

Alpine High School Course Selection Guide 2023-2024



Welcome Students and Parents!

The purpose of this guide is to assist students and parents in planning a course of study tailored to individual student needs, interests, and aspirations. After an introductory section on general requirements, grades, attendance, credit by exam assessments and dual enrollment, the guide provides a brief description of the prerequisites and content of the courses Alpine High School offers. These descriptions should be consulted in selecting courses for next year.

Students and parents with questions regarding courses and the implications of selecting them are encouraged to consult with the school counselor. Information in this guide is accurate as of the date of printing and subject to change at any time due to updates in local, state, and federal policies.

Students and Parents:

- Review the state and local course requirements included in this guide. Also, review graduation requirements for the Foundation with Endorsement High School Plan and the Distinguished Achievement High School Plan.
- Consider post-secondary education goals and career pathways. Identify college or other postsecondary programs of interest.
- Review the course descriptions for any prerequisites and the number of credits to be earned.
- Fill out the Four Year Plan to complete the course selection process as directed by your school counselor and/or advisor.

Please note that schedule conflicts may occur as it is impossible to offer all courses throughout the day. If a scheduling conflict occurs, the counselor will work with the student to select alternate courses. Dual Credit courses may not be scheduled during a student's on-campus courses. Students may not arrive late to on-campus courses due to overlap with the dual credit course. To avoid a conflict, please choose a dual credit schedule that aligns well with the campus schedule. In addition, some course offerings are dependent upon availability of qualified teachers; if a course is no longer available, the counselor will assist in selecting an acceptable alternative.

Thank you for choosing Alpine High School!

Go Bucks!

Continuous Notification of Nondiscrimination

As a subrecipient of funds local education agencies, Alpine ISD must take continuous steps to notify participants, beneficiaries, applicants, parents, employees (including persons with visual or auditory impairments), other interested parties, and unions or professional organizations holding collective bargaining or professional agreements with the LEA or campus that it does not discriminate on the basis of race, color, national origin, sex, disability, or age. A statement of nondiscrimination shall be included on publications and other materials that are distributed to or accessible by students, parents, applicants, beneficiaries, employees, unions, or professional organizations holding collective bargaining or professional agreements with the district and other interested parties.

Alpine ISD does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Director of Special Programs, 704 W. Sul Ross Ave. 432-837-7700, cfox@alpineisd.net.

Alpine ISD no discrimina por motivos de raza, color, origen nacional, sexo, discapacidad o edad en sus programas o actividades y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados. La siguiente persona ha sido designada para manejar consultas sobre las políticas de no discriminación: Director of Special Programs, 704 W. Sul Ross Ave. 432-837-7700, cfox@alpineisd.net.

Texas Graduation Plans

Foundation Plan – 22 Credits	Foundation with Endorsement – 26 Credits	Distinguished Achievement Plan – 26 Credits
<p>Requirements:</p> <p>English Language Arts – 4 Credits English I English II English III Advanced English</p> <p>Mathematics – 3 Credits Algebra I Geometry Advanced Math</p> <p>Social Studies – 3 Credits US History Government (0.5 credit) Economics (0.5 credit) Additional Social Studies</p> <p>Science – 3 Credits Biology IPC, Chemistry, or Physics Additional Lab-based Science</p> <p>Foreign Language or substitute – 2 credits Year 1 Year 2</p> <p>Fine Arts – 1 Credit Fine Arts</p> <p>Physical Education – 1 Credit Physical Education</p> <p>Electives – 5 Credits</p>	<p>Requirements: Foundation Plan</p> <p><i>Course credit to earn endorsement in one of the following areas:</i> *Arts and Humanities *Business and Industry *Multidisciplinary Studies *Public Services *Science Technology Engineering and Math</p> <p>Additional Requirements:</p> <p>Mathematics – 1 additional Credit Advanced Math</p> <p>Science – 1 additional credit Advanced Science</p> <p>Electives – 2 additional electives</p>	<p>Requirements: Foundation with Endorsement Plan</p> <p>At least one endorsement</p> <p>Additional Requirements:</p> <p>Credit for Algebra II</p> <p><i>Eligible for top 10% Automatic Admission</i></p>

A student may earn a distinguished level of achievement by successfully completing the curriculum requirements for the Foundation High School Program and the curriculum requirements for at least one endorsement required by the Texas Education Code (TEC), §28.025(b-15), including four credits in science and four credits in mathematics to include Algebra II.

Grading and Reporting

Grading guidelines will be communicated by the teacher at the beginning of the school year. These guidelines establish the policies and procedures for the classroom and to earn course credit. Ascender Parent and Student Portals are available online to monitor current student grades and course progress. Assistance with account set up is available through the campus secretary.

Attendance

Students must be in attendance a minimum of 90 percent of the days in the course. See the Student Handbook for more information.

Credit By Exam with Prior Instruction

On the recommendation of the principal or designee, as applicable, shall have the authority to offer a student the opportunity to demonstrate mastery in a subject or to earn course credit by exam when the student has had prior instruction in a subject and when:

1. The student is enrolling in the district from a non-accredited school
2. The student has failed a subject or course, or
3. The student has earned a passing grade in a subject or course but has failed to earn credit because of excessive absences.

Students must score a grade of 70 or above on the exam to receive credit for the course. Credit by exam with prior instruction opportunities will be made at the discretion of the principal or designee only.

