TEACH I) Grade Placement: 11-12 Course #: 0935 Level: I Prerequisite: application Credit: 2 units Fee required</p>	<p>INSTRUCTIONAL PRACTICES is a field-based internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching practices. Students will work under the joint direction and supervision of a teacher who has expertise in the areas of child development and educational methodology and an exemplary educator who is working in an instructional role in an elementary/ middle/ high school setting. Students will learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers. <i>It is the student’s responsibility to provide his or her own transportation to and from the job-training site.</i></p>
<p>PRACTICUM IN EDUCATION AND TRAINING (READY, SET, TEACH II) Grade Placement: 12 Course #: 0936 Level: I Prerequisite: Instructional Practices, application Credit: 2 units Fee required</p>	<p>PRACTICUM IN EDUCATION AND TRAINING is a capstone experience for students participating in a coherent sequence of courses in education and training. Practicum experiences are designed to give students supervised, off campus, practical application appropriate to the level and nature of skills acquired in their chosen sequence. <i>It is the student’s responsibility to provide his or her own transportation to and from the job-training site.</i></p>

COSMETOLOGY



Level 1 Principles of Human Science

Level 2 Entrepreneurship
or
Principles of Business

Level 3 Cosmetology I/Lab

Level 4 Cosmetology II/ Lab

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Cosmetology Operator License	Certified Aesthetic Laser Operator	Cosmetology/ Cosmetologist, General		
Cosmetology Esthetician Specialty License	Cosmetologist	Aesthetician/ Esthetician and Skin Care Specialist		
Cosmetology Manicurist Specialty License	Certified Spa Supervisor	Salon/Beauty Salon Management/ Manager		
Barber Operating License	Nail Technician/ Specialist and Manicurist	Cosmetology, Barber/Styling and Nail Instructor		

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
First-Line Supervisors of Personal Service Workers	\$36,941	1,634	24%
Barbers	\$28,267	348	14%
Hairdressers, Hairstylists, and Cosmetologists	\$21,507	3,489	22%
Manicurists and Pedicurists	\$21,715	418	45%
Shampooers	\$18,720	139	24%
Skincare Specialists	\$26,437	637	22%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES	
Exploration Activities:	Work Based Learning Activities:
Participation in a Career and Technical Student Organization such as TIVA, or SKILLS USA	Job shadow a cosmetologist Work part-time at a beauty salon, spa, or barbershop

The Cosmetology and Personal Care Services program of study introduces CTE learners to knowledge and skills related to providing beauty and personal care services. CTE concentrators may learn about or practice managing personal care facilities and coordinating or supervising personal service workers.



The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

Successful completion of the Cosmetology and Personal Care Services regional program of study will fulfill requirements of the Public Service Endorsement. See the regions approved to offer this program of study at <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/regional-programs-of-study>.
Revised - July 2020.



EARLY CHILDHOOD



Level 1	Principles of Human Services
Level 2	Child Development or Psychology & Sociology
Level 3	Child Guidance
Level 4	Practicum in Early Learning

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
Child Development Associate	Child Development Associate	Early Childhood Education and Teaching	Early Childhood Education and Teaching	Early Childhood Education and Teaching
	Texas Educator Certification Program	Multicultural Early Childhood Development	Multicultural Early Childhood Development	Multicultural Early Childhood Development
	County Librarian	Kindergarten/Preschool Education and Training	Early Childhood	Educational, Instructional, and Curriculum Supervision
	Professional Counselor	Psychology/Sociology	Psychology/Sociology	Educational Leadership and Administration

Occupations	Median Wage	Annual Openings	% Growth
Kindergarten Teachers, except Special Education	\$53,310	1,848	17%
Preschool Teachers	\$27,851	4,330	17%
Special Education Teachers, Preschool	\$55,670	148	27%
Elementary School Teachers	\$54,140	13,121	16%
Education Administrators, Elementary and Secondary School	\$79,830	2,407	16%

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES	
Exploration Activities:	Work Based Learning Activities:
Texas Association of Future Educators; Family, Career, and Community Leaders of America	Teach a community education class; volunteer as a teaching assistant.

The Early Learning program of study focuses on early childhood education, which consists of instructing and supporting preschool and early elementary school students in activities that promote social, physical and intellectual growth as well as in basic elements of science, art, music, and literature. This program of study introduces CTE learners to tasks necessary for planning, directing, and coordinating activities for young children.



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

Successful completion of the Early Learning program of study will fulfill requirements of the Public Service endorsement. Revised - July 2020

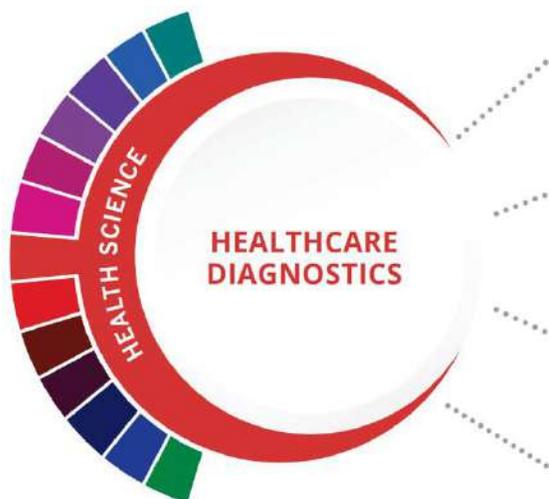


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<p>PRINCIPLES OF HUMAN SERVICES Grade Placement: 9-12 Course #: 17949 Level: I Prerequisite: none Credit: 1 unit</p>	<p>PRINCIPLES OF HUMAN SERVICES is a laboratory course that enables students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage or high-demand human services careers.</p>
<p>CHILD DEVELOPMENT Grade Placement: 10-12 Course #: 17950 Level: I Prerequisite: none Credit: 1 unit</p>	<p>CHILD DEVELOPMENT addresses knowledge and skills related to child growth and development from prenatal through school-age children. Students will have child development knowledge that can be used to promote the well-being and healthy development of children and to investigate careers related to the care and education of children.</p>
<p>CHILD GUIDANCE Grade Placement: 11-12 Course #: 0951 Level: I Prerequisite: application and criminal history check Credit: 2 units</p>	<p>CHILD GUIDANCE is a lab-based course that provides an in-depth study of growth and development of children, infant – 12 of age. Through the hands-on laboratory experience with children in the MISD preschool, students are involved in all areas of the preschool and will develop knowledge and skills necessary for employment in the area of childcare and guidance. Because of site limitations of childcare facility only 12 students will be allowed in a class.</p>
<p>PRACTICUM IN HUMAN SERVICES Grade Placement: 11-12 Course #: 0952 Level: I Prerequisite: application, criminal history check, Child Guidance Credit: 2 units</p>	<p>PRACTICUM IN HUMAN SERVICES provides occupationally specific training and focuses on the development of careers in the areas of consumer services, early childhood development and services, counseling nutrition and wellness, hospitality and food services, fashion and interior design, and family and community services. Content is designed to meet the occupational preparation needs and interests of students by placing them in a paid or unpaid employment setting. <i>It is the student's responsibility to provide his or her own transportation to and from the job-training site.</i></p>
<p>COSMETOLOGY I Grade Placement: 11 Course #: 17953 Level: I Prerequisite: application \$600 Training kit required Credit: 3 units</p>	<p>COSMETOLOGY I provides students with the basic specific classroom training needed to achieve their Texas Cosmetology License. Students will also be able to work on outside clientele for hands-on training. Students will be expected to purchase their beginner's training kit by July 15, 2020. Students will be required to have completed 500 clocked hours before advancing to Cosmetology II. <i>This course is offered at MHS only. Students must provide their own transportation. This course has limited enrollment.</i></p>
<p>COSMETOLOGY II Grade Placement: 12 Course #: 17954 Level: I Prerequisite: application, Cosmetology I, Estimated fees: \$300 for facial, makeup and state board kits and online licensing preparation program. State testing fees administered by PSI exams (written test \$52, practice test \$74 and License Fee \$50) Credit: 3 units</p>	<p>COSMETOLOGY II students, upon completion of their senior year and the required 1000 hours total, will have received classroom training needed to prepare them for their Cosmetologist Exam from the Texas Department of Licensing and Regulations. Students will also be able to work on outside clientele for hands-on training. <i>This course is offered at MHS only. Students must provide their own transportation. This course has limited enrollment.</i></p>

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HEALTH SCIENCE-CENTRAL STERILE PROCESSING



Level 1	Principles of Health Science
Level 2	Medical Terminology or Sports Medicine
Level 3	Anatomy or Medical Billing and Coding or Performance and Rehabilitative Medicine
Level 4	Central Sterile Processing

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Central Sterile Processing	Central Sterile Processing			
EKG/ECG Technician	Radiologic Technologist	Magnetic Resonance Imaging (MRI) Technology/Technician	Medical Radiologic Technology/Science Radiation Therapist	Radiologic Technology/Science - Radiographer
Medical Laboratory Technician				
Phlebotomy Technician				

Occupations	Median Wage	Annual Openings	% Growth
Central Sterile Processing	\$35,000		
Phlebotomists	\$30,597	1442	36%
Nuclear Medicine Technologists	\$75,962	91	13%
Radiologic Technologists	\$55,494	1196	19%
Magnetic Resonance Imagine Technologists	\$68,661	217	21%

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

LEARNING OPPORTUNITIES	
Exploration Activities:	Work Based Learning Activities:
Health Occupation Students of America (HOSA)	Clinical rotations at a community wellness center, hospital, assisted living, nursing home

The Healthcare Diagnostics program of study introduces students to occupations and education opportunities related to performing complex medical laboratory tests for the diagnosis, treatment, and prevention of disease. This program of study may also include exploration into the opportunities associated with blood laboratories as well as radiologic technology and ultrasound technology.

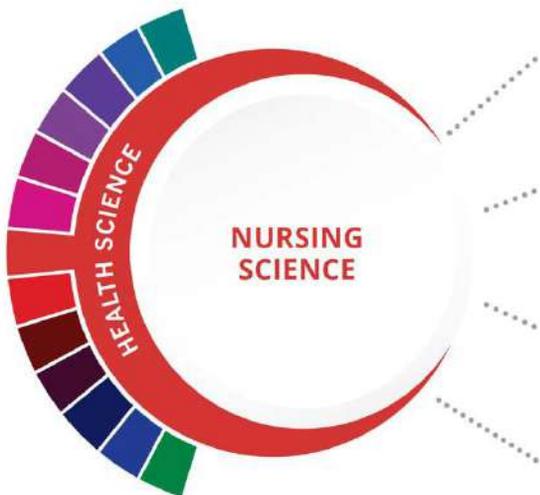


The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate

Successful completion of the Healthcare Diagnostics program of study will fulfill requirements of the Public Service or STEM Endorsement if the math and science requirements are met. Revised- July 2020



HEALTH SCIENCE-NURSING



Level 1	Principles of Health Science
Level 2	Medical Terminology or Sports Medicine
Level 3	Certified Nursing Assistant or Medical Billing & Coding or Anatomy
Level 4	Certified Nursing Assistant or Patient Care Technician or Medical Scribe

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Certified Medical Assistant	Licensed Vocational Nurse	Registered Nursing/ Registered Nurse	Informatics Nurse Specialists	Nurse Practitioner
Certified Nurse Aide/Assistant				Nursing Administration
Certified Patient Care Technician				Nurse Anesthetist

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Licensed Vocational Nurses	\$45,178	7,186	21%
Registered Nurses	\$68,682	17,493	26%
Nurse Practitioners	\$107,827	977	50%
Nurse Anesthetists	\$154,856	357	23%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES	
Exploration Activities:	Work Based Learning Activities:
Health Occupation Students of America (HOSA)	Volunteer at a community wellness center, hospital, assisted living center, or nursing home.

The Nursing Science program of study introduces students to the knowledge and skills related to patient care. CTE learners may learn about or practice caring for patients, routine procedures such as monitoring vital signs, development and implementation of care plans, maintenance of medical records, and disease or pain management. Students may focus on the healthcare system and research system



The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate

Successful completion of the Nursing Science program of study will fulfill requirements of a Public Service endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020



HEALTH SCIENCE-FIRE SCIENCE



Level 1 Principles of Health Science

Level 2 Medical Terminology

Level 3 Fire Sciences **or**
Anatomy **or**
Certified Nursing Assistant **or**
Performance and Rehabilitative Medicine **or**
Medical Billing and Coding

Level 4 Fire Sciences **or**
Anatomy **or**
Certified Nursing Assistant **or**
Performance and Rehabilitative Medicine **or**
Medical Billing and Coding

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
Emergency Medical Technician - Basic	Emergency Medical Technician - Basic	Emergency Medical Technology/Technician (EMT Paramedic)	Emergency Medical Technology/Technician (EMT Paramedic)	
Emergency Telecommunicator	Fire Protection Personnel/Firefighter	Fire Prevention and Safety Technology/Technician	Natural Resources Law Enforcement and Protective Services	
Basic Structure Fire Protection Certification	Fire Protection System Contractor	Fire Science/Firefighting		
	Fire Inspector			

Occupations	Median Wage	Annual Openings	% Growth
Firefighters	\$50,149	2,309	13%
Fire Inspectors and Investigators	\$54,787	161	14%
Emergency Medical Technicians	\$34,091	1,880	31%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES	
Exploration Activities:	Work Based Learning Activities:
Attend local emergency awareness events, Texas Public Service Association	Volunteer at a hospital or a fire station

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Emergency Services program of study focuses on training CTE learners to respond to emergency situations, such as medical emergencies and fire-based emergencies. Students will learn how to prevent emergencies, respond appropriately and in accordance with rules and regulations during crises, and investigate and delineate the source of the emergency.

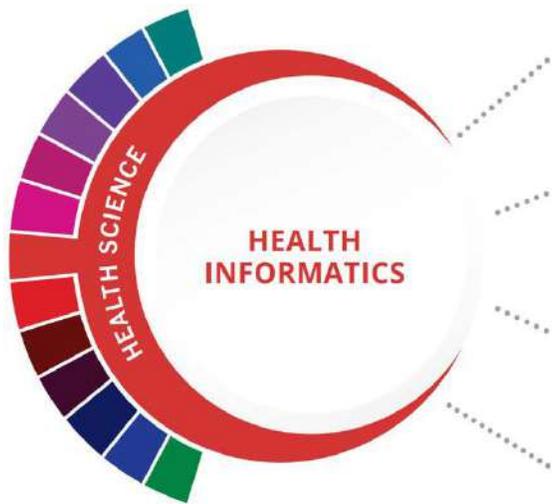


The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and fire and emergency services.

