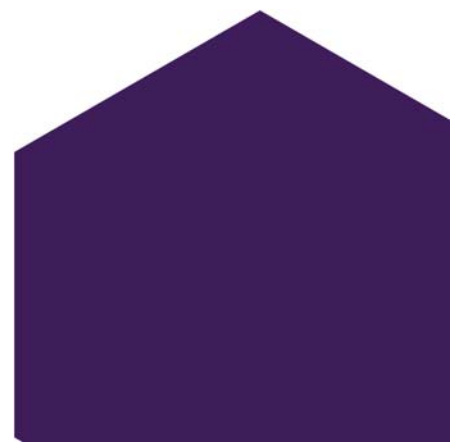
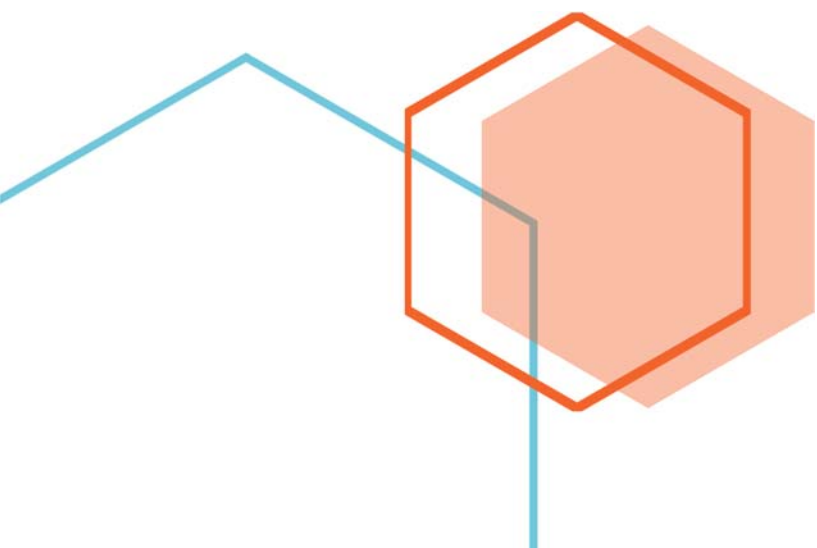




HSI-Sugar Land High School



COURSE SELECTION GUIDELINE
2020-2021





Harmony Public Schools

Our Mission

Our mission at Harmony Public Schools (HPS) is to prepare each student for higher education by providing a safe, caring, and collaborative atmosphere featuring a quality, student-centered educational program with a strong emphasis on Science, Technology, Engineering, and Mathematics.

Founding members of Harmony Public Schools believe that excelling in math and science prepares youth to succeed in college, the workplace, and the 21st century. Harmony schools demonstrate that, with a high-quality program and the right social and emotional supports in place, all students, regardless of racial or economic background, can achieve outstanding results. At Harmony, students are expected to master their subjects, and every Harmony student graduates as college-ready. Our high school program is designed to provide each student with the essential elements of a college prep education, along with opportunities to engage in the exploration of intense study within particular fields of interest. Through the following components, every Harmony student will attain skills and abilities that are

Required Academic Program for HPS High School Graduation

In accordance with House Bill 5, all students are required to choose one endorsement in order to graduate under the State of Texas Foundation High School Plan.

“Foundation High School Plan with Endorsements with Distinguished Level of Achievement” is the default plan all Harmony students are expected to follow. In order to earn a high school diploma from any Harmony Public School, each student must fulfill the core academic requirements.



| | |
|--|----|
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HARMONY - COLLEGE READY

Student Expectations and Commitment

At Harmony, all students are expected to:

- Receive a college-readiness label with an eligible test score by the end of junior year (see Table 1)
- Complete the 4x4 graduation plan
- Receive acceptance to a four-year college or university

Table 1: College Readiness Scores

| Test | Combined Score | Math | Reading | Writing |
|------|----------------|-----------------|-----------------|---|
| TSI | N/A | 350-390 | 351-390 | 340- 390 and 4 on essay OR 310 - 339 and level 4-6 on ABE Diagnostic and 5 on essay |
| SAT | N/A | Min. 530 | Min. 480 | N/A |
| ACT | 23 | Min. 19 | Min. 19 | N/A |

How to Earn Credits

Courses vary from one to two semesters in length. Students can earn a half credit for each semester course and a whole credit for a year-long course*. Students earn credits when they pass their courses with the minimum of 70% average and meet 90% attendance requirement.