Credit By Exam with No Prior Instruction

Students may request credit by exam test four times a year. The student must score an 80 percent or higher in order to qualify for credit. Tests used will be developed by only Texas Tech University or the University of Texas at Austin. There will be no cost to the student. The test will be administered by Alpine High School personnel on the Alpine High School campus unless otherwise arranged by AHS administration. Credit by Exam windows for testing are posted on the district website under Parent Resources.

PSAT/NMSQT

The Preliminary Scholastic Aptitude Test and National Merit Scholarship Qualifying Test (PSAT/NMSQT), is a timed test that measures verbal reasoning skills, critical reading skills, math program solving skills, and writing skills. AHS students take the PSAT/NMSQT during their sophomore or junior year. To qualify for the National Merit Scholar Scholarships, students must take the test during their junior year. Taking the PSAT/NMSQT gives students exposure to the SAT exam format and of approximate current levels of achievement. .

SAT

Students will have the first opportunity to take the SAT in their junior year and may elect to retake in the senior year. The SAT is offered twice a year during the fall and spring administrations. **Students will be able to take the assessment one time without cost.**

TSIA2

The TSI Assessment (Texas Success Initiative) measures reading, English, and mathematical skills to determine students' readiness to enroll and perform in higher education coursework. This test is required for students enrolling in dual credit classes who have not met previous college readiness standards

ASVAB

The ASVAB (Armed Services Vocational Aptitude Battery) is one of the best aptitude tests available. This test is recommended for all students, but specifically for those considering any branch of the military as a possible career. Taking the test does not commit students to joining the military services; however, it may offer valuable insight into students' acquisition of various academic and trade skills.

STAAR/EOC

The STAAR/EOC (State of Texas Assessment of Academic Readiness/End of Course) assessment directly

aligns what is tested to what is taught in the subject area. Texas Law requires all students to meet at least the Approaches standard of five EOC assessments in order to receive a diploma from a Texas public school. The courses assessed are English Language Arts I, English Language Arts II, Algebra I, Biology, and United States History.

On-Line and Correspondence Courses

Students may take accredited on-line and correspondence coursework for graduation requirements and electives if a student previously failed a course.

Credit Recovery

Students may take an approved on-line credit recovery course for credit recovery only. Students will not be allowed to utilize the credit recovery program for advancement.

Advanced Placement (AP) Program

The Advanced Placement Program is a nationwide program based on the premise that some students can complete college-level studies while still in high school. In May, the College Board gives examinations in AP subjects. Based on the examination performance, students may receive advanced standing in college courses or credit toward graduation from college. Depending upon the college or university, scores of three, four or five typically result in awarding credit for one or more semesters of college-level work. Advanced Placement classes are weighted classes. Students will receive an additional 10 points at the end of the semester average. This numeric change is reflected within the GPA but does not show on the transcript grade.

Criteria to earn the 10 points at the end of the semester:

1. Students must take the AP exam on the designated date. Make up exams are set by College Board in case a makeup test is needed.
2. Students must make an overall semester average of an 80 in the class.

Dual Enrollment Eligibility

A high school student is eligible to enroll in dual credit courses if the student:

1. Meets high school or school district requirements for taking a dual credit class
2. Meets any required course prerequisites
3. Obtains permission from the school and a parent or guardian to take the course(s), and
4. Demonstrates college readiness by passing relevant sections of the TSI college readiness assessment test (TSIA) as set forth in Texas Administrative Code Title 19 Rule §4.57; or
5. Demonstrates that he or she is exempt under the provisions of the Texas Success Initiative as set forth in Texas Administrative Code Title 19 Rule §4.54 (relating to Exemptions, Exceptions, and Waivers).

A high school student is also eligible to enroll in academic dual credit courses that require demonstration of TSI college readiness in reading and/or writing under the following conditions:

1. If the student achieves a score of 4000 on the English II State of Texas Assessment of Academic Readiness End of Course (STAAR EOC); or
2. If the student achieves a minimum score of 460 on the evidence-based reading and writing PSAT/NMSQT; and
3. If the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.

A high school student is also eligible to enroll in academic dual credit courses that require demonstration of TSI college readiness in mathematics under the following conditions:

1. If the student achieves a score of 4000 on the Algebra I STAAR EOC and a passing grade in the Algebra II course; or
2. If the student achieves a score of 4000 on the Algebra II STAAR EOC; or
3. If the student achieves a minimum score of 510 on the mathematics PSAT/NMSQT test; and
4. If the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.

Please note that any student who fails a dual credit course during the fall semester will not be allowed to enroll in dual credit courses for the spring semester, and will be required to take a credit recovery course in order to receive credit for the course failed.

Dual Enrollment Process

In order to register for a dual credit class, the student must complete the following steps:

1. Apply for admission to the University, using the www.applytexas.org application process. The University will waive the application fee for dual credit students.
2. Complete the "Dual Credit Early Admission Course Approval" form and obtain the appropriate signatures.
3. Provide the university with a high school transcript and applicable test scores.
4. If the student will be attending a dual credit class on the University campus, he/she must meet the requirements of the Bacterial Meningitis Vaccination policy.

The school agrees to provide student assistance in completing the enrollment process. This process must be completed prior to the first day of classes, and the University recommends that it be completed as early as possible. Once the process is complete, the University will register eligible students in dual credit classes.

If a student drops a course or stops attending classes, the student must have it approved by the school liaison (counselor) who then submits the paperwork to the university. If a student wishes to have a schedule change, it must be done so by the high school school who will then submit any necessary paperwork to the University.