Successful completion of the Emergency Services program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020



HEALTH SCIENCE-MEDICAL BILLING



Level 1	Principles of Health Science
Level 2	Medical Terminology
Level 3	Medical Billing & Coding or Anatomy & Physiology
Level 4	Medical Billing & Coding or Anatomy & Physiology Or Medical Scribe

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Certified Coding Associate	Certified Professional in Informatics	Health Information/ Medical Records Technology/ Technician	Medical and Health Service Managers	Medical and Health Service Managers
Medical Coding and Billing Specialist	Medical Transcriptionist			

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Medical Records and Health Information Technicians	\$35,922	1,588	24%
Medical and Health Service Managers	\$93,995	2,562	29%
Billing and Posting Clerks	\$35,485	5,775	25%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES	
Exploration Activities:	Work Based Learning Activities:
Health Occupations Students of America (HOSA)	Volunteer at a community wellness center, hospital, assisted living center, or nursing home

The Health Informatics program of study focuses on exposing students to the management and use of patient information in the healthcare field. Students may learn about and research recent modifications of computerized healthcare and the process of creating and maintaining hospital and patient records in accordance with regulatory requirements of the healthcare system. Students may

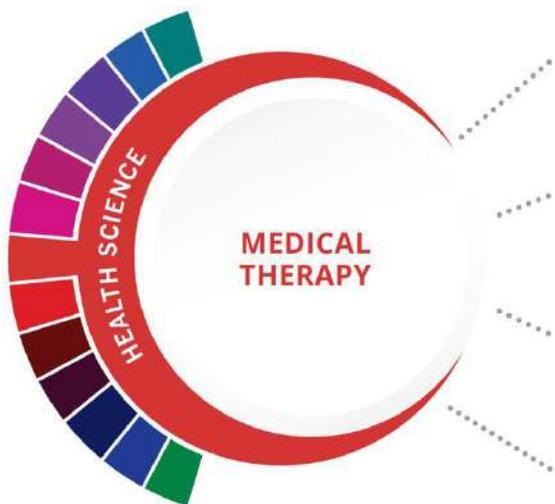


The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems and communicate

Successful completion of the Health Informatics program of study will fulfill requirements of a Public Service endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020



PHYSICAL THERAPY/CERTIFIED FITNESS TRAINER



Level 1 Principles of Health Science

Level 2 Medical Terminology
or
Sports Medicine I

Level 3 Sports Medicine II
or
Anatomy & Physiology
or
Health Science

Level 4 Sports Medicine II
or
Anatomy & Physiology
or
Performance and Rehabilitative Medicine

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
	Certified Respiratory Therapist	Occupational Therapy Assistant	Respiratory Therapists	Occupational Therapists
	Certified Physical Therapy Assistant	Radiation Therapists		Speech Language Pathologist
		Respiratory Therapists		Physical Therapists
		Physical Therapy Assistant		

Occupations	Median Wage	Annual Openings	% Growth
Speech Language Pathologists	\$73,070	1,068	25%
Respiratory Therapists	\$57,429	830	20%
Occupational Therapists	\$92,227	834	34%
Physical Therapy Assistants	\$70,200	1,268	44%
Radiation Therapists	\$70,658	101	23%

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES	
Exploration Activities:	Work Based Learning Activities:
Health Occupation Students of America (HOSA)	Lab internship, Job shadow, Clinical rotations

The Medical Therapy program of study focuses on the study of biology and medicine in order to introduce students to the knowledge and skills necessary to be successful in the healthcare field in occupations such as, Respiratory, Occupational, Physical, or Speech Therapy. CTE learners may also practice patient care and communication.



The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate

Successful completion of the Medical Therapy program of study will fulfill requirements of a Public Service or STEM endorsement if the math and science requirements are met. Revised - July 2020



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<p>PRINCIPLES OF HEALTH SCIENCE Grade Placement: 9-12 Course #: 0943 Level: I Prerequisite: none Credit: 1 unit</p>	<p>PRINCIPLES OF HEALTH SCIENCE is an overview of roles of various members of the healthcare system and their educational requirements and issues affecting the delivery of healthcare. Additional concepts explored include the healthcare system, the continuum of care, levels of care, length of stay, healthcare providers, legal and ethical aspects of healthcare, reimbursement, healthcare policy determination and health insurance and managed care. <i>This course will satisfy the health credit for the district. Upon successful completion of this course, students may apply to MISD clinical programs. Students participating in the dual credit sequences for Health Science may seek the HSTE 1271 credit from Collin College after earning 6 college units.</i></p>
<p>MEDICAL TERMINOLOGY Grade Placement: 10-12 Course #: 17944 Level: I Prerequisite: none Credit: 1 unit</p>	<p>MEDICAL TERMINOLOGY develops a working knowledge of the language of medicine; students acquire word-building skills by learning prefixes, suffixes, roots and abbreviations. Knowledge of medical terminology enhances the student's ability to successfully secure employment or pursue advanced education in healthcare.</p>
<p>MEDICAL TERMINOLOGY (dual credit) Grade Placement: 10-12 Course #: 1315 & 1316 Level: II Prerequisite: counselor approval, Collin College admission Credit: 1 unit</p>	<p>HITT1305 & HPRS2301 MEDICAL TERMINOLOGY (dual credit) Students will study medical terms through word origin and structure. This course provides an introduction to abbreviations and symbols, surgical and diagnostic procedures, and medical specialties. Students will also study the pathology and general health management of diseases and injuries across the lifespan, including etiology, symptoms, and the physical and psychological reactions to diseases and injuries. <i>This course is offered online through Collin College. Students are responsible for all transportation, books, fees and tuition at the college and must pass the TSI (Texas Success Initiative) college entrance exam to enroll.</i></p>
<p>HEALTH SCIENCE (CNA) (dual credit) Grade Placement: 11-12 Course #: 19945 Level: II Prerequisite: Principles of Health Science, application, counselor approval, Collin College admission Credit: 2 units</p>	<p>NURA 1301, NURA 1160 & HPRS 1303 HEALTH SCIENCE (CNA) This course focuses on public health and the aging process and development of skills in quality assessment and care of the geriatric client. In addition to classroom activities, students will train at a local long-term facility in preparation for the Texas Certified Nurse's Aide exam. The second half of the course provides for the development of multi-occupational knowledge and skills related to a wide variety of health careers. Academic coursework is supplemented with participation in clinical rotations at various clinical sites. <i>Students are responsible for all transportation, books, fees and tuition at the college and must pass the TSI (Texas Success Initiative) college entrance exam to enroll. This course is offered at MNHS; it is the student's responsibility to provide their own transportation to and from MNHS and job training sites. This course has limited enrollment.</i></p>
<p>PRACTICUM IN HEALTH SCIENCE (FIRE SCIENCE) (dual credit) Grade Placement: 11-12 Course #: 17305 Level: II Prerequisite: Principles of Health Science, application, counselor approval and Collin College admission Credit: 2 units</p>	<p>FIRT 1301 & FIRT 1315 PRACTICUM IN HEALTH SCIENCE (FIRE SCIENCE) (dual credit) Fire Science is an introductory course in the Fire Science Program. This course will cover the basic preparation for a new firefighter, including fire protection and structural fire suppression. Students will also learn the chemical characteristics and behavior of various materials, storage, transportation, handling hazardous emergency situations, and the most effective methods of hazard mitigation. HAZMAT certification included. Off-site clinical activities will be held at the Collin College Fire Science training facility. <i>Students are responsible for all transportation, books, fees and tuition at the college and must pass the TSI (Texas Success Initiative) college entrance exam to enroll. This course has limited enrollment.</i></p>

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<p>PRACTICUM IN HEALTH SCIENCE (MEDICAL BILLING AND CODING) Grade Placement: 11-12 Course # 0718 Level: I Prerequisite: Principles of Health Science, application Credit: 2 units</p>	<p>PRACTICUM IN HEALTH SCIENCE (MEDICAL BILLING AND CODING) program is designed to equip students with the knowledge, technical skills, and work habits required for an entry-level position in the medical insurance billing and coding field. With the recent changes in health care, Health Insurance Specialists and Medical Coders are in very high demand. The MBC program places a strong emphasis on ethics, accountability, professionalism, and the individual's commitment to the pursuit of lifelong personal, educational and professional development, as it relates to the medical insurance billing and coding field. The MBC Program prepares and qualifies students to sit for the national certification exam as an Insurance Coding Specialist through NCCT, Inc. <i>This course is offered at MNHS only. It is the student's responsibility to provide their own transportation to and from MNHS and job training site. This course has limited enrollment.</i></p>
<p>PRACTICUM IN HEALTH SCIENCE (PERFORMANCE AND REHABILITATIVE MEDICINE) Grade Placement: 11-12 Course #: 19701 Level: I Prerequisite: Principles of Health Science and/or Sports Medicine I, application Credit: 2 units</p>	<p>PRACTICUM IN HEALTH SCIENCE (PERFORMANCE AND REHABILITATIVE MEDICINE) is a course that teaches students about exercise physiology, biomechanics, posture, exercise techniques, and rehabilitation. Students will also learn how to work with patients who have common health conditions including diabetes, coronary heart disease, and asthma, among others. Additionally, the students will learn injury prevention techniques through the Functional Movement Screen (FMS) and basic Fascial Movement Taping through RockTape. In addition to classroom learning, students will have the opportunity to train at local fitness facilities, physical therapy clinics, and orthopedic offices in preparation for the International Sports Sciences Association (ISSA) exam to become a Certified Fitness Trainer (CFT). <i>This course is offered at MNHS only; it is the student's responsibility to provide their own transportation to and from MNHS and job training sites. This course has limited enrollment.</i></p>
<p>PRACTICUM IN HEALTH SCIENCE (CENTRAL STERILE PROCESSING) (dual credit) Grade Placement: 12 Course #: 17370 Level: II HPRS 1370, 1470, and 1471 Prerequisite: Principles of Health Science, application, counselor approval and Collin College admission Credit: 2 units</p>	<p>PRACTICUM IN HEALTH SCIENCE (CENTRAL STERILE PROCESSING) (dual credit) These courses prepare the student with organizational skills needed to control, track and distribute inventory through the use of different techniques in inventory control and distribution, as well as the use of barcodes and radio frequency identification to track inventories. The Sterile Storage and Distribution course introduces the basic procedures of packaging processes through a comparison of reusable and disposable packaging materials, basic package closure methods, and factors, which affect shelf-life and stock rotation. The Introduction to Central Service course is an introduction to the central service role, surgical supplies, basic and specialty surgical instruments, and packaging and sterilization. <i>Students are responsible for all transportation, books, fees and tuition at the college and must pass the TSI (Texas Success Initiative) college entrance exam to enroll. This course has limited enrollment.</i></p>
<p>PRACTICUM IN HEALTH SCIENCE (Medical Scribe) (dual credit) Grade Placement: 12 Course #: 21980 Level: II MDCA 1309, MDCA1321, HPRS 2321 Prerequisite: CNA., MBC, or Performance & Rehabilitative Medicine, application, counselor approval and Collin College admission Credit: 2 units</p>	<p>PRACTICUM IN HEALTH SCIENCE (Medical Scribe) (dual credit) The Medical Scribe program is intended for students interested in entering the medical field (pre-med, pre-physician assistant, pre-nursing). A certified Medical Scribe can work alongside Emergency Room Physicians and Surgeons as they assess and treat patients. The training will provide students with a greater understanding of how the body systems work, basic disease processes, and the use of medical terminology in a patient care setting. Students will also be exposed to the legal and ethical aspects of healthcare, as well as basic administrative procedures (scheduling, charting, and bookkeeping) to provide them with skills for employment in this high-demand profession. This is a non-clinical program. Students will train in a classroom/lab setting and upon completion of the program courses will be eligible for certification as a Medical Scribe Apprentice. Students are responsible for all transportation, books, fees and tuition at the college and must pass the TSI (Texas Success Initiative) college entrance exam to enroll. This course has limited enrollment.</p>

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<p>PRACTICUM IN HEALTH SCIENCE (PATIENT CARE TECHNICIAN) (dual credit) Grade Placement: 12 Course #: 18979 Level: II Fall: DSAE 1340, ECRD 1111 Spring: PLAB 1323, PLAB 1160 Prerequisite: CNA, application, current immunization records and criminal history check counselor approval and Collin College admission Credit: 2 units</p>	<p>PRACTICUM IN HEALTH SCIENCE (PATIENT CARE TECHNICIAN) (dual credit) This course provides advanced knowledge and clinical skills necessary for employment in the healthcare industry. Students will study EKG and phlebotomy principles in preparation for certification as a Patient Care Technician (PCT). Students will explore industry standards and techniques with an emphasis on patient safety and care. Students will also participate in clinical rotations to apply their skills. <i>Students are responsible for all transportation, books, fees and tuition at the college and must pass the TSI (Texas Success Initiative) college entrance exam to enroll. This course has limited enrollment.</i></p>
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LAW ENFORCEMENT



- Level 1** Principles of Law, Public Safety, Corrections, and Security

- Level 2** Law Enforcement I

- Level 3** Law Enforcement II

- Level 4** Practicum in Law, Public Safety Corrections, and Security
Or
Forensic Science

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Non-Commissioned Security Officer Level II	Law Enforcement Officer	Criminal Justice/Safety Studies/Law Enforcement Administration	Criminal Justice/Safety Studies/Law Enforcement Administration	Criminal Justice/Safety Studies/Law Enforcement Administration
Emergency Telecommunicator	Private Investigator/ Security Guard	Criminal Justice/ Police Science	Criminal Justice/ Police Science	Natural Resources Law Enforcement and Protective Services
	Code Enforcement Officer	Corrections	Juvenile Corrections	
	Certified Law Enforcement Planner	Criminalistics and Criminal Science	Cyber/ Computer Forensics and Counterterrorism	

Occupations	Median Wage	Annual Openings	% Growth
Police and Sheriff's Patrol Officers	\$60,112	5,241	13%
Probation Officers and Correctional Treatment Officers	\$44,054	793	9%
Correctional Officers and Jailers	\$40,186	4,683	9%
Immigration and Customs Inspectors	\$78,104	1,236	9%
First-Line Supervisors of Police and Detectives	\$91,312	253	25%

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES	
Exploration Activities:	Work Based Learning Activities:
Texas Public Service Association; criminal justice clubs	Attend court hearings and other legal procedures

The Law Enforcement program of study teaches CTE learners about the development of, adherence to, and protection of various branches of law. Students will learn how to appropriately and legally respond to breaches in the law according to statutory rules and regulations as well as investigate how and why the breaches occurred.



The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, and homeland security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services.