Any course taken outside of Harmony system without campus administration approval don't receive points towards GPA calculation and students will NOT be awarded with high school credit for courses taken without HSI-Sugar Land campus approval. Students are expected to consult with counselors before enrolling in any course outside of Harmony Public Schools.

Summer Courses

Starting with the Class of 2021 and beyond (freshman and sophomore during 2018-19 year), all high school credit courses

- Including dual and online (excluding credit recovery purposes*)
- Taken outside of Harmony Public Schools in summer will be awarded credit but not receive points on the GPA calculation.

*Both attempted credits (failed and recovery) will receive points on the GPA (Including Summer recovery).



Schedule Changes

Students must choose their courses carefully and with the advice of their counselor and parents to minimize the need for a change. The master schedule is built to accommodate the classes originally chosen by the student. A copy of the courses requested will be provided to the students at the end of the school year. Any course request changes for the following school year must be made before the end of the spring semester. Parents of 8th-grade students will have opportunities to receive assistance with course registration. Parents are strongly encouraged to attend one of the help-sessions or schedule an appointment with school administrators.

Schedule changes based on teacher, elective, or section preferences will not be honored. The administration reserves the right and has the responsibility to only make changes as necessary to meet graduation requirements, balance class sizes, correct administrative or clerical error, reflect changes in school personnel, or other educationally appropriate reasons.

In determining whether there are extenuating circumstances for an absence, the Attendance Review Committee will use the following guidelines:

- Changes requested after the Course Plan has been submitted will be made only for the following reasons per counselor approval:
 - A senior student needs to make up deficient graduation credits
 - A student received a failing grade and needs to repeat the class for high school graduation requirements or to meet college eligibility requirements
 - A student is in the incorrect course level
 - A course requested will not be offered due to budgetary restraints or low-class size
 - A student completed a course credit at summer school

- Campus administrators can consider level changes on extenuating circumstances during the first semester. Level changes can be requested by students, parents, and teachers based on availability (grades from the dropped upper-level course will be carried into the added lower-level course).
- Students may request a course change according to the following guidelines in the first 15 school days of the academic year. Afterwards, all course change requests will be considered for the second semester.
 - Placement recommendation based on academic performance
 - Medical/health issues require adjustment in schedule
 - Course needed for graduation or college eligibility requirements



HIGH SCHOOL GRADUATION REQUIREMENTS

In order for a student to graduate from Harmony Public Schools, the student must fulfill:

- HPS High School Credit Requirement
- Passing Score on Texas State Assessments (STAAR)
- Admission by a 4-Year College
- Minimum 100 Community Service Hours

Course-by-Credit Summary

Harmony’s High School Program is designed to ensure acceptance, enrollment, and success in 4-year universities, and requires the following course-by-credit plan for all students, regardless of the plan they choose to graduate. Exceptions may apply to students receiving Special Education services.

Table 6: HPS High School Credit Requirement

| Course | Credit |
|------------------------------|-------------------------|
| English | 4.0 |
| Mathematics | 4.0 |
| Science | 4.0 |
| Social Studies & Economics | 4.0 |
| Physical Education | 1.0 |
| Languages other than English | 3.0 ² |
| Fine Arts | 1.0 |
| Electives | 6.0 |
| Local Credit Courses | 6LC ³ |
| TOTAL | 26 credits + 6LC |

1. Community service requirement is 25 hours per year.

2. May be waived for students in special programs and students with no LOTE credit in 8th grade. Those students may fulfill the requirement with two LOTE credits.