Location of Dual Enrollment Classes

Dual credit courses may be offered on the University campus, the school campus over two-way interactive video, and online.

Student Composition of Dual Enrollment Classes

Dual credit courses may be composed of dual-credit students only or of dual-credit and traditional college students. The decision to allow non-dual credit high school students into a dual credit course on a high school campus must be approved by the University Provost and must meet one of the following conditions:

1. The course involved is required for completion under the State Board of Education Foundation or Distinguished High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course.
2. The high school credit-only students are College Board Advanced Placement or International Baccalaureate students.

Dual Enrollment Academic Policies and Student Support Services

Regular university academic policies apply to dual credit classes. These policies include, but are not limited to the distribution of syllabi, the appeal process for disputed grades, the drop policy, and grading policies. These policies may be found in the university catalog and are included herein by reference.

The university will provide student support services as follows:

1. Students will be given access to the university library and internet (Lobo Online, email, Blackboard), accorded appropriate privileges, and have adequate library resources convenient for use at the site where dual credit courses are offered.
2. Students enrolled in dual course credit will be provided adequate academic support services including academic advising and counseling through the University Lobo Den.

Student Code of Conduct for Dual Enrollment

All students enrolled at the University must abide by the standards outlined in the SRSU Student Handbook. The handbook can be located on the SRSU website or through the Office of Student Life.

Dual Enrollment Tuition and Fees

The Alpine Independent School District will be responsible for all tuition costs for courses listed in the Alpine ISD/Sul Ross State University Course Crosswalk. Parents and students will be responsible for all other costs.

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Some students may be eligible for a fee waiver through Alpine ISD. Courses that are not listed in the crosswalk will be the full responsibility of the student's parent/guardian.

Students who select dual enrollment courses during registration for courses but are unable to meet the requirements for dual credit will be placed in an appropriate high school equivalent course.

Students who drop a dual credit course after 10 days will reimburse the district for tuition fees for the dropped course.

Senate Bill 25 – Degree Plan passed by the 86th Texas Legislature and signed by Governor Abbott on June 14, 2019, requires that a student enrolled in a course for joint high school and junior college credit under Texas Education Code, Section 130.008, at a public junior college file a degree plan with the college not later than:

- the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more course credit hours; or
- if the student begins the student's first semester or term at the college with 15 or more semester credit hours of course credit for dual credit courses.
- an IHE shall provide students with information regarding the degree plan filing requirement and options for consulting with an academic advisor.
- at each registration for a semester or term, a student who is required to have filed a degree plan under this section before that semester or term shall verify to the institution that:
 - the student has filed a degree plan with the institution; and
 - the courses for which the student is registering are consistent with that degree plan.
- If a student does not timely file a degree plan, the IHE shall notify the student the degree plan is required by law and require the student to consult with an academic advisor for that purpose during the semester or term in which the student receives the notice.
- The student may not obtain an official transcript from the institution until the student has filed a degree plan with the institution.

A copy of the Memo of Understanding between Alpine Independent School District and Sul Ross State University is available on the district website under Parent Resources. Dual Credit courses will receive an additional 10 Points applied to the semester grade. This numeric change is credited to the GPA, but is not reflected on the transcript grade.

Course Descriptions

English Language Arts

English/Language Arts I 1 Credit

This course builds upon the students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing. The skills of reading, research, and writing, speaking, and listening will be developed. Students will engage in various genres of literature such as novels, short stories, dramas, poetry, informational text, and respond through writing.

English/Language Arts I Pre AP 1 Credit

This course builds upon the students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing. The skills of reading, research, and writing, speaking, and listening will be developed. Students will engage in various genres of literature such as novels, short stories, dramas, poetry, informational text, and respond through writing. This course differs from English I as it prepares students for the rigor and advanced expectations of AP English courses. Students taking Pre-AP ELA I are encouraged to continue with Pre AP English II, AP ELA III, and AP ELA IV

English/Language Arts II 1 Credit

This course offers a balanced focus on composition and literature. Skill-building continues upon students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing. Students write persuasive, critical, and multi-paragraph thematic essays and compositions as well as a research paper. The study of literature encompasses various genres as students develop the skills to determine the author's intent and theme, and recognize the literary elements and purpose employed by the author.

English/Language Arts II Pre AP 1 Credit

This course offers a balanced focus on composition and literature. Skill-building continues upon students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing. Students write persuasive, critical, and multi-paragraph thematic essays and compositions as well as a research paper. The study of literature encompasses various genres as students develop the skills to determine the author's intent and theme, and recognize the literary elements and purpose employed by the author. This course differs from English II as it prepares students for the rigor and advanced expectations of AP English courses. Students taking Pre-AP ELA II are encouraged to continue with AP ELA III and AP ELA IV

English/Language Arts III 1 Credit

This course continues to develop student's writing skills, emphasizing clear and logical writing organization and vocabulary enrichment. Students will write essays and execute the techniques of writing research papers. Students will read works of American literature, including the genres of poetry, short story, essay, novel, play, and biography. An emphasis will be placed upon literary conventions and stylistic devices. This class will prepare students for the language arts portion of college entrance exams. Students taking Pre- AP ELA II are encouraged to continue with AP ELA III and AP ELA IV

English/Language Arts IV 1 Credit

This course blends composition and literature into a comprehensive whole as students write critical and comparative analyses of selected literature. Required writing assignments develop and improve critical thinking and analytical skills. Typically, multi-paragraph essays dominate as the form of student composition, but one or more major research papers may also be written.