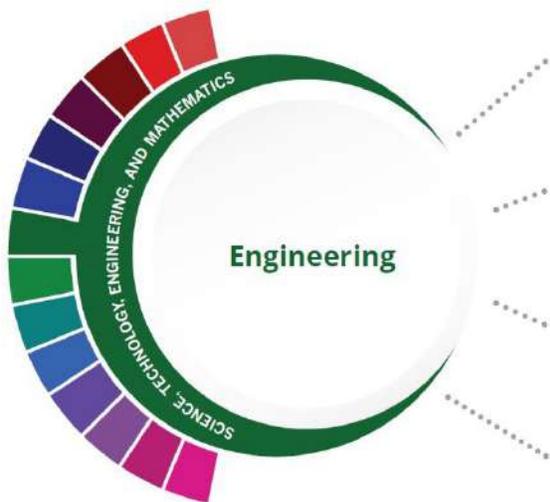
Successful completion of the Law and Public Service program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020



21-22 ACADEMIC PLANNING GUIDE

<p>PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY Grade Placement: 9-12 Course #: 17965 Level: I Prerequisite: none Credit: 1 unit</p>	<p>PRINCIPALS 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.</p>
<p>LAW ENFORCEMENT I Grade Placement: 10-12 Course #: 0966 Level: I Prerequisite: Principles of Law, Public Safety, Corrections and Security Credit: 1 unit</p>	<p>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 constitution law, the United States legal system, criminal law, law enforcement terminology and the classification and elements of crime. Students will apply knowledge and skills through field-based experiences, classroom projects and activities such as handcuffing, misdemeanor traffic stops, felony traffic stops, building searches, domestic crisis interventions and driving while intoxicated investigations.</p>
<p>LAW ENFORCEMENT II Grade Placement: 11-12 Course #: 0967 Level: I Prerequisite: Law Enforcement I, background check, application Credit: 1 unit</p>	<p>LAW ENFORCEMENT II is designed to provide the students the knowledge and skills necessary for a career in law enforcement. The course includes the ethical and legal responsibilities of law enforcement personnel, operation of police and emergency telecommunicator equipment and courtroom testimony. Students will take the knowledge learned in Law Enforcement I to a higher level. Students will apply knowledge and skills through hands-on, field based experiences using classroom projects and activities. Student will also gain experience in Computer Aided Dispatching (CAD) through the use of simulation software and equipment as well as through direct observation of people employed in this field. Students will use simulated radio communications systems and participate in simulated 911 calls. Upon completion of this course students will receive the Basic Telecommunicator Certification through IAED (\$50 fee for certification).</p>
<p>Practicum in Law, Public Safety, Corrections and Security (Law Enforcement III) Grade Placement: 12 Course # 0719 Level: I Prerequisite: LE II, background check, application Credit: 2 units Some Fees Required</p>	<p>Practicum in Law, Public Safety, Corrections and Security The practicum course is designed to give students a practical application of previous studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This may include rotations and or internships. <i>This course is offered at MHS only. Students must provide their own transportation.</i></p>

ENGINEERING



Level 1 Introduction to Engineering Design (PLTW)
Engineering Essentials (PLTW)

Level 2 Engineering Science (PLTW)

Level 3 Digital Electronics (PLTW)
Civil Engineering and Architecture (PLTW)

Level 4 Engineering Design and Development (PLTW)

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
Autodesk Certified Professional or User (ACU)-Inventor	Engineer, Professional	Electrical and Electronics Engineering	Electrical and Electronics Engineering	Electrical and Electronics Engineering
Certified SolidWorks Associate (CSWA)	Fluid Power Systems Designer	Drafting and Design Technician, General	CAD/CADD Drafting and/or Design Technician/Technician	Mechanical Engineering
Certified Engineering Technician-Audio Systems	Certified Biomedical Auditor	Engineering Technology	Bioengineering and Biomedical Engineering	Bioengineering and Biomedical Engineering
	Certified Cost Estimator/Analyst		Construction Engineering Technology/Technician	

Occupations	Median Wage	Annual Openings	% Growth
Aerospace Engineers	\$110,843	481	9%
Industrial Engineers	\$97,074	1,263	10%
Mechanical Engineers	\$91,107	1,535	11%
Chemical Engineers	\$112,819	474	9%
Electrical Engineers	\$98,405	1,137	10%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES	
Exploration Activities:	Work Based Learning Activities:
Participate in competitions like Skills USA	Engineering internship Job shadow a machinist

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Engineering program of study focuses on the design, development, and use of engines, machines, and structures. CTE learners will learn how to apply science, mathematical methods, and empirical evidence to the innovation, design, construction, operation, and maintenance of different manufacturing systems.

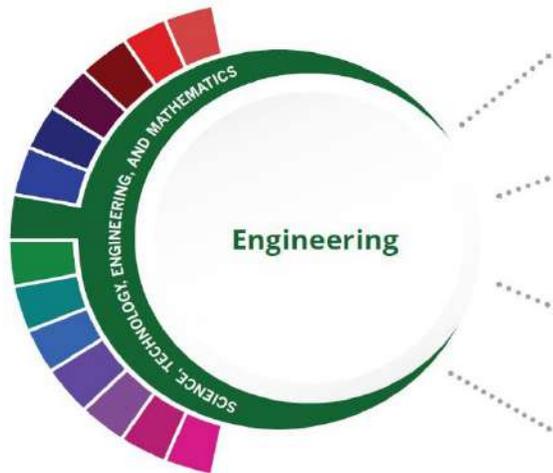


The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Successful completion of the Engineering program of study will fulfill requirements of the Business and Industry or STEM endorsement if the math and science requirements are met. Revised - July 2020



ROBOTICS



Level 1	Robotics 1
Level 2	Robotics 2
Level 3	Engineering Design and Presentation (Robotics 3)
Level 4	Practicum in STEM (Robotics 4)

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
Autodesk Certified Professional or User (ACU)-Inventor	Engineer, Professional	Electrical and Electronics Engineering	Electrical and Electronics Engineering	Electrical and Electronics Engineering
Certified SolidWorks Associate (CSWA)	Fluid Power Systems Designer	Drafting and Design Technology/Technician, General	CAD/CADD Drafting and/or Design Technology/Technician	Mechanical Engineering
Certified Engineering Technician-Audio Systems	Certified Biomedical Auditor	Engineering Technology	Bioengineering and Biomedical Engineering	Bioengineering and Biomedical Engineering
	Certified Cost Estimator/Analyst		Construction Engineering Technology/Technician	

Occupations	Median Wage	Annual Openings	% Growth
Aerospace Engineers	\$110,843	481	9%
Industrial Engineers	\$97,074	1,263	10%
Mechanical Engineers	\$91,107	1,535	11%
Chemical Engineers	\$112,819	474	9%
Electrical Engineers	\$98,405	1,137	10%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES	
Exploration Activities:	Work Based Learning Activities:
Participate in competitions like Skills USA	Engineering internship Job shadow a machinist

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Engineering program of study focuses on the design, development, and use of engines, machines, and structures. CTE learners will learn how to apply science, mathematical methods, and empirical evidence to the innovation, design, construction, operation, and maintenance of different manufacturing systems.



The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research

Successful completion of the Engineering program of study will fulfill requirements of the Business and Industry or STEM endorsement if the math and science requirements are met. Revised - July 2020



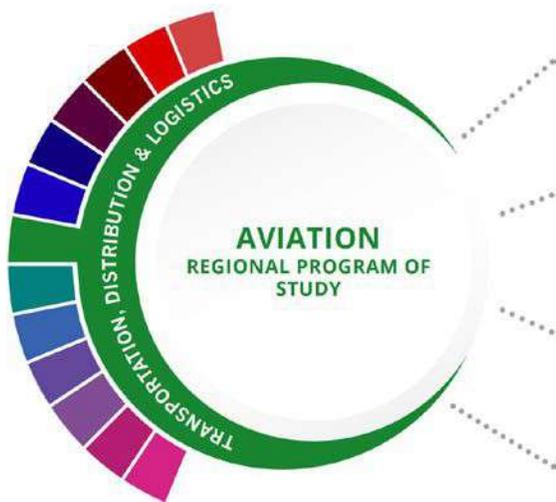
21-22 ACADEMIC PLANNING GUIDE

<p>(PROJECT LEAD THE WAY) ENGINEERING ESSENTIALS Grade Placement: 9-12 Course #: 21984 Level: I Prerequisite: none Credit: 1 unit</p>	<p>ENGINEERING ESSENTIALS is a full-year course designed to be a high school student's first exposure to the PLTW Engineering program. Students explore the work of engineers and their role in the design and development of solutions to real-world problems. The course introduces students to engineering concepts that are applicable across multiple engineering disciplines and empowers them to build technical skills through the use of a variety of engineering tools, such as geographic information systems (GIS), 3-D solid modeling software, and prototyping equipment. Students learn and apply the engineering design process to develop mechanical, electronic, process, and logistical solutions to relevant problems across a variety of industry.</p>
<p>(PROJECT LEAD THE WAY) INTRO TO ENGINEERING DESIGN (IED) Grade Placement: 9-12 Course #: 21985 Level: II Prerequisite: Algebra I Credit: 1 unit</p>	<p>(PLTW) INTRO TO ENGINEERING DESIGN (IED), the foundation course in a series of Project Lead the Way pre-engineering courses, is designed to introduce the student to the field with emphasis on the concept of developing a 3-D model or solid rendering of an object, beginning with hand sketching and advancing to 3-D modeling software. The course will emphasize the design development process of a product and how a model of that product is produced, analyzed and evaluated using a computer-aided design system. Various design applications will be explored with discussion of possible careers. This science, technology, and math integrated program focuses on engineering design processes while helping students develop skills that better prepare them for a rigorous academic college curriculum.</p>
<p>(PROJECT LEAD THE WAY) ENGINEERING SCIENCE Grade Placement: 10-12 Course #: 19986 Level: II Prerequisite: Introduction to Engineering Design, minimum grade of 80 from most recent math course taken Credit: 1 unit</p>	<p>(PLTW) ENGINEERING SCIENCE is part of the Project Lead the Way pre-engineering sequence and will guide students toward an understanding of the field of engineering and engineering technology while developing skills that better prepare them for a rigorous academic college curriculum. Applying the principles of various technology systems and manufacturing processes helps students learn how engineers and technicians use science, technology and math in an engineering problem-solving process to benefit people. The course includes concerns about social and political consequences of technological change. <i>This course can count as a science credit for graduation. Please see your high school counselor for appropriate science sequence.</i></p>
<p>(PROJECT LEAD THE WAY) DIGITAL ELECTRONICS Grade Placement: 11-12 Course #: 16987 Level: III Prerequisite: Introduction to Engineering Design and Principles of Engineering, minimum grade of 80 from most recent math course taken Credit: 1 unit</p>	<p>(PLTW) DIGITAL ELECTRONICS is part of the Project Lead the Way pre-engineering sequence. Students will study the application of electronic logic circuits and devices and apply Boolean logic to the solution of problems. Students will test and analyze simple and complex digital circuitry. Students will design circuits, export their designs to a printed circuit auto routing program that generates printed circuit boards and construct the design using chips and other components. <i>This course can count as a math credit for graduation. Please see your high school counselor for appropriate math sequence.</i></p>
<p>(PROJECT LEAD THE WAY) CIVIL ENGINEERING AND ARCHITECTURE Grade Placement: 11-12 Course #: 16988 Level: III Prerequisite: Introduction to Engineering Design and Principles of Engineering, Geometry Credit: 1 unit</p>	<p>(PLTW) CIVIL ENGINEERING AND ARCHITECTURE will introduce students to the interdependent fields of civil engineering and architecture. Students learn project planning, site planning and building design.</p>
<p>(PROJECT LEAD THE WAY) ENGINEERING DESIGN AND DEVELOPMENT Grade Level: 12 Course#: 16728 Level: III Prerequisite: application Credit: 1 unit</p>	<p>(PLTW) ENGINEERING DESIGN AND DEVELOPMENT – in the Capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate & justify a technical problem. After carefully defining the problem, teams design, build & test their solutions while working closely with industry Professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel.</p>

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<p>ROBOTICS I Grade Placement: 9-12 Course #: 0729 Level: I Prerequisite: None Credit: 1 unit</p>	<p>ROBOTICS I students will demonstrate knowledge and skills necessary for the robotic and automation industry. Through implementation of the design process, students will transfer advanced academic skills to component designs in a project-based environment including the math and science of robotics. This course also focuses on software development required to implement robotic systems. Students will build prototypes or use simulation software to test their designs. Additionally, students explore career opportunities, employer expectations, and educational needs in the robotic and automation industry. <i>Weekend competitions optional.</i></p>
<p>ROBOTICS II Grade Placement: 10-12 Course#: 17725 Level: I Prerequisite: Robotics I Credit: 1 unit</p>	<p>ROBOTICS II is a project-based course in which students use competitive robotic events and apply scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge, skills, and technologies in a variety of settings. <i>Weekend competitions required and application.</i></p>
<p>ENGINEERING DESIGN AND PRESENTATION (ROBOTICS III) Grade Placement: 11-12 Course #: 0977 Level: I Prerequisite: Robotics II Credit: 1 unit</p>	<p>ENGINEERING AND PRESENTATION is a project-based course in which students demonstrate knowledge and skills of the process of design as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to the development of robots for specific competitive events. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas. <i>Weekend competitions required and application.</i></p>
<p>PRACTICUM IN STEM (ROBOTICS IV) Grade Placement: 12 Course # 0720 Level: I Prerequisite: Robotics III Credit: 2 units</p>	<p>PRACTICUM IN STEM is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. <i>Weekend competitions required and application. This course is offered at MHS only.</i></p>

AVIATION



Level 1 Introduction to Aircraft Technology

Level 2 Aviation Ground School

Level 3 Aircraft Airframe Technology/Lab

Level 4 Aircraft Powerplant Technology/Lab

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
	Commercial Pilots	Airline Pilots, Copilots, and Flight Engineers		

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

Occupations	Median Wage	Annual Openings	% Growth
Aerospace Engineering and Operations Technicians	\$60,757	114	9%
Airline Pilots, Copilots, and Flight Engineers	\$165,130	1,150	9%
Commercial Pilots	\$86,310	548	9%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES	
Exploration Activities:	Work Based Learning Activities:
Participate in SkillsUSA Explore virtual aviation websites	Apprenticeships, Internships, Part- time or summer employment

The Aviation Flight regional program of study introduces CTE learners to the occupations and education opportunities related to understanding the principles and science of flight, aviation engineering, air navigational aids, air traffic controls, and communications equipment to ensure conformance with federal safety regulations.



The Transportation, Distribution, and Logistics Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services and mobile equipment

Successful completion of the Aviation regional program of study will fulfill requirements of the Business and Industry Endorsement or the STEM endorsement if the math and science requirements are met. See the regions approved to offer this program of study at <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/regional-programs-of-study>. Revised - July 2020.