3. This is the maximum number for local credits. Based on assessment data, students may be exempt from a local credit course to receive another state credit course.

Community Service Hours

Community Service is any service that is done for non-profit agencies and organizations, educational institutions, and/or religious organizations. For activities that do not fall in these categories, justification is required to demonstrate how the community is being served by the activities.

In order to earn volunteer hours, activities coordinated by non-profit agencies and organizations, educational institutions, and/or religious organizations must provide service to the community as a whole. Responsibilities related to membership in non-profit agencies and organizations, educational institutions, and/or religious organizations are **NOT** acceptable for voluntary public service.

Activities pursued, as a member of an organization or service club such as Key Club, NHS, Hand in Hand, Student Council fraternities or sororities must provide service to the community. Work related to internal, membership activities (such as recruitment, training or initiation) does **NOT** qualify for



voluntary community service. Service volunteered at private businesses does **NOT** qualify for voluntary community service.

You have two options for reporting hours:

When hours served are with an organization or club at HSI-Sugar Land,

Please follow the steps mentioned in the videos provided below to submit your community hours for approval by your assigned counselor.

Note: Using Non-Profit official email is *REQUIRED* when verifying hours through x2Vol.

*When hours served are **NOT** with an organization or club at HSI-Sugar Land*

Please attach

1. A Letter on letterhead from the location where you served giving the dates served, total hours, signed by the person responsible for you when you served, and describing how you served the greater community at large **OR**
2. A HSI-Sugar Land Verification Form with a business card attached from the person who signs the form for you.

When you submit your community hours for approval by your assigned counselor following the steps mentioned in the videos provided below

- **[How do I register or join x2VOL as a student?](#)**
- **[How do I log hours in x2VOL?](#)**



Note: Due to a conflict of interest, verification by a family members include parents, siblings, and offspring is NOT acceptable for volunteer community service hours.