AP English Language & Composition 1 Credit 10 pts weighted credit

This class is the third in the Advanced Placement (AP) English sequence and is a year-long course. This is a rigorous course designed for students who are college-bound or have exceptional abilities in language arts. The focus of this accelerated course is on writing and American literature. Students are given summer reading assignments that need to be completed prior to the first day of school. Reading lists are available from the instructor or from the Guidance Office in the summer. This course is designed to parallel college-level writing courses, and students are asked to develop critical thinking skills, as well as write numerous compositions of varying lengths during the semester. Students have the option to take the optional Advanced Placement Language and Composition exam at the end of the

semester.

AP English Literature & Composition 1 Credit 10 pts weighted credit

This class is the fourth in the Advanced Placement (AP) English sequence and is a year-long course. The course prepares students for college-level reading and writing through the study of representative works from world literature. AP English Literature, taught at the college level, is an in-depth study of literature and writing about literature. In May, students may take a nationally standardized test, which, if passed, may result in the granting of college credit for English. Students in AP Literature engage in the careful reading of rich and varied literary works to sharpen awareness of language and understanding of the writer's craft. Students are also involved in the practice of writing with a focus on the critical analysis of literature.

English Pathways

Freshmen	Sophomore	Junior	Senior
English I	English II	English III	English IV
English I PAP	English II PAP	AP Lang/Comp	AP Lit/Comp
English I	English II	Dual Credit	Dual Credit

Mathematics

Algebra I 1 Credit

This course includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.

Geometry 1 Credit

This course emphasizes an abstract, formal approach to the study of geometry and includes topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; rules of congruence, similarity, parallelism, and perpendicularity; and rules of angle measurement in triangles including trigonometry, coordinate geometry, and transformational geometry.

Algebra II 1 Credit

Prerequisite: Algebra I

This course includes the study of field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; an in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents. (Algebra II is a requirement of the Distinguished Achievement Plan and Top 10% Automatic Admission Program)

Algebraic Reasoning 1 Credit

Prerequisite: Algebra I

In Algebraic Reasoning, students will build on the knowledge and skills for mathematics in Kindergarten- Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions.

Pre-Calculus 1 Credit

Prerequisite: Algebra I, Algebra II, Geometry

This course combines the study of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis topics as preparation for calculus. Topics include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.

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AP AP Calculus AB 1 Credit 10 Pts Weighted Credit

Prerequisite: Algebra II

AP Calculus AB provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications. It introduces the following topics: elementary functions; properties of functions and their graphs; limits and continuity; differential calculus including definition of the derivative, derivative formulas, theorems about derivatives, geometric applications, optimization problems, and rate-of-change problems); and integral calculus (including anti-derivatives and the definite integral).

This course is intended to prepare students for the optional Advanced Placement Exam.

Math Pathways

Freshman	Sophomore	Junior	Senior
Algebra I	Geometry	Algebraic Reasoning	College Prep Class
Algebra I	Geometry	Algebraic Reasoning	Algebra II
Algebra I	Geometry	Algebra II	Algebraic Reasoning
Algebra I	Geometry	Algebra II	PreCalculus
Algebra I	Geometry	Algebra II	Dual Credit
Algebra I	Geometry & Algebra II	PreCalculus	Calculus
Geometry*	Algebra II	PreCalculus	Calculus

*successful completion of Algebra I in 8th grade

English and Math College Prep Course (TEC §28.014)

These courses must be designed for students at the 12th grade level whose performance on an EOC assessment instrument does not meet college readiness standards or whose performance on coursework, a college entrance examination, or an assessment instrument designated under Section 51.3062(c) indicates that the student is not ready to perform entry-level college coursework. These college preparatory courses are eligible for state credit on the Foundation High School Program only. These are English and Math college preparatory courses developed and provided by the district in partnership with at least one institution of higher education.

College Preparatory Course English Language Arts 1 Credit

College Preparatory Course Mathematics 1 Credit

Science

Integrated Physics and Chemistry 1 Credit

Physical Science is an introductory study of chemistry and physics. The chemistry portion will cover the physical and chemical properties of matter, its classifications, and changes. The physics portion will cover the laws of motion and mechanics and the forms of energy. Throughout the course, scientific process skills and problem-solving in a laboratory setting will be emphasized.

Biology 1 Credit

Biology is the study of organisms, the processes that keep them alive, and their interaction with the environment. Topics including cell chemistry, cell biology, genetics, DNA, evolution, ecology, and classification will be covered. Laboratory investigations will be used to develop and reinforce students' understanding of these topics. Biological and current events, career information, and personal and societal issues will be presented.

Chemistry 1 Credit

Prerequisite: 1 Science Credit and Algebra I

Chemistry is the study of the structure, composition, and physical states of matter, including chemical reactions bonding. Laboratory experiments and demonstrations are used to teach safety procedures, the use of lab equipment, and various experimental techniques. Math is applied in the calculation of chemical quantities. This is a college

preparatory course for serious students designed to develop scientifically literate citizens through an understanding of the methods of science and the role of chemistry in society and everyday life. Chemistry is a rigorous course requiring motivation, attention, effort, study time and responsibility.

Physics 1 Credit

Prerequisite: Algebra II

Physics is the study of matter and energy, and how the two interact. This course requires a strong background in math. Laboratory experiments and demonstrations are used to teach safety procedures, the use of lab equipment, and various experimental techniques. This is a college preparatory course for serious students designed to develop scientifically literate citizens through an understanding of the methods of science and the role of physics in society and everyday life. Physics is a rigorous course requiring motivation, attention, effort, study time, and responsibility.