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<p>INTRODUCTION TO AIRCRAFT TECHNOLOGY (Aviation I) Grade Placement: 9-12 Course #: 17714 Level: I Prerequisite: None Credit: 1 unit</p>	<p>INTRODUCTION TO AIRCRAFT TECHNOLOGY is the first course in the Aviation Academy Program. Students will discover the components of the transportation infrastructure. Performance requirements will include academic and technical skills. In this introductory aviation course, students gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems surrounding the aviation industry. This knowledge includes the history, laws and regulations, and common practices used in the logistics of transportation systems focusing on aircraft transportation.</p>
<p>AVIATION GROUND SCHOOL (Aviation II) Grade Level: 10-12 Course #: 21715 Level: I Prerequisite: application Credit: 1 unit Fee required</p>	<p>AVIATION GROUND SCHOOL is the second course in the Aviation Academy Program preparing students for a career as an aviation professional. This course is a study of the basics in flight, including aerodynamics, aircraft systems, weight and balance, charts, navigation, flight planning, regulations, and weather. Successful completion of the course completes requirements to take the Federal Aviation Administration Private Pilot Knowledge exam. Students who are at least 16 years old may receive their student pilot certificate. At the conclusion of year II, students will apply to the Aviation Academy to take the next two years of the McKinney ISD program.</p>
<p>AIRCRAFT AIRFRAME TECHNOLOGY (Aviation III) Grade Level: 11-12 Course #: 21716 Level: I Prerequisite: Aviation II & application Credit: 2 unit Fee required</p>	<p>AIRCRAFT AIRFRAME TECHNOLOGY is the third course in the McKinney ISD Aviation Academy Program that will result in preparation to become a certified Pilot or Aircraft Repairman/ Mechanic. This course is designed to provide training for entry-level employment in the Logistics, Planning, and Management Systems surrounding aviation. This course will apply the theory of operation, repair, and maintenance of aircraft airframe, power plant, and avionics systems. Aircraft services include knowledge of the function, diagnosis, and service of the electrical, electronic, hydraulic, pneumatic, airframe, mechanical, and power plant components of aircraft as governed by federal aviation regulations. Students may also have the opportunity for 1 hour of flight time with a certified instructor. <i>This course will have limited enrollment number. It is the student's responsibility to provide their own transportation to and from designated campuses and McKinney airport.</i></p>
<p>AIRCRAFT POWERPLANT TECHNOLOGY (Aviation IV) Grade Level: 12 Course# 21717 Level: I Prerequisite: Aviation III & application Credit: 2 Fee required</p>	<p>AIRCRAFT POWERPLANT TECHNOLOGY is the final course (with the McKinney ISD Aviation Academy Program) in a four-course sequence that will result in the ability to begin the pathway towards a career in the aerospace/aviation industry. Possible paths include post-secondary education (ie. professional pilot, air traffic control, flight dispatch, airport management) or employment within the industry (ie. mechanics, line operations, guest relations, manufacturing). To help focus their professional skills and career direction, this course provides opportunities for students to “job shadow” with professionals working daily in the aviation industry. Students will be subject to random drug testing. The expense of this program is the responsibility of the student. Students will spend the majority of this class at the airport. <i>This course will have limited enrollment numbers. It is the student's responsibility to provide their own transportation to and from designated campuses, McKinney airport and/or job training site.</i></p>

GENERAL ELECTIVES

<p>AVID I-IV (ADVANCEMENT VIA INDIVIDUAL DETERMINATION) Grade Placement: 9-12 Course #: 9th-18797; 10th-18798; 11th-18799; 12th-18800 All course numbers Level: I Prerequisite: must be identified as an AVID student through an application and interview process. Credit: 1 unit</p>	<p>AVID I-IV (ADVANCEMENT VIA INDIVIDUAL DETERMINATION) prepares students in the academic middle for college eligibility and success. Students receive instruction in writing, inquiry, collaboration and reading strategies in addition to note-taking and organizational skills that are necessary for academic success. AVID students must enroll in at least one Advanced, AP, or dual credit course in addition to the AVID elective class. Tutors are provided during the AVID class to support student success in all courses. <i>A student in the AVID program may be eligible to receive embedded credit for the course Communication Applications. See the course description on p. 34 and/or the counselor for more information.</i></p>
<p>STUDENT GOVERNMENT LEADERSHIP Grade Placement: 9-12 Course #: 0791 Level: I Course #: 0796 Level: local credit Prerequisite: application Credit: 1 unit</p>	<p>STUDENT GOVERNMENT LEADERSHIP focuses on leadership training through practical experiences. Students utilize the class time to plan, organize and coordinate student council and school activities such as newcomer orientation, homecoming, food and blood drives and prom. Topics such as group interaction, organization skills, communication and goal setting are covered. This course is required for all student council executive and class officers. <i>A maximum of 1 credit can count toward state graduation requirements and GPA. Students may take this course after year one for local credit which means that grades will appear on the transcript but will not calculate into the GPA.</i></p>
<p>TEEN LEADERSHIP Grade Placement: 9-12 Course #: 0790 Level: I Prerequisite: none Credit: .5 unit</p>	<p>TEEN LEADERSHIP is a character education and leadership development course that includes leadership skills, personal responsibility, principle-based decision-making, social skills, communication skills and goal setting.</p>
<p>PALS I (PEER ASSISTANCE AND LEADERSHIP) Grade Placement: 11-12 Course #: 0794 Level: I Prerequisite: application, advisory committee approval. Credit: 1 unit</p>	<p>PALS I (PEER ASSISTANCE AND LEADERSHIP) is implemented as a peer-helping program in which selected high school students are trained to work as peer facilitators with younger students on their own campuses and/or from feeder middle and elementary schools. Participants are trained in a variety of helping skills that enables them to assist other students in having a more positive and productive school experience. The course serves the dual purposes of providing practical knowledge and skills, as well as actual field experience for students potentially interested in careers in education or other service professions. PALS use positive peer influence as a central strategy for addressing dropouts, substance abuse prevention, teen pregnancy and suicide, absenteeism and other areas of concern.</p>
<p>PALS II (PEER ASSISTANCE AND LEADERSHIP) Grade Placement: 11-12 Course #: 0795 Level: I Prerequisite: PALS I, application Credit: 1 unit</p>	<p>PALS II (PEER ASSISTANCE AND LEADERSHIP) incorporates all the essential elements of the first-year class with emphasis on higher-level projects and skills, such as assistance with training of first-year peer helpers, peer mediation and conflict resolution, community service, group facilitation and accelerated service delivery. These peer helpers will assist feeder schools in the implementation and management of conflict management teams.</p>
<p>SPORTS MEDICINE I (ATHLETIC TRAINING) Grade Placement: 9-12 Course #: 3215 Level: I Prerequisite: application Credit: 1 unit</p>	<p>SPORTS MEDICINE I (ATHLETIC TRAINING) is a study and application course that presents the concepts of sports medicine and provides opportunities for the student to practice hands-on athletic training skills. Areas of study include basic anatomy and physiology, athletic injuries and conditions, injury prevention and rehabilitation techniques, sports nutrition, sports psychology, legal issues in sports medicine, and sports medicine related-careers. Recommended for students interested in any allied health career. <i>This class does NOT satisfy a PE credit for state graduation.</i></p>
<p>SPORTS MEDICINE II (ATHLETIC TRAINING) Grade Placement: 10-12 Course #: 3217 Level: I Prerequisite: Sports Medicine I & instructor approval Credit: 1 unit</p>	<p>SPORTS MEDICINE II (ATHLETIC TRAINING) is an application course that allows the student to use and build upon knowledge gained in Sports Medicine I in a practical setting. Students will work in the Athletic Training Room developing skills such as athletic taping and bracing, injury recognition and evaluation, injury treatment and therapeutic exercise and Athletic Training Room management. <i>This class does NOT satisfy a PE credit for state graduation.</i></p>

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<p>ART APPRECIATION (dual credit) Grade Placement: 9-12 Course #: 1350 Level: II Prerequisite: counselor approval and Collin College admission Credit: .5 unit</p>	<p>ARTS1301 ART APPRECIATION (dual credit) is a general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical context. <i>Students are responsible for all transportation, books, fees and tuition at the college and must pass the TSI (Texas Success Initiative) college entrance exam to enroll. This course will count as an elective only and will not satisfy the fine art requirement.</i></p>
<p>LEARNING FRAMEWORK (dual credit) Grade Placement: 9-12 Course #: 201300 Level: II Prerequisite: counselor approval and Collin College admission Credit: .5 unit</p>	<p>EDUC1300 LEARNING FRAMEWORK (dual credit) A study of the: 1) research and theory in the psychology of learning, cognition, and motivation; 2) factors that impact learning, and 3) application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned <i>Students are responsible for all transportation, books, fees and tuition at the college and must pass the TSI (Texas Success Initiative) college entrance exam to enroll. This course will count as an elective only and will not satisfy the fine art requirement.</i></p>

LEADERSHIP EDUCATION (JROTC)

ENDORSEMENT AREA: PUBLIC SERVICE

<https://www.schools.mckinneyisd.net/mhs/mcjrotc-4/>

Possible career objectives for students with Leadership Education training: Executive Leadership, Management, Ambassador, Civilian Service, Government, Public Relations, Logistics, Operations, Consultant, Politician/Political Analyst/Political Strategist, Analyst, Historian, Project Coordinator, or thousands of other civilian-parallel Military Occupational Specialties within the Armed Services

ENROLLING IN LEADERSHIP EDUCATION

Students wishing to participate in the Leadership Education courses are required to join the Junior Reserve Officers Training Corps (JROTC) program, currently offered only at McKinney High School (MHS). Students who wish to participate in JROTC must be enrolled as students of MHS. Thus, all students participating in JROTC must be students of McKinney High School. Students not currently enrolled at MHS or not zoned to attend MHS, must complete an application for a programmatic transfer to MHS and include the JROTC Letter of Eligibility signed by the student's current Principal/Principal's designee as part of the application for programmatic transfer. To be eligible to participate in JROTC, students must complete the JROTC Letter of Eligibility and provide a physical from a medical doctor certifying the student is healthy enough to participate in JROTC. Students must have health insurance or purchase health insurance in order to participate in JROTC. Students will present proof of health insurance as part of the JROTC Letter of Eligibility.

CONTINUING IN LEADERSHIP EDUCATION

Participation in Leadership Education courses and JROTC is a privilege. Students admitted into Leadership Education courses/the JROTC program must maintain satisfactory academic, disciplinary and attendance standards. Students failing to maintain satisfactory academic, disciplinary and attendance standards may be removed from JROTC and Leadership Education courses upon the request of the JROTC Instructor. If the student is attending McKinney High School based on a programmatic transfer for JROTC, the student's transfer to MHS may be revoked upon request from a McKinney High School Administrator.

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Students may not be placed in Leadership Education courses without the approval of a JROTC Instructor. (*Exception: Students who complete an LE course at MHS in good standing or who enroll at MHS in good standing with current placement in a JROTC program or Leadership Education course are automatically approved for enrollment in the Leadership Education course at MHS.*) Students in JROTC are required to wear their uniform at least once per week. Wearing of the uniform must comply with the standards set forth by the JROTC instructors. Care and maintenance of all JROTC uniforms and equipment are the responsibility of the student and the parent who has agreed to allow their student to participate in the program.

<p>LEADERSHIP EDUCATION I (JROTC I) Grade Placement: 9-12 Course #: 0695 (with PE) Level: I 0696 (without PE) Prerequisite: Application Credit: 1 unit</p>	<p>LEADERSHIP EDUCATION I is the study of origins of leadership, ethics, morals and values. Students examine their own leadership beliefs through activities in introspection and situational analysis along with military leadership traits. Patriotism, citizenship, basic rights, physical fitness, personal health, hygiene and nutrition are key components of LE1. Other topics studied include public service, general military subjects including rank and structure, chain of command, first aid, marksmanship and the history of the Marine Corps. Personal professional appearance and the wearing and care of uniforms and equipment are also an ongoing focus of the introductory LE course.</p>
<p>LEADERSHIP EDUCATION II (JROTC II) Grade Placement: 10-12 Course #: 0697 Level: I Prerequisite: Completion of JROTC I Credit: 1 unit</p>	<p>LEADERSHIP EDUCATION II is the study of the objectives of leadership, responsibilities and accountability of leaders, and the motivational principles and techniques of leaders. The role of the Officer and NCO as leaders is studied. An in-depth analysis of the Freedom Documents, US flag, the American Seal and other symbols of freedom and citizenship are a focus in this course along with principles of National Defense, Branches of Gov't, political systems and current events. Students enrolled in LE2 will learn advanced knowledge in ongoing topics of focus including communication (written and oral), health and personal hygiene, wear and care of the uniform, land navigation, the UCMJ, marksmanship, organizational leadership, career exploration and topics of American war history.</p>
<p>LEADERSHIP EDUCATION III (JROTC III) Grade Placement: 11-12 Course #: 0698 Level: I Prerequisite: Completion of JROTC II Credit: 1 unit</p>	<p>LEADERSHIP EDUCATION III is an advanced course in leadership education studies. The focus in this course is on leading organizations and teams. Leaders will learn to conduct individual and team training, inspections, and performance evaluations. Students will analyze and study various leadership styles. Other topics include advanced study of the roles of the President and Congress in national defense during and in between wars, Personal Finance, College and Career preparation, public service, Reward Systems (medals and ribbons), advanced marksmanship safety and range operations, advanced land navigation techniques and equipment, military career pathways, and the history and rank structure of other Armed Services.</p>
<p>LEADERSHIP EDUCATION IV (JROTC IV) Grade Placement: 12 Course #: 0699 Level: I Prerequisite: Completion of JROTC III Credit: 1 unit</p>	<p>LEADERSHIP EDUCATION IV (LE4) is the culminating course in the Leadership Education pathway. Students in this course will study organizational conflict and resolution topics including sexual harassment, fraternization and equal opportunity. The role of the leader in leading effective and efficient organizations is a primary focus in this course. Leaders focus on management, research, instruction, wellness, morale, and the roles and responsibilities of others. Transition to post high school is an area of intense focus and preparation. Students will take the ASVAB test, prepare their resume, conduct mock interviews, research college entrance requirements and other career interest studies. To better understand the differences between civilian law and the military system of law, students will conduct a mock trial based on the Uniformed Code of Military Justice (USMJ).</p>

MISD INTERDISCIPLINARY STUDIES/MENTORING SEMINAR (ISM)

<p>MISD INTERDISCIPLINARY STUDIES/MENTORING (ISM) SEMINAR Grade Placement: 11-12 Course #: 16901 (First year) Level: II Course #: 0901 (Second year) Level: II Prerequisite: Application Credit: 1 unit</p>	<p>MISD INTERDISCIPLINARY STUDIES/MENTORING (ISM) SEMINAR allows students an opportunity to explore fields of study outside the offered high-school courses. Students who want to register for ISM go through a selection and application process the spring of their 10th or 11th grade year. Once approved by the ISM Committee, students select careers or topics of study. They develop a research portfolio that has a collection of resources including interviews and observations with people who work in their chosen topic field. Students work on time management, communication, goal setting, and presentation skills. Second semester, they work with mentors on a regular basis to gain real-world experience. Students are expected to generate original ideas, participate in extensive research, complete a written analysis of their research, and design original products or innovative performances. Students are expected to make formal presentations of their projects before professionals in that field. <i>A student in the ISM program may be eligible to receive embedded credit for the course Communication Applications. See the course description on p. 34 and/or the counselor for more information.</i></p>
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FINE ARTS

ENDORSEMENT AREA: ARTS & HUMANITIES

MUSICAL ARTS

Possible career objectives for students with talent in the fine arts- MUSIC: Broadcasting, Conductor, Critic, Music Teacher, Publisher, Vocalist, Music Editor, Concert Promoter, Composer, Instrument Repair, Historian, Music Director, Instrumentalist, Music Arrangement, Musical Theater, Music Sales, Music Therapist, Band Member, and Band/Choir/Orchestra Director.