Graduation Toolkit


Information for Planning Your
High School Years & Beyond

 Overview
 Benefits

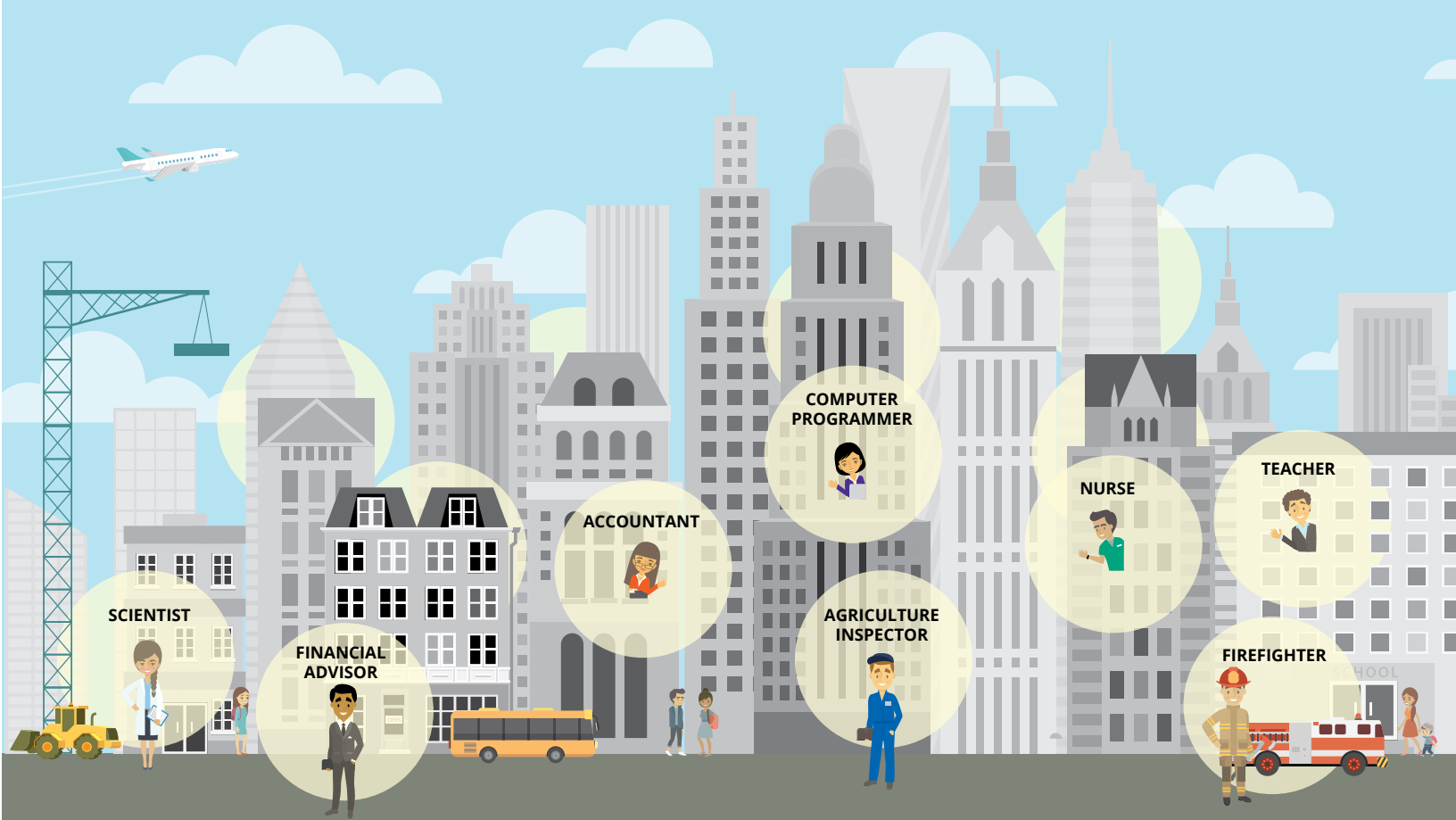
 Choices
 Checklists

 Resources
 Glossary

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-  Going Above and Beyond 9
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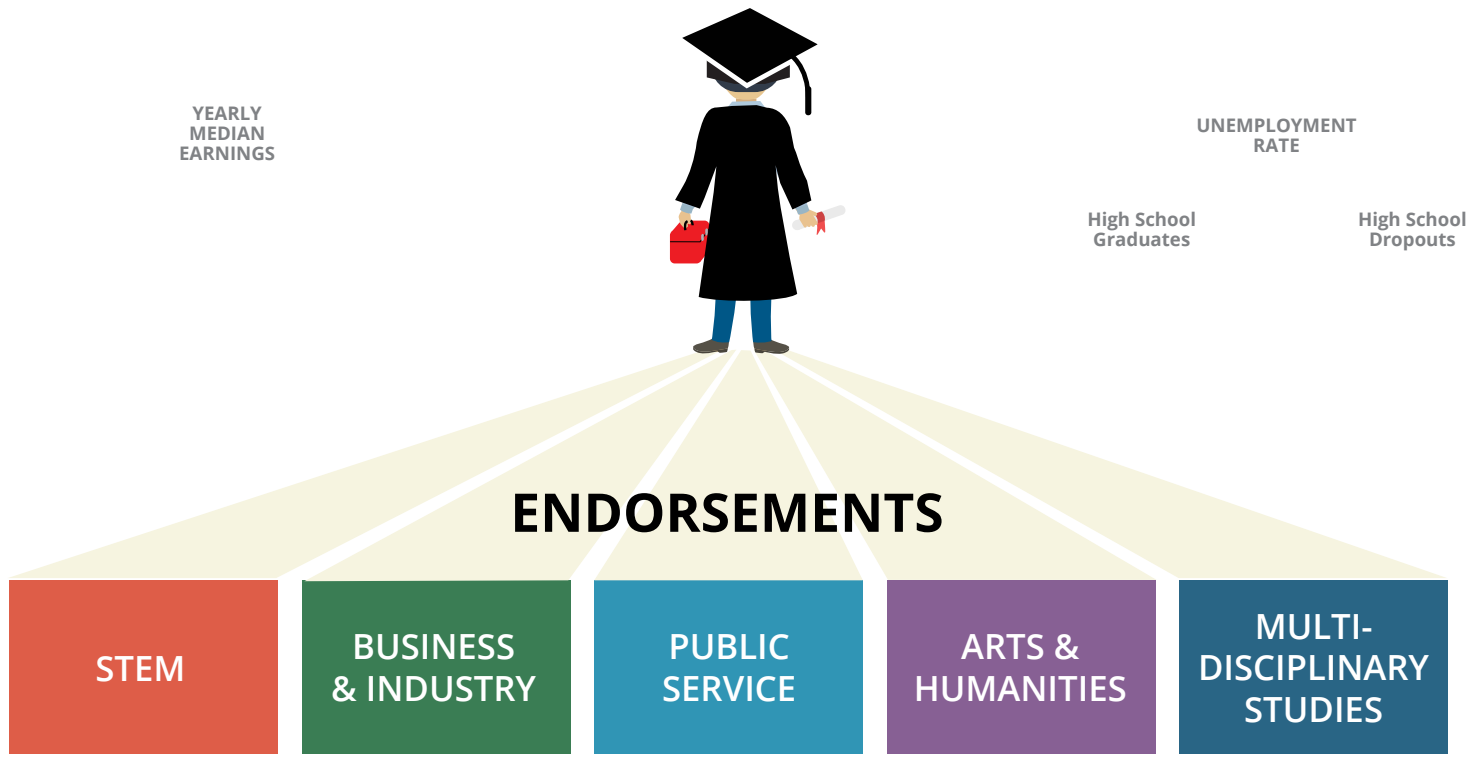


At least **60%** of Texans ages 25-34 will have a postsecondary certificate or degree by 2030.
60x30TX.com



There are a lot of careers out there.

Texas students have a wealth of choices for their plans after high school. The careers displayed here represent several of the many occupations that are in demand in the state of Texas. The Foundation High School Program and Endorsements help students effectively determine their interests and plan for their postsecondary training and education.



Texas Education Agency Graduation Toolkit

Graduation Program – Overview

Foundation High School Program

A flexible graduation program that allows students to pursue their interests have been in place for all students who enter high school since the 2014-2015 school year.

Students may customize their high school experience beyond the Foundation High School Program.



*A student may graduate without earning an endorsement if, after his or her sophomore year, the student's parent signs a waiver permitting the student to omit the endorsement requirement.