AP Physics – Advanced Studies/AP Physics 1 1 Credit 10 pts weighted credit

Prerequisite: Physics, Chemistry and Algebra II, and concurrent enrollment or credit for Pre-Calculus or Calculus

AP Physics 1 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 inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Class time will be spent primarily in laboratory activities. Students will be required to complete weekly homework and reading assignments. A strong understanding of algebra and geometry is essential for success in this class. Students will be encouraged to take the AP Physics 1 Test at the end of the school year.

Environmental Science 1 Credit

Prerequisite: Biology and IPC or Chemistry

The course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

Advanced Animal Science 1 Credit

Prerequisite: 12th Grade; Biology and Chemistry or Integrated Physics & Chemistry (IPC); Algebra I and Geometry; a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources cluster.

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

Science Pathways

Freshman	Sophomore	Junior	Senior
IPC	Biology	Chemistry	Physics
IPC	Biology	Chemistry	Environmental Science
IPC	Biology	Chemistry	Adv. Animal Science
Biology	Chemistry	Physics	Dual Credit
Biology	Chemistry	Physics	Environmental Science
Biology	Chemistry	Physics	AP Physics
Biology	Chemistry	Dual Credit	Advanced Science Class

Social Studies

World Geography 1 Credit

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

World History 1 Credit

World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards in subsection (c) of this section. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century.

United States History 1 Credit

A survey of the history of the United States since the era of Reconstruction following the Civil War to the present – focusing on political, economic, and social events related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, reform movements (including the progressive and Civil Rights movements). Students will study geographic influences on major historic events and causes and effects of the Great Depression, examine modern Constitutional issues, evaluate the relationship issues, evaluate the relationship of the three branches of the federal government.

US Government .5 Credit

Students participate in an in-depth analysis of concepts, issues and problems associated with the structure and function of government and the development of political behaviors and philosophies. Through extensive reading and problem-solving activities, civil liberties, and activities of various governmental agencies are examined and evaluated.

Economics .5 Credit

This course emphasizes the United States economy and the roles of free enterprise with an additional focus on demand, supply, and the market. Money and banking and the consumer in a market economy are emphasized

Social Studies Pathways

Freshmen	Sophomore	Junior	Senior
World Geography	World History	US History	Gov't/Eco
World Geography	World History	US History	Dual Credit Gov/Eco
World History	World Geography	US History	Gov't/Eco

Physical Education

Physical Education 1 Credit

The basic purpose of this course 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 in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the cornerstone of this class and is exemplified by one of the course objectives. Grade 9-12.

Athletics 1 Credit*

This course includes complete U.I.L. individual and team sports. Fair play and sportsmanship are included. *Students participating in athletics are required to have a physical and to be enrolled in the athletic period.*

AHS Sports generally include Football, Basketball Track and Field, Tennis, Golf, Cross Country, Powerlifting, Baseball, Volleyball, and Basketball

**Students will be able to earn one state credit for PE and one state credit for Athletics. Students who continue to enroll in athletics for more than 2 years will earn local credit, which will not count toward graduation.*

Foreign Language

Spanish I 1 Credit

The study of world languages is an essential part of education. In the 21st-century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which leads to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.

Spanish II 1 Credit

Prerequisite: Spanish I

Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, present information to an audience, and interpret culturally authentic materials in the language of study.

Fine Arts

Concert/ Marching Band Fr-Sr. 1 Credit per course

This course meets during the fall semester and requires before-school practice. The band is comprised of all percussion, woodwind, brass, and color guard students. Participation in rehearsals, out-of-town trips, football games, marching band competitions, and after-school performances is required and is part of the grading procedure. The band participates in various competitions around the nation. Fees: instrument usage, assessment, and travel fees. (Can count as PE credit)

Music II - Instrumental Ensemble 1 Credit

The prerequisite for each Music, Level II course is one credit of Music, Level I in the corresponding discipline.

Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

Winter Guard Fr.-Sr. 1 Credit per course

This course is for students with an interest in precision dance routines. During the spring semester, it stands as its own unit and meets every day. This group competes and travel varies year to year. This activity is indoors and choreographed to music which includes flag and dance routines. Fees: instrument usage, assessment, and travel fees.

Art 1 1 Credit

This course introduces students to a variety of tools including materials, skills, techniques, and technologies through hands-on experience using the elements and principles of design. Students learn to critique their work and the work of others. Individual creative processes and the development of personal expression will be explored. This is the basic

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prerequisite for all other art courses.

Art II, III, IV Drawing 1 Credit per course

Prerequisite: Art 1

Drawing provides students an opportunity to develop their drawing skills through the use of high-level thinking processes and techniques. Contour, gesture, pen, and ink, pastel, mixed media, and value and perspective techniques will be studied. More challenging media, the study of contemporary and ancient art, and world culture will inspire students and help them develop an individual drawing style.

Art II, III, IV Print Making 1 Credit per course

Prerequisite: Art 1

Perception, creative expression/performance, historical and cultural heritage, and critical evaluation-- provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks.

Electives

Career and Technical Education

Continuous Notification of Nondiscrimination

As a subrecipient of funds local education agencies [LEA] must take continuous steps to notify participants, beneficiaries, applicants, parents, employees (including persons with visual or auditory impairments), other interested parties, and unions or professional organizations holding collective bargaining or professional agreements with the LEA or campus that it does not discriminate on the basis of race, color, national origin, sex, disability, or age. A statement of nondiscrimination shall be included on publications and other materials that are distributed to or accessible by students, parents, applicants, beneficiaries, employees, unions, or professional organizations holding collective bargaining or professional agreements with the district and other interested parties.