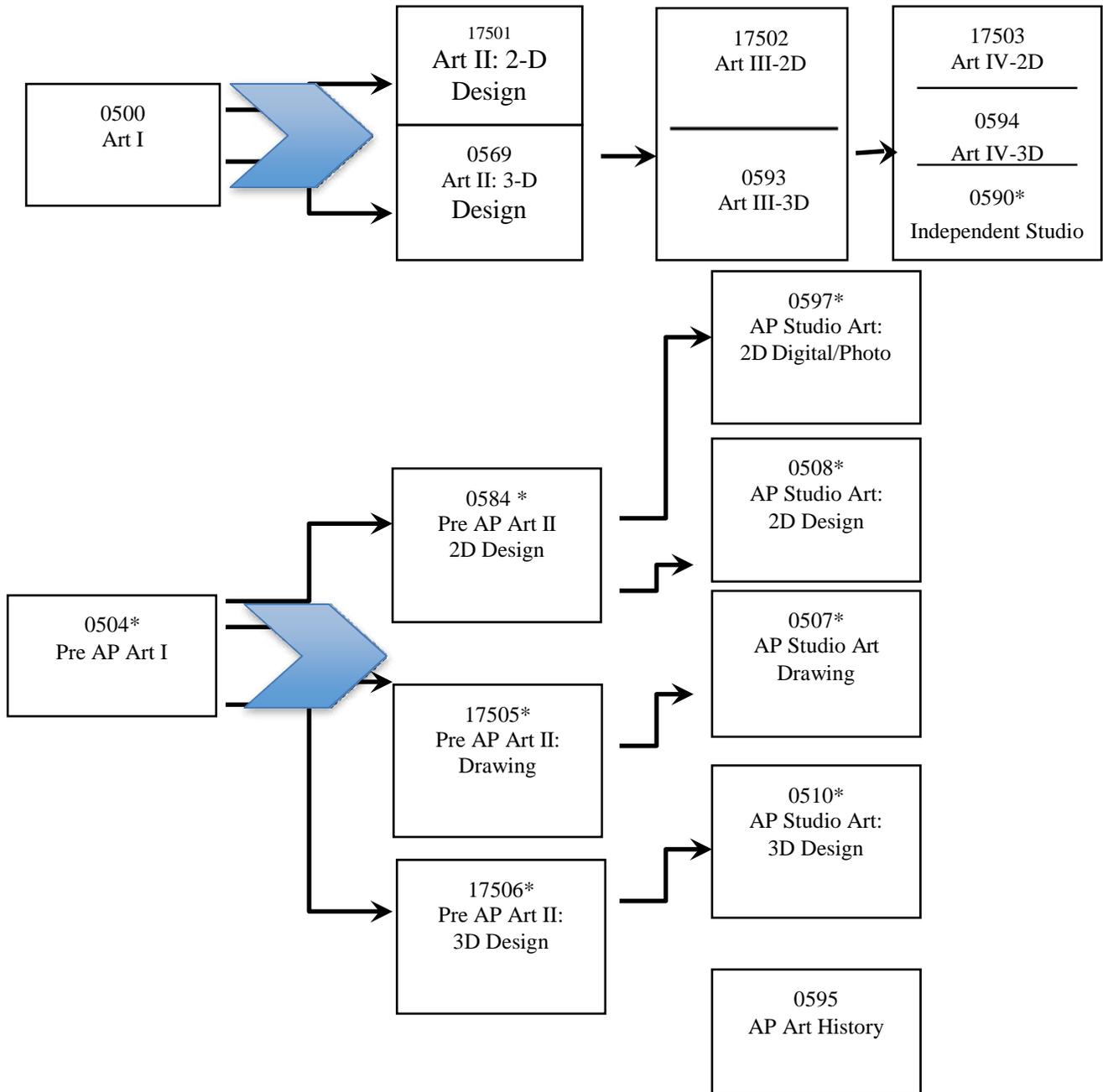
<p>BAND I-IV Grade Placement: 9-12 Course #: Level I -0991; Level II -0992; Level III-0993; Level IV-0994 All course numbers Level: I Prerequisite: audition and director approval. Each year serves as a prerequisite for the next year. Credit: 1 unit fine arts; .5 unit PE during the fall semester for 1st and 2nd year</p>	<p>BAND I-IV Students enrolled in band will be placed in an ability-based ensemble as determined by director upon completion of the required audition. Participation in marching band is required. Scheduled performances and rehearsals outside of the school day are a part of the graded requirements for band courses for both the marching and concert band seasons. <i>Students will receive PE credit for marching band during fall semester of the first and second year and a fine arts credit for the entire year for all four years.</i></p>
<p>COLOR GUARD Grade Placement: 9-12 Course #: Level I-0565; Level II-0566; Level III-0567; Level IV-0568 All course numbers Level: I Prerequisite: audition and director approval Credit: .5 unit fine arts; .5 unit PE during the fall semester for 1st and 2nd year.</p>	<p>COLOR GUARD is a part of the high-school band program and is a semester-long course that participates in marching band in the fall Semester. All students are welcome to audition for the color guard including non-band members. All students acquire skills in several varieties of equipment including flag, rifle and saber. <i>Students will receive PE credit for marching band during the fall semester of the first and second year and a .5 fine arts credit for the fall semester for all four years.</i></p>
<p>WINTER GUARD Grade Placement: 9-12 Course #: Level I-0585; Level II-0586; Level III-0587; Level IV-0588 All course numbers Level: I Prerequisite: must have participated in Color Guard in the fall semester or director approval Credit: .5 unit fine arts</p>	<p>WINTER GUARD is a part of the high-school band program and is a semester-long course that takes place in the spring semester. All students are welcome to participate in winter guard including non-band members. All students acquire skills in several varieties of equipment including flag, rifle and saber. Students will participate in various Winter Guard competitions throughout the spring semester. <i>Students will receive .5 fine arts credit for spring semester.</i></p>
<p>JAZZ ENSEMBLE Grade Placement: 9-12 Course #: Level I-0514; Level II-0515; Level III-0516; Level IV-0517 All course numbers Level: I Prerequisite: audition and director approval Credit: 1 unit</p>	<p>JAZZ ENSEMBLE focuses on the study of jazz, rock, funk, fusion, Latin and big band-literature. Improvisation, jazz theory and jazz history will also be studied. Concurrent enrollment in a concert band class is required. Members must enroll for the entire school year.</p>
<p>ORCHESTRA I-IV Grade Placement: 9-12 Course #: Level I-0547; Level II-0548; Level III-0549; Level IV-0550 All course numbers Level: I Prerequisite: audition and director approval. Each year serves as a prerequisite for the next year. Credit: 1 unit</p>	<p>ORCHESTRA I-IV Students enrolled in orchestra will be placed in an ability-based ensemble as determined by the director. Course offerings include only string instruments: violin, viola, cello and acoustic string bass. Playing proficiencies, demonstrated by each student, are used to determine orchestra placement. Scheduled performances and rehearsals outside the normal class period are a part of the graded requirements for orchestra courses.</p>
<p>CHOIR I-IV Grade Placement: 9-12 Course #: Level I-18530; Level II-18531; Level III-18532; Level IV-18533 All course numbers Level: I Prerequisite: audition, director approval, previous middle school choir experience preferred but not required Credit: 1 unit</p>	<p>CHOIR I-IV Students enrolled in choir will be placed in an ability-based ensemble as determined by director upon completion of an audition. Auditions take place either in the spring semester of previous school year or at the time of enrollment in choir. Student ability placement is based primarily on vocal tone and sight-reading skills, with singers being placed in appropriate ensembles based on those skill levels. Scheduled performances and rehearsals outside the normal class period are a part of the graded requirements for choir courses.</p>

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<p>VOCAL JAZZ ENSEMBLE Grade Placement: 9-12 Course #: Level I-18534; Level II-18535; Level III -18536; Level IV -18537 All course numbers Level: I Prerequisite: audition and director approval Credit: 1 unit</p>	<p>VOCAL JAZZ ENSEMBLE is an Advanced Level 4 mixed vocal jazz ensemble. Concurrent membership in one of the larger choirs is required of all vocal jazz students. Students are required to participate in a vigorous concert schedule throughout the year. This class has limited enrollment.</p>
<p>AP MUSIC THEORY Grade Placement: 11-12 Course #: 0539 Level: III Prerequisite: fine arts instructor approval, students should be able to read music, pass entrance exam Credit: 1 unit</p>	<p>AP MUSIC THEORY is recommended for students that are interested in pursuing music as a major in college. The course will provide students with a learning experience equivalent to that of an introductory college course in music theory. The course will develop a student's ability to recognize, understand, describe and analyze the basic materials and processes of music that are heard or presented in a score. It is recommended that students have prior training in music either through private lessons (vocal or instrumental), participation in an ensemble, or an introductory rudiments/theory course. It is also recommended that students participate in a music ensemble while taking the course. Students are required to take the AP exam.</p>

MISD Visual Art Courses Progression Chart

*With instructor approval, a student can jump from core to Advanced



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VISUAL ARTS

ENDORSEMENT AREA: ARTS & HUMANITIES

Possible career objectives for students with talent in the fine arts- VISUAL: Advertising, Animator, Interior Design, Illustrator, Ceramics, Fashion, Display Design, Environmental Designer, Set Designer, Architecture, Graphic Artist, Art Collector/Director, Art Historian/Art Teacher, Jewelry Design, Production Artist, Sculptor, Printer, Caricature Artist, Fiber Artist, and Photography

<p>ART I Grade Placement: 9-12 Course #: 0500 Level: I Prerequisite: none Credit: 1 unit</p>	<p>ART I is a full-year course that is based on the TEKS basic strands: foundation observation and perception, creative expression, historical and cultural relevance, and critical evaluation and response. This course is designed to expose students to a variety of media in drawing, 2D Design, 3D Design and 2D Design digital. Students will develop technical, expressive and creative thinking as they produce works of art. Art I is a study and application of the basic fundamentals of visual art. Lab Fee may be required.</p>
<p>ART (2-D) DESIGN Grade Placement: 10-12 Course #: Level II-17501; Level III-17502; Level IV-17503 All course numbers Level: I Prerequisite: Art I portfolio and instructor approval Credit: 1 unit</p>	<p>ART II (2-D) DESIGN is a full-year course that is based on the TEKS basic strands: foundation observation and perception, creative expression, historical and cultural relevance, and critical evaluation and response. Students in this class will continue to refine their drawing and painting skills using traditional and digital material. A variety of 2-D subject matter and media will be used to visually express ideas. Lab Fee may be may be required.</p>
<p>ART (3-D) DESIGN Grade Placement: 10-12 Course #: Level II-0569; Level III-0593; Level IV-0594 All course numbers Level: I Prerequisite: Art I portfolio and instructor approval Credit: 1 unit</p>	<p>ART II (3-D) DESIGN is a full-year course that is based on the TEKS basic strands: foundation observation and perception, creative expression, historical and cultural relevance, and critical evaluation and response examines the fundamentals of working with sculpture materials and methods in designing and creating 3D forms. This environment is self-paced with guided instruction that requires discipline on behalf of the student. Lab Fee may be required.</p>
<p>ADVANCED ART I Grade Placement: 9-12 Course #: 0504 Level: II Prerequisite: Instructor approval from middle school and/or portfolio review Credit: 1 unit</p>	<p>ADVANCED ART I is a full-year course that is based on the TEKS basic strands: foundation observation and perception, creative expression, historical and cultural relevance, and critical evaluation and response. This course is a full year rigorous, sequential program for students with a serious interest in pursuing a college level portfolio. This course will focus on an advanced curriculum designed to strengthen a drawing, 2D Design, 3D Design and 2D Design digital studio interest. Lab Fee may be required.</p>
<p>ADVANCED ART II DRAWING Grade Placement: 10-12 Course #: 17505 Level: II Prerequisite: Advanced Art I portfolio and instructor approval Credit: 1 unit</p>	<p>ADVANCED ART II DRAWING is a full-year course that is based on the TEKS basic strands: foundation observation and perception, creative expression, historical and cultural relevance, and critical evaluation and response. Drawing is the one common denominator that unites all the visual arts. Students in this class will continue to refine their drawing and painting skills. A variety of media will be used to visually express ideas. Lab Fee may be required.</p>
<p>ADVANCED ART II (3-D) DESIGN Grade Placement: 10-12 Course #: 17506 Level: II Prerequisite: Advanced Art I portfolio and instructor approval Credit: 1 unit</p>	<p>ADVANCED ART II (3-D) DESIGN is a full-year course that is based on the TEKS basic strands: foundation observation and perception, creative expression, historical and cultural relevance, and critical evaluation and response is a rigorous, sequential program for students with a serious interest in pursuing a college-level portfolio. Students will gain an understanding of the fundamentals of working with sculpture materials and methods in designing and creating 3D forms. Lab Fee may be required.</p>
<p>ADVANCED ART II: (2-D) DESIGN Grade Placement: 10-12 Course #: 17507 Level: II Prerequisite: Advanced Art I portfolio and instructor approval Credit: 1 unit</p>	<p>ADVANCED ART II (2-D) DESIGN is a rigorous full-year course that is based on the TEKS basic strands: foundation observation and perception, creative expression, historical and cultural relevance, and critical evaluation and response. Students in this class will continue to refine their drawing and painting skills using traditional and digital material. A variety of 2-D subject matter and media will be used to visually express ideas. Lab Fee may be required.</p>

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<p>AP STUDIO ART: DRAWING Grade Placement: 10-12 Course #: 0507 Level: III Prerequisite: Advanced Art II (2-D) Drawing, and/or instructor approval Credit: 1 unit</p>	<p>AP STUDIO ART: DRAWING is designed for the art students who wish to pursue college-level studies in art. It explores formal, expressive and representational issues involved in artwork with specific focus mark making. The course requires up to 24 high-quality portfolio items by the beginning of May. Students are required to submit an AP studio Portfolio which is their Advanced Placement exam. Lab Fee may be required.</p>
<p>AP STUDIO ART: 2-D DESIGN Grade Placement: 10-12 Course #: 0508 Level: III Prerequisite: Advanced Art II (2-D), and/or instructor approval Credit: 1 unit</p>	<p>AP STUDIO ART: 2-D DESIGN is designed for the art students who wish to pursue college-level studies in art. It explores formal, expressive and representational issues involved in 2-D Design artwork with specific focus on traditional media. The course requires up to 20 high-quality portfolio items by the beginning of May. Students are required to submit an AP studio Portfolio which is their Advanced Placement exam. Lab Fee may be required.</p>
<p>AP STUDIO ART: 2-D DESIGN PHOTO/DIGITAL Grade Placement: 10-12 Course #: 0597 Level: III Prerequisite: Advanced Art II (2-D), and/or instructor approval Credit: 1 unit</p>	<p>AP STUDIO ART: 2-D DESIGN PHOTO is designed for the art students who wish to pursue college-level studies in photographic art or digital mass media communications. It explores contemporary and 21st century visual communication methods and avenues with a specific focus on digital visual representations. The course requires up to 20 High-quality portfolio items by the beginning of May. Students are required to submit an AP studio Portfolio which is their Advanced Placement exam. Lab Fee may be required.</p>
<p>AP STUDIO ART: 3-D DESIGN Grade Placement: 10-12 Course #: 0510 Level: III Prerequisite: Portfolio, and/or instructor approval Credit: 1 unit</p>	<p>AP STUDIO ART: 3-D DESIGN is designed for the art students who wish to pursue college-level studies in art. It explores specific, formal, and expressive in 3-D media. The course requires up to 20 high-quality portfolio items by the beginning of May. Students are required to submit an AP studio Portfolio which is their Advanced Placement exam. Lab Fee may be required.</p>
<p>INDEPENDENT STUDIO Grade Placement: 10-12 Course #: 0590 Prerequisite: Concurrent Enrollment in AP Studio Art: 2-D, 3-D, or Drawing Credit: 1 local unit</p>	<p>INDEPENDENT STUDIO will offer essential time for students to complete assignments for their AP studio Art portfolios. This class will offer teaching guidance including critiquing artwork so the students can meet the high standards of the AP portfolios. Students must be concurrently enrolled in an AP STUDIO ART Course. Lab Fee may be required.</p>
<p>AP ART HISTORY Grade Placement: 11-12 Course #: 0595 Level: III Prerequisite: none Credit: 1 unit</p>	<p>AP ART HISTORY is a chronological survey of architecture, painting, sculpture and photography of the Western tradition and selected works from some cultures beyond the European tradition. The sequential presentation of the artwork studies in the course begins in the Prehistoric period and ends with Post-Modernism. Student will study the artworks in a historical context addressing any issues such as politics, religion, any issues such as politics, religion, patronage, gender, function and ethnicity; and in a visual context. Students will develop and practice clear writing skills and the language of art analysis. Students are required to submit an AP studio Portfolio which is their Advanced Placement exam. Lab Fee may be required.</p>