Texas Education Agency Graduation Toolkit

✓ Foundation High School Program

A **Foundation High School Program** is required to graduate and makes up the core of the Texas high school diploma program.

Course Credit: What is a credit, anyway?

A credit is a unit of measure awarded for successful completion of a high school course. Completion of a one-semester course typically earns one-half of a credit for a student. For the Foundation High School Program, the basic requirement is for Texas public school students to earn **22 credits**.

| | | | | |
|---|--|--------------|-------------------------------|------------------------------|
| English (4 credits) | • English I | • English II | • English III | • An advanced English course |
| Mathematics (3 credits) | • Algebra I | • Geometry | • An advanced math course | |
| Science (3 credits) | • Biology | • Physics | • Chemistry | • An advanced science course |
| Social Studies (3 credits) | • World History or World Geography | | • U.S. History | |
| | • U.S. Government (one-half credit) | | • Economics (one-half credit) | |
| Languages Other Than English (2 credits) | • 2 credits in the same language or | | | |
| | • 2 credits from Computer Science I, II, III | | | |
| Physical Education (1 credit) | | | | |
| Fine Arts (1 credit) | | | | |
| Electives and Career Technical Education (CTE) (5 credits) | | | | |
| Speech: | • Demonstrated proficiency | | | |

Did You Know?