Alpine ISD does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Director of Special Programs, 704 W. Sul Ross Ave. 432-837-7700, cfox@alpineisd.net.

Alpine ISD no discrimina por motivos de raza, color, origen nacional, sexo, discapacidad o edad en sus programas o actividades y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados. La siguiente persona ha sido designada para manejar consultas sobre las políticas de no discriminación: Director of Special Programs, 704 W. Sul Ross Ave. 432-837-7700, cfox@alpineisd.net.

[Programs of Study Overview](#)

Career and Technology Education Programs of Study

Agriculture, Food and Natural Resources

Program of Study: Applied Agricultural Engineering

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Principles of Agriculture, Food, and Natural Resources 1 Credit

Students participate in leadership contests, study rabbits, poultry, horses, sheep, steers, and the FFA organization. Students will keep a record book and learn how to judge animals, study agricultural history, and agricultural products. Students will learn parliamentary procedure using Roberts Rules of Order.

Agricultural Mechanics and Metal Technologies Lab 1 Credit

Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metalworking techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry.

Agricultural Structures Design and Fabrications/Lab 1 Credit**Prerequisite: Agricultural Mechanics and Metal Technologies**

Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.

Agricultural Equipment Design and Fabrications/Lab 1 Credit**Prerequisite: Agricultural Structures Design and Fabrications/Lab**

In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment.

Freshman	Sophomore	Junior	Senior
Principles of Ag, Food, and Natural Resources	Agricultural Mechanics and Metal Technologies	Agricultural Structures Design and Fabrication	Agriculture Equipment Design and Fabrication/Lab

Arts, AV Technology and Communication**Program of Study: Design and Multimedia Arts****Principles of Arts, Audio/Video Technology, and Communications 1 Credit**

Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions. The 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.

Graphic Design and Illustration I Lab 1 Credit

Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

Graphic Design and Illustration II 1 Lab Credit**PREQ: Graphic Design and Illustration I**

General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisites: Commercial Photography I and Commercial Photography I Lab.

Practicum in Graphic Design and Illustration 2 Credits**PREQ: Graphic Design and Illustration II and Graphic Design and Illustration II Lab**

Careers in graphic design and illustration span all aspects of the advertising and visual communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts,

Audio/Video Technology, and Communications career clusters, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Commercial Photography 1 Credit (Not a program of study, only an extra CTE elective.)

Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

Commercial Photography II 1 Credit (Not a program of study, only an extra CTE elective.)

Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. In addition to developing advanced technical knowledge and skills needed students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

Freshman	Sophomore	Junior	Senior
Principles of Art, AV Tech, and Communications	Graphic Design and Illustration I Lab	Graphic Design and Illustration II Lab	Practicum in Graphic Design Illustration
	Commercial Photography I	Commercial Photography II	

Manufacturing

Program of Study: Welding

Introduction to Welding 1 Credit

Students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. Knowledge and skills in the proper application of principles of manufacturing, the design of technology, the efficient production of technology, and the assessment of the effects of manufacturing production technology prepare students for success in the modern world.

Welding I 1 Credit

Welding students will gain the necessary knowledge and skill to become a successful welder. Students in this course should expect to be accomplished in the skills of ARC welding, MIG welding, and PLASMA ARC cutting. Students will fabricate different projects. Students will also have the opportunity to compete in various skill contests during the year.

Welding II 1 Credit

Prerequisite: Welding I

Welding II builds on the knowledge and skills developed in Welding I. Students will develop advanced welding concepts and skills related to personal and career development. Students will integrate academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Students will work on achieving the skills required for the American Welding Society Entry Level Welder Certification Program. Students should expect to develop a more in-depth understanding of the welding industry.

Practicum in Manufacturing 2 Credits

The practicum 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.

Freshman	Sophomore	Junior	Senior
Introduction to Welding	Welding I	Welding II/Lab	Practicum in Manufacturing

Health Science

Program of Study: Nurse Science

The Science of Nursing courses introduce students to basic research-based concepts in nursing. Topics include the nursing process, the importance of critical thinking to patient care, regulatory agencies, and professional organizations. Instruction includes skills needed to pursue a nursing degree and training requirements required for specialty nursing roles. Knowledge and skills learned will include emergency care, patient assessment, basic interpretation of vital signs, identification of patients with physical and mental disabilities, patient positioning, use of assistive devices, and application of nursing theories in patient care plans.

<https://tea.texas.gov/sites/default/files/NursingScience-ProgramOfStudy2020.pdf>

Freshman	Sophomore	Junior	Senior
Principles of Health Science	Medical Terminology	Leadership and Mng. in Nursing	Practicum in Nursing

Principles of Health Science 1 Credit

The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.

Medical Terminology PREQ: Biology and Chemistry 1 Credit

The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

Leadership and Management in Nursing PREQ: Biology, Chemistry, and 1 credit in a course from the Health Science Career Cluster 1 Credit

This course is designed to explore leadership and management in nursing, studying topics such as ethics, educational levels, career paths, regulatory bodies, and personal and professional leadership skills.

Practicum in Nursing 1 Credit

The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

Other Electives

Health Education I .5 Credit

The goal of health education is for students to demonstrate an understanding of the components of personal wellness. The health education curriculum is designed to help adolescents develop knowledge, attitudes, and skills to make responsible decisions and act in ways that prevent disease and reduce health-related risk behaviors.