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THEATRE ARTS

ENDORSEMENT AREA: ARTS & HUMANITIES

Possible career objectives for students with talent in the fine arts - THEATRE/DANCE: Actor, Costume Design, Lighting/Sound Technician, Producer, Set Designer, Theatre Manager, Choreographer, Lawyer, Critic, Broadcaster, Dancer, Playwright, Public Relations, Film/Stage Director, Teacher, Commercials, Politician, and Vocal Coach

<p>THEATRE ARTS I Grade Placement: 9-12 Course #: Level I-0574 Level: I Credit: 1 unit</p>	<p>THEATRE ARTS I is an introductory course in stage production that focuses on giving students experience in acting, beginning theatrical studies and history of theater. <i>Students are required to participate in at least one public performance during the school year.</i></p>
<p>THEATRE ARTS II-IV Grade Placement: 10-12 or 9 with director approval Course #: Level II-0575; Level III-0576; Level IV-0577 All course numbers Level: I Prerequisite: Theatre Arts I and instructor approval Credit: 1 unit</p>	<p>THEATRE ARTS II-IV is a continuing course in theatrical studies that concentrates on theory, technique and theatre history from an acting perspective. Students are required to participate in at least one public performance during the year. <i>A student in the Theater program may be eligible to receive embedded credit for the course Communication Applications. See the course description on p. 34 and/or the counselor for more information.</i></p>
<p>TECHNICAL THEATRE I Grade Placement: 9-12 Course #: 0540 Level: I Prerequisite: none Credit: 1 unit</p>	<p>TECHNICAL THEATRE I is an introductory course in stage production that gives students experience in management, design, scenic and costume construction, and stage sound and lighting. Fee may be required. <i>Students are required to participate in several after-school productions throughout the year.</i></p>
<p>TECHNICAL THEATRE II Grade Placement: 10-12 Course #: 0541 Level: I Prerequisite: Technical Theatre I and instructor approval Fee required Credit: 1 unit</p>	<p>TECHNICAL THEATRE II is a continuing course in stage production that gives students experience in management, design, scenic and costume construction and stage sound and lighting. Fee may be required. <i>Students are required to participate in several after-school productions throughout the year.</i></p>
<p>TECHNICAL THEATRE III Grade Placement: 10-12 Course #: 0542 Level: I Prerequisite: Technical Theatre I, II and instructor approval Credit: 1 unit</p>	<p>TECHNICAL THEATRE III is an advanced production-based class that offers students the opportunity to further their knowledge in design and stage practicum. This class allows students to focus on certain areas of technical theatre study that include all facets of theatrical design, advanced set construction, advanced lighting and sound and advanced costume construction. Fee may be required. <i>Students are required to participate in several school productions throughout the year.</i></p>
<p>TECHNICAL THEATRE IV Grade Placement: 10-12 Course #: 0543 Level: I Prerequisite: Technical Theatre I, II and instructor approval Credit: 1 unit</p>	<p>TECHNICAL THEATRE IV is an advanced production-based class that offers students the opportunity to further their knowledge in design and stage practicum. This class allows students to focus on certain areas of technical theatre study that include all facets of theatrical design, advanced set construction, advanced lighting and sound and advanced costume construction. The class also assists students in preparing for a career in technical theatre or design, and in preparation for UIL design contests. Fee may be required. <i>Students are required to participate in several school productions throughout the year.</i></p>
<p>THEATRE PRODUCTION I-IV Grade Placement: 9-12 Course #: I-0551; II-0552; III-0553; IV-0555 All course numbers Level: I Prerequisite: Instructor approval Credit: 1 unit</p>	<p>THEATRE PRODUCTION I-IV is an advanced course in stage production that offers students further experience in acting and performance while incorporating both the historical perspective and future opportunities for students. Students will also explore alternative acting and professional theatrical careers as well as the college audition process. Fee may be required. <i>Significant outside class work is required.</i> <i>A student in the Theater Production program may be eligible to receive embedded credit for the course Communication Applications. See the course description on p. 34 and/or the counselor for more information.</i></p>

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<p>MUSICAL THEATRE Grade Placement: 10-12 Course#: I-0600; II-0601; III-0602; IV-0603 All course numbers Level: I Prerequisite: Instructor approval and previous enrollment in any theatre, choir or dance course. Co-Requisite: Concurrent enrollment in Theatre Production I-IV or Theatre II-IV is required Credit: 1 unit</p>	<p>MUSICAL THEATRE is an introduction to the disciplines of musical theatre. Creative acting exercises, basic vocal technique and dance will be explored and culminate with a class performance. This course will help prepare students for a career in musical theatre. Students will review the history of musicals, assess different career options and receive training in audition techniques and resume preparation. Additionally, the course will also provide instruction on the three main elements of music theatre song, drama and dance--and create a framework in which these are blended into an individualized performance style. Fee may be required. <i>Significant work outside of the regular class period is required.</i></p>
<p>THEATRE DIRECTING Grade Placement: 11-12 Course #: I-0560; II-21561 All course numbers are Level: I Prerequisite: Instructor approval. Co-Requisite: Concurrent enrollment in Theatre Production II, III, IV or Technical IV Credit: 1 unit</p>	<p>THEATRE DIRECTING is a varsity-level course in stage production that concentrates on the process of directing a production from beginning preproduction, casting, production and postmortem. Each student will direct a show presented to the public.</p>
<p>THEATRE & MEDIA COMMUNICATIONS Grade Placement: 9-12 Course #: I-0556; II-0559 All course numbers are Level: I Prerequisite: none Credit: 1 unit</p>	<p>THEATRE & MEDIA COMMUNICATIONS provides students with a rigorous and relevant experiential study of theatre along with video and audio design. Creation and analysis of student performances will be balanced with explorations into contemporary practices in digital media. Students will learn how to bridge traditional stagecraft with current technology applications to create new media, such as animations, digital images, multimedia presentation, digital video, websites and interactive performances. Student work will culminate in a capstone project that investigates an issue relevant to the student and uses a digital stage to address a problem within the community or to effect a change. This project will provide students with the opportunity to learn and practice creative research skills, develop a narrative, engage an audience and connect an online community to their project. <i>A student in the Theater & media Communication program may be eligible to receive embedded credit for the course Communication Applications. See the course description on p. 34 and/or the counselor for more information.</i></p>

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<p>JUNIOR VARSITY DRILL TEAM Grade Placement: 9-12 Course #: Level I-0634; Level II-0635; Level III-0636; Level IV-0637 All course numbers Level: I Prerequisite: Audition Credit: 1 unit fine arts; 1 unit PE for the first year.</p>	<p>JUNIOR VARSITY DRILL TEAM prepares students in specific skills associated with varsity dance team. Students will have the opportunity to perform at a variety of venues. Junior Varsity Drill team requires attendance at summer camps and summer practices. <i>Students will receive a full fine arts credit and full PE credit. Student will receive PE credits for the first year only.</i></p>
<p>VARSITY DRILL TEAM Grade Placement: 9-12 Course #: Level I-0630; Level II-0631; Level III-0632; Level IV- 0633 All course numbers Level: I Prerequisite: Audition Credit: 1 unit fine arts; 1 unit PE for the first year.</p>	<p>VARSITY DRILL TEAM is a precision performing group. Performance may include athletic events, competitions, community events, and stage shows. <i>Students will receive a full fine arts credit and full PE credit the first year in this program. Each subsequent year, in this program, students will receive elective credit for up to a maximum of 4 credits in dance.</i></p>
<p>STUDIO DANCE I Grade Placement: 9-12 Course #: 0654 Level: I Prerequisite: None Credit: 1 unit</p>	<p>STUDIO DANCE I Students will acquire vocabulary and skills in ballet, jazz, modern, tap, hip hop and other genres. Dance history, choreography and performance skills will be introduced. <i>This course will be counted as fine arts credit. Students who want to earn PE credit may want to consider the course Aerobic Dance located on p. 103.</i></p>
<p>STUDIO DANCE II-IV Grade Placement: 10-12 Course #: Level II-0655; Level III-0656; Level IV- 0657 All course numbers Level: I Prerequisite: Instructor approval or Studio Dance I Credit: 1 unit</p>	<p>STUDIO DANCE II-IV is a continuation of Dance I using advanced skills and concepts. Class size will be limited. <i>This course will be counted as an elective credit.</i></p>
<p>TECHNICAL DANCE I-IV Grade Placement: 9-12 Course #: Level I -0661; Level II-0662; Level III-0663; Level IV-0664 All course numbers Level: I Prerequisite: audition Credit: 1 unit</p>	<p>TECHNICAL DANCE I-IV is focused on the advanced dancer. An emphasis will be placed on style, technique and choreography. This class will also allow students to explore and prepare for different avenues of dance performance beyond high school. Class size will be limited. <i>This course can be counted as fine arts credit for first year and elective credit for each subsequent year.</i></p>
<p>DANCE PERFORMANCE ENSEMBLE Grade Level: 10-12 Course #: Level II-0658; Level III-0659; Level IV - 0660 All course numbers Level: I Prerequisite: Dance Team and instructor approval Concurrent enrollment: Varsity drill team Credit: 1 unit (elective only)</p>	<p>Dance Performance Ensemble is an intense interdisciplinary program that combines performance elements such as dance, music, costume, and theatrical design with performance opportunities for small dance ensembles. <i>This course will not fulfill your fine arts requirement for graduation. This course will count as a state approved elective because fine arts is satisfied in concurrent enrollment in varsity drill team.</i></p>
<p>CHEERLEADING Grade Level: 9-12 Course #: 14241 & 14242 14235 &14236 14237 & 14238 14239 & 14240 All course numbers Level: I Prerequisite: tryout and instructor approval</p>	<p>CHEERLEADING will emphasize curricular and extra curricular activities by promoting school spirit. Cheerleaders are involved in summer camps, pep rallies, games, community events and competitions. Membership is obtained through a tryout process. <i>Students participating in McKinney ISD cheerleading are REQUIRED to have a yearly physical and complete all appropriate paperwork prior to participation in tryouts, practices, and games. Cheerleaders must be able to attend practices and games before school, after school, and weekends. Students may receive PE credit for this course.</i></p>

21-22 ACADEMIC PLANNING GUIDE

PHYSICAL EDUCATION

In physical education courses students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity and access to an active lifestyle. The student exhibits a physically active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

Physical Fitness Assessment – Fitnessgram

In the 82nd Legislative 2011, HB 400 was passed as a part of SB 8, limiting a school district's required annual physical fitness assessment to students in grade three or higher who are enrolled in a course that satisfies the curriculum requirements for physical education, including substitutions, equivalents and waivers. The Fitnessgram assessment instrument will contain criterion-referenced standards specific to a student's age and gender based on the physical fitness level required for good health. Good health components will include an aerobic capacity, body composition, muscular strength, muscular endurance and a flexibility assessment.

<p>FOUNDATIONS OF PERSONAL FITNESS Grade Placement: 9-12 Course #: 14321 Level: I Prerequisite: none Credit: .5 unit</p>	<p>FOUNDATIONS OF PERSONAL FITNESS is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught include the process of becoming fit, as well as achieving some degree of fitness. The concept of wellness or striving to reach optimal levels of health is the cornerstone of this course and is exemplified by one of the course objectives: students designing their own personal fitness program. Target areas of study are: understanding the principles of physical fitness, flexibility, muscle fitness, cardiovascular fitness, aerobic activity and nutrition. <i>This course may only be taken one time.</i></p>
<p>ADVENTURE/OUTDOOR EDUCATION Grade Placement: 9-12 Course #: 14311 Level: I Prerequisite: none Credit: .5 unit</p>	<p>ADVENTURE/OUTDOOR EDUCATION develops competencies in outdoor educational activities that provide opportunities that are enjoyable as well as challenging. Outdoor education learning takes place both indoors and outdoors to enable students and teachers to interact in an environment free from the limitations of the classroom. Activities include adventure education, camping, fishing, orienteering and swimming. First aid (CPR certification), boater safety and some aspects of outdoor recreation. <i>This course may only be taken one time.</i></p>
<p>AEROBIC ACTIVITIES Grade Placement: 9-12 Course #: 14271 Level: I Prerequisite: none Credit: .5 unit</p>	<p>AEROBIC ACTIVITIES introduces students to a variety of fitness activities designed for a lifetime of physical fitness by emphasizing muscular endurance training for the upper body, lower body and abdominals. Students will learn flexibility exercises, understand and demonstrate the proper techniques of taking a pulse and calculations of maximum heart rate, use of dumbbells, soft weights, tubing, steps, small medicine balls, stability balls and body resistance to challenge every major muscle group in the body. Varieties of cardiovascular exercise will be learned to round out the aerobic training. <i>This course may only be taken one time.</i></p>
<p>INDIVIDUAL SPORTS Grade Placement: 9-12 Course #: 14291 Level: I Prerequisite: none Credit: .5 unit</p>	<p>INDIVIDUAL SPORTS motivates students to strive for lifetime personal fitness with an emphasis on individual sports, skills and positive social interaction during activities. Students will learn fundamental skills, basic strategies and knowledge of rules and playing courtesies developed for selected individual sports. This class will focus on individual sports activities such as, but not limited to, badminton, tennis, ping-pong, horseshoes, bocce ball and other traditional individual sports skills. <i>This course may only be taken one time.</i></p>

21-22 ACADEMIC PLANNING GUIDE

<p>TEAM SPORTS Grade Placement: 9-12 Course #: 14281 Level: I Prerequisite: none Credit: .5 unit</p>	<p>TEAM SPORTS students will participate in a variety of team sports that will help develop and maintain a high level of fitness. Students will learn fundamental skills, basic strategies, knowledge of rules and playing courtesies developed for selected team sports. Social development will also be an important part of the class. Activities will include ultimate Frisbee, pickle ball, team handball, kickball, Whiffle ball, soccer, softball, basketball, football and more. <i>This course may only be taken one time.</i></p>
<p>PARTNERS PHYSICAL EDUCATION Grade Placement: 9-12 Course #: 14261 Level: I Course#:14262 Level: I Prerequisite: application and interview Credit: .5 unit or 1 unit</p> <p>Note: Students that wish to continue in Partners PE should discuss options with their counselors</p>	<p>PARTNERS PHYSICAL EDUCATION is a success-oriented physical-education program featuring supervised peer tutors and individualized learning and instruction. Through a variety of physical fitness activities, all students will learn to appreciate physical fitness. This course addresses the unique physical education needs of students in a setting that allows for positive interaction with peers. Students must work with their special buddy, be encouraging at all times and dress appropriately for activities. <i>All students will be involved in Special Olympics activities throughout the year. Students must apply for this course.</i></p>
<p>AEROBIC DANCE Grade Placement 9-12 Course # 0653 Level: I Prerequisite: None Credit: 1 unit PE</p>	<p>AEROBIC DANCE is designed for students with a desire to learn about dance as a means of fitness and as an art. Students are introduced to all basic dance principles and fitness education by way of the conditioning and movement of dance. This class requires specific attire and may require one out of school performance. <i>Students will not get a Fine Arts credit for this course.</i></p>
<p>FUNCTIONAL FITNESS II Grade Placement 10-12 Course # 17001 Level: I Prerequisite: 2 semesters of physical education or equivalent credit Credit: 1 unit</p>	<p>FUNCTIONAL FITNESS II is an elective course. This TEA-Approved Innovative Course is designed for students who enjoyed their PE classes and wish to continue their fitness journey. This course asks students to build upon skills learned in previous courses, moving beyond body weight activities and basics in weight-lifting and gymnastics. Class sizes are smaller, permitting the coach to provide direct one-on-one instruction while pushing towards higher goals. Workouts are all measurable, scalable and performed within a specified time domain. <i>This course does not satisfy the PE requirement and will award elective credit only.</i></p>

PHYSICAL EDUCATION SUBSTITUTIONS:

MISD students are allowed, under Board Policy, to substitute certain physical activities for the 1.0 required units of physical education. Such a substitute shall be based on the physical activity involved in:

1. *Drill Team – 1 full credit for year 1
2. *Cheerleading
3. *Marching Band - .5 credit fall semester year 1 and year 2
4. Color Guard - .5 credit fall semester year 1 and year 2
5. Athletics
6. Off-Campus PE (see p. 104)
7. *JROTC

*Note – Students may be enrolled in one of these courses simultaneously with an athletic class but will not receive an additional PE credit. See additional information under the Athletic section on p. 105.