Health Education II .5 Credit

The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and

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responsible decision making. The standards will help students reinforce, foster, and apply positive character traits.

Social Studies Research Methods .5 Credit

In Social Studies Research Methods, an elective course, students conduct advanced research on a selected topic in social studies using qualitative and/or quantitative methods of inquiry. Students present their research results and conclusions in written and visual or oral format. The course is designed to be conducted in either classroom or independent settings.

Students are required to do in-depth research using the National History Day (History Fair) parameters and guidelines to develop either an individual or group project of their choice. Students will develop research skills acting as historians discovering how to uncover primary sources, build historical context, and form historical interpretations. They will become experts on their research topics and present their research to teachers, students, and historians. Students will compete in the Big Bend Regional History Fair and possibly Texas History Day, the state competition.

May be taken four times. (.5 a semester for a total of 2 credits)

Special Topics in Social Studies .5 Credit

In Special Topics in Social Studies, an elective course, 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.

Students are required to do in-depth research using the National History Day (History Fair) parameters and guidelines to develop either an individual or group project of their choice. Students will develop research skills acting as historians discovering how to uncover primary sources, build historical context, and form historical interpretations. They will become experts on their research topics and present their research to teachers, students, and historians. Students will compete in the Big Bend Regional History Fair and possibly Texas History Day, the state competition.

May be taken four times. (.5 a semester for a total of 2 credits)

Sports Trainer - No Credit

Students will receive real-life experience using basic athletic training techniques.

Sports Trainer - No Credit

Students will receive real-life experience using basic athletic training techniques.

Journalism 1 Credit

Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Journalism, students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Published work of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.

Principles of Exercise and Wellness - 1 Credit, Grades 9-10

The Principles of Exercise Science and Wellness course is designed to provide for the development of knowledge and skills in fields that assist patients with maintaining physical, mental, and emotional health. Students in this course will understand diet and exercise, as well as techniques to help patients recover from injury, illness, and disease. They will also learn about introductory health science topics such as employability skills, lifespan development, and ethical and legal standards

Endorsements

Students can earn one or more endorsements as part of their graduation requirements. Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area. Students can earn endorsements by completing the curriculum requirements for the endorsement including 4 credits in math and science and 2 additional elective credits.

STEM:

Engineering: Engineering Program of Study, Algebra II, Physics and Chemistry requirements must be met.

Science: Physics, Chemistry, Botany, Zoology: Algebra II, Chemistry, Physics and 3 additional advanced science or math courses.

Business and Industry:

A coherent sequence of courses for four or more credits with at least two credits within the same cluster: Agriculture, Manufacturing, STEM, Arts AV/Technology and Communication or Public Service

Arts and Humanities:

Social Studies: World History, World Geography, US History, Gov't, Economics, Advanced Research in Social Studies (twice).

English: AP Literature and Composition, AP Language and Composition, Technical Writing, English IV

Multidisciplinary Studies:

- Four advanced courses from the endorsement areas;
- or four credits in each of the four foundation subject areas to include chemistry and/or physics, English IV or AP English course
- or four credits in AP or dual credit selected from English, mathematics, science, social studies, economics, LOTE, or fine arts.

Crosswalk for Sul Ross State University and Alpine ISD

***The University will NOT allow any overrides for prerequisite courses**

SRSU Course	Alpine ISD Course
ENG 1301 Composition I	English III or IV 1st half
ENG 1302 Composition II	English III or IV 2nd half
ENG 2311 Technical and Business Writing	Research/Technical Writing
MATH 1332 Contemporary Mathematics	Discrete Mathematics for Problem Solving

MATH 1314 College Algebra	Pre-Calculus
MATH 1316 Plane Trigonometry	Independent Study in Math
MATH 1342 Elementary Statistics	Statistics
MATH 2413 Calculus I (4 sch)	Independent Study In Mathematics
ASTR 1303 Stars and Galaxies	Astronomy
ASTR 1304 Solar System	Earth and Space Science
BIOL 1306 Biology for Majors I	Scientific Research & Design
BIOL 1307 Biology for Majors II	Scientific Research & Design
BIOL 1311 General Botany	Scientific Research & Design
BIOL 1313 General Zoology	Scientific Research & Design
BIOL 2301 Anatomy & Physiology	Anatomy & Physiology
BIOL 2302 Anatomy & Physiology II	Anatomy & Physiology
BIOL 2321 Microbiology	Medical Microbiology
CHEM 1311 General Chemistry I	Chemistry A
CHEM 1312 General Chemistry II	Chemistry B
GEOL 1303 Physical Geology	Advanced Plant and Soil Science

GEOL 1304 Historical Geology	Scientific Research & Design
GEOL 1305 Environmental Geology	Scientific Research & Design
IT 1309 Power Technology	Electrical Technology I
NRM 1301 Horticulture	Advance Plant and Soil
NRM 2303 Principles of Conservation Biology	Introduction to Renewable Energy
NRM 2305 Soils	Advanced Plant and Soil Science
PHYS 1301 College Physics I	Physics A
PHYS 1302 College Physics II	Physics B
ENG 2312 Writers of the American West	Reading
ENG 2315 Environmental Literature	Reading
ENG 2322 British Literature I	English IV 1st half
ENG 2323 British Literature II	English IV 2nd half
ENG 2327 American Literature I	Independent Study In English
ENG 2328 American Literature II	Independent Study In English
ENG 2331 World Literature	Independent Study In English
ENG Forms of Literature	Literary Genres

HIST 2301 World History to 1500	World History A
HIST 2302 World History since 1500	World History B
MAS 2301 Intro to Mexican-American Studies	Ethnic Studies:Mex American Studies
CJ 1301 Intro to Criminal Justice	Principles of Law, Public Safety
MUS 1309 American Music	Music Studies Music Appreciation I
PHIL 1301 Intro to Philosophy	Special Topics in Social Studies 1st time taken
PHIL 2302 Intro to Formal Logic	Special Topics In Social Studies 2nd time taken
PHIL 2306 Introduction to Ethics	Special Topics In Social Studies 3rd time taken
PHIL 2307 Intro to Social and Political Philosophy	Special Topics In Social Studies 4th time taken
PHIL 2316 Classical Philosophy	Social Studies Advanced Studies 1st time taken
PHIL 2321 Philosophy of Religion	Social Studies Advanced Studies 2nd time taken
WS 2301 Women's & Gender Studies	Special Topics In Social Studies 1st time taken
WS 2302 Intro to Masculinity & Gender Studies	Special Topics In Social Studies 2nd time taken
ART 1301 Art Appreciation	Art I Art Appreciation

FA 1302 Music Appreciation	Music Studies, Music Appreciation I
FA 1315 Fine Arts Appreciation	Art I Art Appreciation
MUSI 1308 Music Literature I	Music Studies Music Composition
MUSI 1312 Music Theory II	Music Studies Music Theory
THEA 1310 Intro to Theatre	Theatre I
HIST 1301 History of the United States to 1877	United States History A
HIST 1302 History of the United States since 1877	United States History B
PS 2305 Federal Government	United States Government
PS 2306 State Government	Special Topics in Social Studies 1st time taken
ANSC 2312 Current Issues in Ag	N/A
ANTH 1301 Cultural Anthropology	Specialized Topics in Science 1st time taken
ECON 2301 Principles of Macroeconomics	Economics with Emphasis on the Free Enterprise System and its Benefits
ECON 2302 Principles of Microeconomics	Economics Advanced Studies 1st time taken
GEOG 1302 World Regional Geography	Social Studies Advanced Studies 1st time taken

GEOG 2302 Geography of the US and Canada	World Geography Studies
PSYC 1302 Intro to Psychology - Psychology	Psychology
SOCI 2303 Intro to Sociology - Sociology	Sociology
COMM 1310 Fundamentals of Speech Communication	Communication Applications
COMM 1311 Intro to Speech Communication	Communication Applications
COMM 1315 Public Speaking	Public Speaking I
COMM 1320 Business and Professional Communication	Public Speaking II
SPAN 1411 Beginning Spanish I (4sch)	Languages Other than English Level I Span
SPAN 1412 Beginning Spanish II (4sch)	Languages Other than English Level II
SPAN 2311 Intermediate Spanish I	Languages Other Than English Level III
SPAN 2312 Intermediate Spanish II	Languages Other Than English Level IV

Alternate High School Foundation Four Year Plan with Endorsements

Name: _____ ID # _____

Graduation Year: _____ Date: _____

Alpine High School is currently planning on implementing an 8 period day schedule for the coming school year. Students should select 8 courses and one Alternate Elective for each grade level.

Subject	Credits Required	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	4				
Math	4				
Science	4				
Social Studies	4				
Foreign Language	2				
Fine Arts	1				
Physical Education	1				
Elective	2				
Elective	2				
Elective	2				
Elective					
Alternate Elective					

Endorsement: (Circle all that apply)

STEM Business and Industry Arts and Humanities Multi-Disciplinary Studies

Post-Secondary Plans: _____

Student Signature/Date

Parent

Figure: 19 TAC §61.1201(a)(1)

EXPLANATION OF AUTOMATIC COLLEGE ADMISSION AND CURRICULUM
REQUIREMENTS FOR FINANCIAL AID FOR HIGH SCHOOL
STUDENTS

Automatic Admission Requirements

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

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

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

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

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

To qualify for automatic admission an applicant must

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

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

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

State Financial Aid Programs with Curriculum Requirements

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

Individuals interested in the following financial aid opportunities are strongly encouraged to check the status of each grant program for the anticipated year(s) of enrollment in an institution of higher education at

<http://www.collegeforalltexas.com/apps/financialaid/tofa2.cfm?ID=458>.

Texas B-On-Time (BOT):

Applicants must meet one of the following academic requirements:

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

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

TEXAS Grant

Basic Initial Year (IY) Student Eligibility Curriculum Requirements

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

Priority Model Initial Year (IY) Student Curriculum Eligibility Requirements

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

AREA	REQUIREMENT(S)
Advanced Academic Program	Earn 12 hours of college credit (dual credit or AP courses), complete the Distinguished Achievement Program (DAP), or complete the International Baccalaureate (IB) Program
TSI Readiness	Meet the Texas Success Initiatives (TSI) assessment thresholds or qualify for an exemption
Class Standing	Graduate in the top one-third of the HS graduating class or have a B average
Advanced Math	Complete at least one math course beyond Algebra II as determined by the Texas Education Agency (TEA) or complete at least one advanced career and technical course, as determined by TEA

My signature below constitutes my acknowledgment that I have been provided with a copy of the explanation of automatic college admission and curriculum requirements for the financial aid form.

_____ Date _____ Student

_____ Date _____ Parent/Guardian

_____ Date _____ School Counselor