OFF CAMPUS PE

State credit shall be awarded for physical education for appropriate private or commercially sponsored physical activity programs conducted either on or off-campus upon approval of district administration.

Such approval may be granted under the following conditions:

- A. Olympic-level participation and/or competition that includes a minimum of 15 hours per week of highly intensive professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day.
- B. Private or commercially sponsored physical activities that include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least 5 hours per week is required. Students certified to participate at this level, MAY NOT be dismissed from any part of the regular day.
- C. The activity must be one that McKinney ISD does not offer at the specific level requested.

The student must participate a minimum of four days during the week (Monday through Friday) plus an additional day that may fall on either the weekend or during the week. Participation must always be under the direct supervision of the instructor. *No off-campus program will be allowed if located more than 25 miles from the McKinney ISD Administration Building*

<p>Off-Campus PE: Course#: Year One: 14331& 14332 Year Two: 14333 & 14334 Year Three: 14335 & 14336 Year Four: 14337 & 14338 Level: Not included in GPA Prerequisite: Application each year Credit: 1 PE unit 1st year; 2nd year and after receive elective credit Fee required</p>	<p>Off-Campus PE The purpose of the Off-Campus Physical Education Program is to accommodate students who are making a serious effort to develop capabilities and to allow those students to be involved in a program that provides training exceeding that offered in the school district. The student taking this course for physical education credit may NOT be enrolled in another physical education class or athletics while participating in the Off-Campus Physical Education Program. A maximum of 4 credits can be earned towards state high school graduation requirements. A student interested in this program should contact his/her campus counselor for application and guidelines concerning off-campus physical education. The grade earned will appear on the transcript and award state credit but will not be included in the GPA.</p>
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HEALTH

<p>HEALTH Grade Placement: 9-12 Course #: 0760 Prerequisite: none Credit: .5 unit</p>	<p>HEALTH is a district-required course for graduation. Students learn health concepts recommended for comprehensive health instruction. This semester course includes instruction in mental health, family and social health, the life cycle, body systems, personal health and physical fitness, nutrition, medicines and drugs, diseases and disorders, community and environmental health, consumer health and safety and emergency care.</p>
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21-22 ACADEMIC PLANNING GUIDE

ATHLETICS

Athletics is intended for students interested in playing competitive sports. Athletic participation is a privilege, not a right, and student athletes are held to a higher standard of conduct. Any questions concerning participation should be addressed to the specific coach or campus athletic coordinator.

NOTE: UIL rules specifically prohibit students from being enrolled in more than one physical education and/or athletic class; Exception: PE Class: Adventure/Outdoor Education; PE Substitute: JROTC, Cheerleading, Drill Team, Marching Band.

The following sports are available at the high school level:

Baseball	Basketball	Cross Country	Diving
Football	Golf	Powerlifting	Soccer
Softball	Swimming	Tennis	Track and Field
Volleyball	Wrestling		

Students should request the specific sport they wish to play rather than “Athletics.” Most sports are offered as year long courses. Students that wish to participate in more than one sport must contact the coach of each sport to discuss the request. Students must have a period of Athletics on their schedule in order to participate.

<p>Grade Placement: 9-12 Course Numbers: see counselor Level: I Prerequisite: coach’s approval and/or tryout process Credit: .5 unit state physical education credit per semester (up to a maximum of 4 credits)</p>	<ul style="list-style-type: none"> Students participating in McKinney ISD athletics are REQUIRED to have a yearly physical and complete all appropriate paperwork prior to participation in tryouts, practices, and games. Physicals must be dated on or after April 1, 2021 for participation in athletics for the 2021-2022 school year. <u>Physicals must be completed on the official UIL physical form.</u> MISD athletics will provide three opportunities for students to receive a physical at a cost of \$20 in April and May. Student athletes meeting all of the free or reduced lunch requirements will be given the opportunity to receive a physical for free or at a reduced rate. Athletes must be able to attend practices and games before school, after school, and Saturdays. All students involved in extracurricular activities are required to be involved in the MISD Random Student Drug Testing Program. All students involved in extracurricular activities follow co-curricular guidelines that hold students to a higher standard regarding personal conduct. According to UIL rules, student athletes must maintain a 70 average in all of their classes to remain eligible for competition. See p. 22 for more information. This information is subject to change based on health guidance.
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COLLIN COLLEGE TECHNICAL COHORT

The Collin College technical cohort program is designed to provide an incredible opportunity for students preparing for a career in a technical field.

Students that participate in this cohort program are expected to make a commitment to take at least two courses at the technical campus each semester of BOTH the junior and senior year of high school.

After high school graduation, students will have an opportunity to complete an Associates of Applied Science (A.A.S.) within one additional year of study.

This cohort program is distinct from our standard dual credit options detailed on p. 19-20 of this document in several ways:

- Participation is based on course availability, college application, and counselor approval. Candidates will be expected to have passion for the career field, good attendance and capacity to commit to the cohort model. Previous experience or skills are not required.
- Starting on January 11, students may access application materials at www.tinyurl.com/misdapps
 - Students will be required to attend an information meeting to discuss the specific details of the program in March.
 - Enrollment is limited for these courses to 4 students per cohort. Students that meet the application criteria will be added to a pool of eligible students and then enrollment will proceed by lottery. A waiting list will be established for additional enrollment if spaces become available.
- Participants will attend classes at the state of the art Collin Technical Campus located at: 2550 Bending Branch Way, Allen, Texas 75013 (off 121 and Alma) and will be required to provide their own transportation.
- Students will be responsible for all tuition and fees. In addition, students will be required to provide personal protective equipment (such as protective eye goggles or steel toed shoes). Students will have access to state of the art tools and equipment on the technical campus site.
- Depending on the cohort selected, students may be required to report earlier in the day or stay later in the day to meet the program requirements.
- It is possible to take additional dual credit coursework from our standard dual credit offerings if desired. See page 19-20 for more information.
- For more information visit: <https://www.collin.edu/campuses/technical/>

Courses will be offered in the following high-demand career fields:

- | | |
|--|---------------------------------|
| • Biomedical Equipment Technology | • Welding Technology |
| • Industrial Automation | • Computer Networking |
| • Electronic Engineering Technology | • IT Security |
| • Computer-Aided Drafting and Design (CADD) | • Automotive Service Technician |
| • Construction Management | • Collision Repair |
| • Heating, Ventilation and Air Conditioning (HVAC) | • Real Estate |
| | • Culinary Arts |

Note to Seniors: While this program is designed to be taken during the junior and senior year of high school, it is possible to apply as a senior and complete the first year of the program prior to graduation. Students in this scenario would complete any remaining hours towards certifications or degrees after graduation.

Review the Information Flyer for Each Program On the Following Pages:



The need for a technical campus in Collin County

- A new pipeline of workers is needed to fill occupations that are expected to grow by 20 percent or more.
- Collin College's comprehensive master plan calls for developing programs to train future employees for high-need, high-growth and high-wage occupations in North Texas.
- Industries like construction, advanced manufacturing, HVAC, automotive service technician, collision repair, and health care are booming in Collin County.
- Students will be educated for careers and can graduate without incurring high student loan debt.
- Strategic partnerships with local school districts will expand dual credit and career and technology education programs without duplicate costs.
- High school students will be able to enroll in dual credit CTE programs and graduate with industry-recognized certifications and college credits toward an associate of applied science degree.

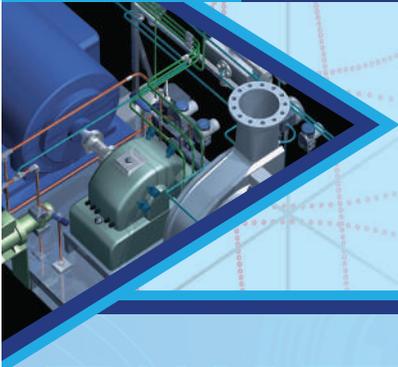
High Demand Programs at the Technical Campus

- Advanced Manufacturing – Biomedical Equipment Technology, Electronic Engineering Technology, and Industrial Automation
- Architecture and Construction – Computer-Aided Drafting and Design, Construction Management, HVAC, and Welding Technology
- Health Sciences – Health Professions: Certified Nurse Aide, Electrocardiograph Technician, Patient Care Technician, and Phlebotomy Technician
- Science, Technology, Engineering and Math – Information Technology Cybersecurity and Computer Networking
- Logistics and Transportation – Automotive Service Technician and Collision Repair

For more information, email technicalcampus@collin.edu.



Computer-Aided Drafting and Design (CADD)



Develop the blueprint for your future. As a Computer-Aided Drafting and Design professional you will use specialized software to create blueprints, plans, or schematics showing how a structure should be created. Use your skills in aeronautics, civil engineering, architecture, process pipelines, mechanics, or electronics fields.

CADD Program

High-tech industries are continually creating new career opportunities in exciting, highly-specialized fields. A degree in Computer-Aided Drafting and Design (CADD) can provide you with both an educational foundation in CADD and insight into current industry practices. Get hands-on training and learn the skills a designer, CADD operator, architect, or engineer needs for a successful career.



Develop a Plan for Your Future

Computer-Aided Drafting and Design Associate of Applied Science
(60 credit hours)

Occupational Skills Award in AutoCAD
(9 credit hours)

Level 1 Certificates
Computer-Aided Drafting and Design
(18 credit hours)

Advanced Computer-Aided Drafting and Design
(24 credit hours)

To see certificate options, visit
www.collin.edu/departments/cadd/index.html

Information

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Director of Architecture/Construction Programs
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Kate Smith
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Computer-Aided Drafting and Design

www.collin.edu/departments/cadd/index.html
www.collin.edu/academics/programs/CADD_1Overview.html

**After completion of the Computer-Aided Drafting and Design certificate students are eligible to take the Autodesk certification exams*

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Published 2/6/2020. Information is subject to change.
For the latest version, visit <http://www.collin.edu/academics/info/>.

13139-20PB

Drafters

Average Salary: \$57,400
15% growth

Data obtained from JobsEQ (Collin County), O*NET, and Workforce Solutions of North Central Texas
Note: Job growth projected from 2019-2025
Note: The earning potential for employees with certifications and associate of applied science degrees may exceed the average salary



Biomedical Equipment Technology



Modern medicine runs on technology and someone has to keep that technology in top working order. Graduates of Collin College's Biomedical Equipment Technology program have the training and experience to ensure lifesaving medical technology is in top working order. This career is perfect for people with an interest in the growing health care field but who do not want to work with patients. Top employers include hospitals, medical offices, and large clinics which provide tests for patients.

Careers in Biomedical Equipment Technology

Medical Equipment Repairers

Average Salary: \$53,400

17% growth

Other careers include engineering, sales or service for equipment manufacturers.

*Data for Collin County obtained from JobsEQ and O*Net
Note: Average salary for occupation as of 2018 and job growth projected from 2019-2026*



About Collin College's Program

The Biomedical Equipment Technology degree program at Collin College provides entry-level employment training for students interested in careers in the biomedical equipment industry. The program includes 15 hours of general education courses and 45 hours of courses directly applicable to Biomedical Equipment Technology.

Available Degree

**Associate of Applied Science
(60 credit hours)**

Contact Information

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Kate Smith
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Published 1/2/2020. Information is subject to change.
For the latest version, visit www.collin.edu/academics/info/.



Electronic Engineering Technology



In a world full of advanced technology, electronics engineering technicians are a critical component in keeping that tech on track. Electronics engineering technicians build, test, service, and repair electronics, including programming and designing device functions. Students in Collin College's Electronic Engineering Technology program learn about electronics types, circuit design, transistors, electrical voltage, and more so that they have the knowledge and skills to keep the world's technology running efficiently.

Careers in Electronic Engineering Technology
Electronics Engineering Technician
Average Salary: \$72,200
12% growth

*Data for Collin County obtained from JobsEQ and O*Net
Note: Average salary for occupation as of 2018 and job growth projected from 2019-2026*



About Collin College's Program

Collin College's Electronic Engineering Technology program curriculum and laboratory equipment have been formally evaluated and endorsed by an advisory committee consisting of members of the electronics industry, so you can be sure you are learning the skills you will need to earn a job once you graduate college. Theory and hands-on laboratory design and analysis experiments are emphasized in the classroom.

Choose Your Education

Associate of Applied Science
(60 credit hours)

Certificate Level 1
(34 credit hours)

Contact Information

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Learn more at

www.collin.edu/academics/programs/EET_1Overview.html

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Published 3/27/2020. Information is subject to change.
For the latest version, visit www.collin.edu/academics/info/.

13137-20PB



Industrial Automation



Automation makes manufacturing more efficient, improving production in most processes.

Electro-mechanical technicians make sure that machines used in that automation are efficient as well. From servicing and testing robots and unmanned equipment to designing processes to achieve maximum output for an assembly line, these technicians use the knowledge of industrial automation to ensure smooth production lines. Collin College's Industrial Automation program will prepare you to enter that field in the most efficient way possible.

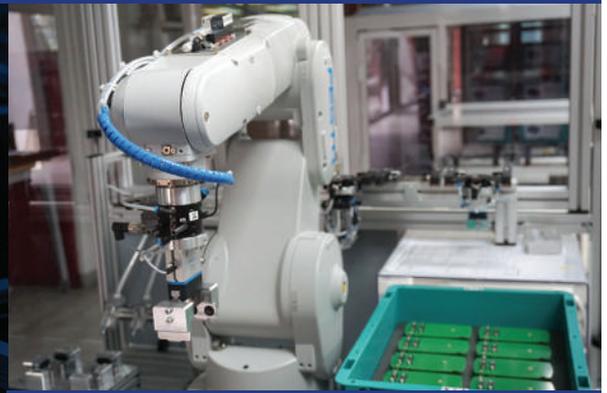
Careers in Industrial Automation

Electro-Mechanical Technicians

Average Salary: \$56,600

11% growth

*Data for Collin County obtained from JobsEQ and O*Net
Note: Average salary for occupation as of 2018 and job growth projected from 2019-2026*



About Collin College's Program

Collin College's Industrial Automation program is designed with applied electronics in mind. Students will develop ladder logic for use with advanced programmable logic controllers (PLC) functions, compose a ladder logic program to demonstrate an advanced industrial control application, and apply advanced programming techniques for specialized applications. Students will be able to explain the function and operation of various motor control devices and explain PLC terminology.

Choose Your Education

**Associate of Applied Science
(60 credit hours)**

**Level 1 Certificate
(34 credit hours)**

**Level 2 Certificate
(44 credit hours)**

Contact Information

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Published 3/27/2020. Information is subject to change.
For the latest version, visit www.collin.edu/academics/info/.

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Computer Networking



Digital communication is the backbone of modern society. You can be one of the professionals who assures information is accessible and secure with a degree or certificate in computer networking from Collin College.

Computer Networking Program

Collin College’s computer networking program prepares graduates to design and install secure network systems based on customer requirements, monitor and maintain network traffic and security, and maintain network hardware and software. Learn teamwork and critical-thinking skills through hands-on activities and network simulations. Gain the practical knowledge you need to be successful in a wide range of industries.

Choose your degree track:

Infrastructure - design and install secure network systems with a focus on managing network devices

Systems - manage server systems

Integrated Networking Technologies - design and secure network systems with a focus on cloud storage and virtualization networking technologies

Wireless - design, maintain, and secure the wireless access that has become the industry standard

Coursework includes preparation for:

- CompTIA Certifications
- Cisco Certifications
- Microsoft Certifications

Networking Opens Doors

AAS – Computer Networking – Infrastructure Track

AAS – Computer Networking – Systems Track

AAS – Computer Networking – Integrated Networking Technologies Track

AAS – Computer Networking – Wireless Track

60 credit hours (each)

To see certificate options, visit https://www.collin.edu/academics/programs/CNET_1Overview.html

Network and Computer Systems Administrators

Average Salary: \$92,800
21% growth

Computer Network Support Specialists

Average Salary: \$80,200
21% growth

Data obtained from JobsEQ (Collin County), O*NET, and Workforce Solutions of North Central Texas
Note: Job growth projected from 2019-2025
Note: The earning potential for employees with certifications and associate of applied science degrees may exceed the average salary

Contact Information

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Computer Networking

www.collin.edu/departments/computernetworking/

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Published 4/24/2020. Information is subject to change.

For the latest version, visit www.collin.edu/academics/info/.



Information Systems Cybersecurity



Cybercrime is on the rise and can impact every business and industry. Are you ready to be part of the solution? Do you have the latest certificates and skills to keep pace with ever-evolving technology? Keep important information safe and secure your future with an associate degree in cybersecurity.

Collin College Information Systems Cybersecurity Associate Degree Program

Our cybersecurity program will prepare you for a career in cybersecurity management and support with an education in network management, system administration, technical support, hardware/software installation, and equipment repair. Learn about computers and technology devices and how they operate. Gain skills in computer networking and discover how to protect devices using cybersecurity concepts. As a graduate with an Associate of Applied Science, you will be able to design and install secure network systems based on customer requirements, monitor and maintain network traffic and security, and maintain network hardware and software.

Coursework includes preparation for:

- CompTIA Certifications
- Microsoft Certifications
- Cisco Certifications
- ISC² Certifications

Contact Information

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Information Systems Cybersecurity

<http://www.collin.edu/department/cybersecurity/index.html>

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Published 8/19/2019. Information is subject to change.

For the latest version, visit <http://www.collin.edu/academics/info/>.

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Secure your future

Information Systems Cybersecurity Associate of Applied Science
(60 credit hours)

Certificate Level 1 – CISSP Information Systems Cybersecurity Professional
(17 credit hours)

Certificate Level 1 – Information Systems Cybersecurity
(33-35 credit hours)

Information Security Analyst

Average Salary: \$110,900
40% growth

Data obtained from JobsEQ (Collin County), O*NET, and Workforce Solutions of North Central Texas
Note: Job growth projected from 2019-2025
Note: The earning potential for employees with certifications and associate of applied science degrees may exceed the average salary

Continue your education at Collin College. Earn a Bachelor of Applied Technology degree in Cybersecurity. Classes start spring 2020.

Students must earn a two-year degree in an information security field to enroll.



Construction Management



Build a better tomorrow and be a leader

in one of the fastest growing industries in Collin County with a degree in construction management from Collin College. Construction management blends the skill sets of architecture, business, and engineering, and teaches you how to manage those processes from a business perspective. Management topics include budgeting, scheduling, quality assurance, and safety.

Careers in Construction Management

Construction Managers
Average Salary: \$102,400
22% growth

Data for Collin County obtained from JobsEQ and O*Net
Note: Average salary for occupation as of 2018 and job growth projected from 2019-2026



Choose Your Education

Associate of Applied Science
(60 credit hours)

Occupational Skills Award in Construction
(12 credit hours)

Certificate Level 1
(24 credit hours)

Certificate Level 2
(45 credit hours)

About Collin College's Program

Collin County is one of the fastest growing counties in the nation with prolific construction projects in both residential and commercial properties. Collin College's Construction Management program prepares students to work in a wide variety of management/supervisory positions, both in residential and commercial areas of construction. Many of the Construction Management courses include labs and the program provides for a summer cooperative education experience.

Learn more at

www.collin.edu/academics/programs/CNST_1Overview.html

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For the latest version, visit www.collin.edu/academics/info/.

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Contact Information

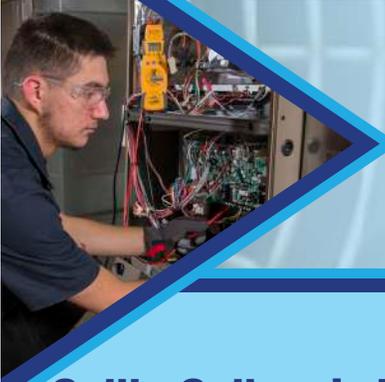
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For Technical Campus info, email
technicalcampus@collin.edu



Heating, Ventilation, and Air Conditioning (HVAC)



Looking for a new in-demand career that offers a secure future with a great salary? Want to work for a company or own your own business? Love to fix things and work on machines? Want an opportunity to use your hands and work outside as well as indoors? Heating, Ventilation, Air Conditioning (HVAC) may be the perfect job field for you.

Collin College's HVAC Program

Learn to work in the residential HVAC industry installing and servicing air conditioning units, gas and electric furnaces and heat pump systems. Collin College's program offers you the opportunity to gain hands-on experience as you earn certificates and work toward your associate degree.

Learn about Environmental Protection Agency guidelines and standards that apply to the HVAC industry. Identify and use HVAC equipment, components, and tools while learning about their functions within the industry. Master common mechanical, electrical, and electronic components such as compressors, switches, thermostats, motors, and fans. Practice all of the techniques you learn with heat pumps, heating units, a/c units, refrigeration units and more with hands-on instruction in Collin College facilities.

Coursework includes preparation for:

- EPA 608 Federal Exam Certification
- 410A Safety Certification
- Air Quality (or Green) Certification
- EPA 609 Automotive Certification
- Preventive Maintenance (PM) Certification
- State of Texas Registered Technician

Collin College HVAC courses are academic credit courses. This makes them eligible for financial aid and military benefits, as well as the Texas Workforce Commission programs.

HVAC

www.collin.edu/departments/hvac/hvac.html

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Published 03/27/2020. Information is subject to change.
For the latest version, visit www.collin.edu/academics/info/.

13141-20PB

Choose a Cool Career

Associate of Applied Science - HVAC
(60 credit hours)

**Occupational Certificate
HVAC Entry Certification**
(16 credit hours)

**Certificate Level 1 -
HVAC Residential Servicing
Certification**
(30 hours)

**Certificate Level 2 -
HVAC Commercial Servicing
Certification**
(45 credit hours)

Heating, Ventilation & Air Conditioning (HVAC)

Average Salary: \$47,500
23% growth

Data obtained from JobsEQ (Collin County), O*NET, and Workforce Solutions of North Central Texas
Note: The earning potential for employees with certifications and associate of applied science degrees may exceed the average salary

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Welding Technology



Welders bring the world together, literally. From petroleum production and metal fabrication to the aerospace industry and new economy green manufacturing, welders are key to many industries because they have the skills to help build and repair the machines of tomorrow. Skilled welders can choose to work at Fortune 500 companies, travel to exotic locations for jobs as independent contractors or run their own shops. Your future as a welder can begin with an education from Collin College.

Careers in Welding
Welders, Cutters, Solderers,
and Brazers
Average Salary: \$42,800
18% growth

Data for Collin County obtained from JobsEQ and O*Net
Note: Average salary for occupation as of 2018 and job growth projected from 2019-2026



Choose Your Education

**Associate of Applied Science –
Welding Technology**
(60 credit hours)

**Occupational Certificate –
Entry Welding Certification**
(16 credit hours)

**Level 1 Certificate –
Gas Shielded Welding**
(30 credit hours)

**Level 2 Certificate –
Welding Technology**
(45 credit hours)

About Collin College's Program

The Welding Technology Program provides students with the skills required for entry-level welder positions, preparing them to work using multi-process welding including tungsten inert gas (TIG), metal inert gas (MIG), stick/shielded metal arc welding (SMAW), flux-core, and oxy-fuel. The program emphasizes knowledge and skills required to work with modern industrial welding equipment, and students will gain certificates upon completion of each course.

Learn more at

www.collin.edu/academics/programs/WLDG_WeldingTech_3Overview.html

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For the latest version, visit <http://www.collin.edu/academics/info/>.

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Automotive Technology



Today's automotive service technicians provide reliable repair and service solutions using the latest technology to diagnose and repair vehicles of all kinds. With the population growth expected in Collin County, the demand for qualified technicians at repair shops, service centers, and car dealerships will increase as well. If you are looking for an in-demand job that lets you work with your hands and the latest in car care technology, an Automotive Technology degree is the right choice for you.

**Automotive Service Technicians
and Mechanics**
Average Salary: \$44,400
15% growth

Data for Collin County obtained from JobsEQ and O*Net
Note: Average salary for occupation as of 2018 and job growth projected from 2019-2026



Choose Your Education

Associate of Applied Science
(60 credit hours)

**Level 1 Certificates –
Brake and Front-end Specialist**

**Automotive Performance
Specialist**

**Automotive Heating and
Air Conditioning Specialist**

Automotive Technology
(18-29 credit hours)

About Collin College's Program

The Automotive Technology program is designed to prepare skilled technicians for high-skill, high-demand positions in the automotive service industry. Graduates will have opportunities in: dealerships; large tire, lube, and repair chains; and independent shops. In addition to earning a certificate or degree, students will earn industry recognized ASE certifications qualifying them for Maintenance and Light Repair (MLR) or Automotive Service Technician (AST) designation.

Contact Information

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Published 3/27/2020. Information is subject to change.
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Collision Technology



Drivers take pride in their vehicles.

As a Collision Repair Technician with an education from Collin College, you'll help those drivers get that pride back after an accident or other body damage. That includes estimating damages, repairing dents, replacing parts that are beyond repair, matching and mixing paint colors, painting repairs, and refinish vehicles. With millions of cars on the road and more cars coming to Collin County every day, the market for a career in collision repair is strong.

Careers in Collision Repair

Automotive Body and Related Repairers
Average Salary: \$54,500
19% growth

Data for Collin County obtained from JobsEQ and O*Net
Note: Average salary for occupation as of 2018 and job growth projected from 2019-2026



Choose Your Education

Associate of Applied Science
(60 credit hours)

Occupational Skills Award
(14 credit hours)

Level 1 Certificate
Auto Body Metal Technician
Auto Body Paint Technician
(21-23 credit hours)

Level 2 Certificate
Auto Body Technology
(44 credit hours)

About Collin College's Program

The Collision Technology program is designed to prepare skilled technicians for high-skill, high-demand positions in the collision repair industry. Graduates will have the skills to work in auto body shops with major dealerships, large collision repair chains, and independent shops. In addition to earning a certificate or degree, students may earn multiple industry recognized I-CAR and ASE certifications.

Contact Information

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13144-20PB



Culinary and Pastry Arts



Find your culinary voice

Make food your life with a certificate or degree from Collin College's Culinary and Pastry Arts programs. You'll build the core skills used by every professional chef, and you'll have a deeper appreciation for food as culture, art, and as a lifelong career.

Careers in the Culinary Arts

Chef

Average salary: \$58,500 | 21.9% Growth

Other careers include caterer, food stylist, personal chef, and restaurant management.

*Note: Data for Collin County obtained from JobsEQ and O*Net. Average salary is as of 2019 and job growth is projected from 2019-2026. The earning potential for employees with certifications and Associate of Applied Science degrees may exceed the average salary.*

About Collin College's Programs

As part of the college's Institute of Hospitality and Culinary Education (IHCE), the culinary and pastry programs emphasize a broad selection of hands-on food preparation and core skills that will allow you to be effective in a commercial kitchen environment. The curriculum is designed by industry experts and taught by experienced professionals, and the programs are fully accredited by the American Culinary Federation Education Foundation.



Learn more at

www.collin.edu/department/ihce/

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For the latest version, visit www.collin.edu/academics/info/.

13753-20PB

Choose Your Education

Culinary Arts

Associate of Applied Science – Culinary Arts
(60 credit hours)

Certificate Level 1 – Culinary Arts
(24 credit hours)

Certificate Level 3 – ESC – Advanced Culinary Arts
(12 credit hours)

Pastry Arts

Associate of Applied Science – Pastry Arts
(60 credit hours)

Certificate Level 1 – Pastry Arts
(24 credit hours)

Certificate Level 3 – ESC – Advanced Pastry Arts
(12 credit hours)

Contact Information

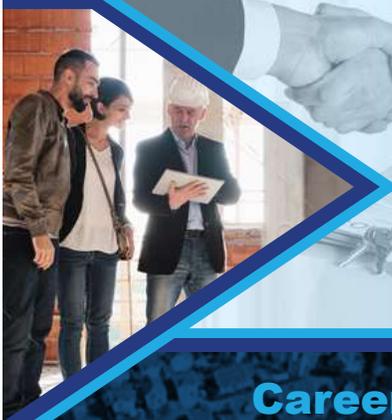
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Real Estate Management



Find your dream career in Real Estate. The buying, selling, leasing, and management of real estate is fundamental to all residential, commercial, and agricultural activity in the United States. Licensed real estate professionals can use their entrepreneurial drive to create a thriving business. Some graduates pursue careers as professional real estate investors. Their knowledge can also be applied in full-time positions within corporations, non-profit organizations, or governmental agencies as in-house real estate experts.

Career Outlook

Real Estate Agent

Average salary: \$79,000 | 21.2% growth

Real Estate Broker

Average Salary: \$83,900 | 21.1% growth

Real Estate Manager

Average Salary: \$83,800 | 21.5% growth

Choose Your Education

**Associate of Applied Science
Real Estate Management
(60 credit hours)**

**Certificate Level 1
Real Estate Salesperson
(18 credit hours)**

About Collin College's Program

The Real Estate Management Associate of Applied Science degree and Real Estate Salesperson certificate are designed to prepare students for careers as real estate professionals. In as little as one semester, students can acquire the education necessary to obtain a Texas real estate license and begin a new career. Students will have the opportunity to work with highly-qualified faculty with a wide variety of backgrounds in the real estate industry.

Program Features

All courses taken for the Real Estate Salesperson certificate also apply to the Associate of Applied Science (AAS) degree. A Real Estate Salesperson certificate qualifies you to take the real estate license exam from the Texas Real Estate Commission to obtain a Sales Agent license. The AAS degree in Real Estate Management from Collin College provides the additional education necessary to obtain a Real Estate Broker license or pursue a bachelor's degree.



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For more information, visit
www.collin.edu/departments/realestate

Learn more at

www.collin.edu/departments/realestate/

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For the latest version, visit www.collin.edu/academics/info/.

MCKINNEY
INDEPENDENT SCHOOL DISTRICT