Industry-Based Certification

Students can earn a performance acknowledgement on their diploma by earning an Industry-Based Certification. Industry-Based Certifications assist students in entering into careers.

Work-Based Learning

Interactions with industry or community professionals in real workplace settings or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required of a given career field, which are aligned to curriculum and instruction. These experiences can include participation in cooperative education, internships, apprenticeships, or mentoring programs in high school which are related to the career interests of the student.

Texas Education Agency Graduation Toolkit



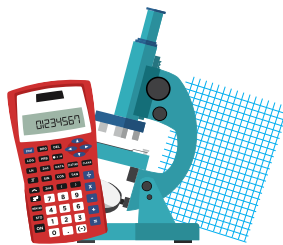
Endorsement Options – Choices

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 earn an endorsement by completing the curriculum requirements for the endorsement, including 4 credits in both math and science and 2 additional elective credits.

Students can choose from 5 endorsement areas:



Science, Technology, Engineering and Mathematics (STEM)

(one of the following or a combination of no more than two of these categories)

- Career and Technical Education (CTE) courses related to STEM
- Computer Science
- Mathematics
- Science



Business and Industry

(one of the following or a combination of areas)

- Agriculture, Food and Natural Resources
- Arts, Audio Video Technology and Communications
- Finance
- Marketing
- Hospitality and Tourism
- Information Technology
- Manufacturing
- Technology Applications
- Architecture and Construction
- Business Management and Administration
- Transportation or Distribution and Logistics
- English electives in public speaking, debate, advanced broadcast journalism, advanced journalism including newspaper and yearbook

Students must select an endorsement upon entry into the ninth grade. Districts and charters are not required to offer all endorsements. If only one endorsement is offered, it must be multidisciplinary studies.



Public Service

(one of the following)

- Human Services
- Law, Public Safety, Corrections and Security”
- Health Science

- Education and Training
- Government and Public Administration
- Junior Reserve Officer

Training Corps (JROTC)



Arts and Humanities

(one of the following)

- 2 levels each in two languages other than English (LOTE)
- 4 levels in the same LOTE

- Courses from one or two areas (music, theater, art, dance) in fine arts
- English electives not included in Business and Industry

- Social Studies
- American Sign Language (ASL)



Multi-Disciplinary Studies

(one of the following)

- 4 advanced courses from other endorsement areas

- 4 credits in each foundation subject area, including English IV and chemistry and/or physics and Algebra II

- 4 credits in Advanced Placement, International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, LOTE or fine arts

***Students may earn more than one endorsement.
Visit your school counselor to learn more about your options.**

Texas Education Agency Graduation Toolkit



Distinguished Level of Achievement

Distinguished Level of Achievement

A student may earn the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance. The Distinguished Level of Achievement requires more math and more science than the Foundation High School Program. The Distinguished Level of Achievement requires:

- A total of four credits in math, including Algebra II;
- A total of four credits in science; and
- Successful completion of an endorsement in your area of interest.

The Distinguished Level of Achievement **must** be earned to be admitted to a Texas public university under the Top 10 percent automatic admission law. Moreover, any student receiving state financial aid must have completed this rigorous program.

Choices Determine Options

Most of the high-wage and in-demand jobs available now and in the future require education and training beyond a high school diploma. Whether you intend to pursue a high-demand, industry workforce credential from a community or technical college or a traditional four-year degree from a university, the choices made in high school will determine your future options.

To best prepare yourself now for the transition to post-high school education and career entrance, choosing and taking the right classes is essential.

Why it matters — Benefits

The Distinguished Level of Achievement opens a world of educational and employment opportunities for you beyond high school. The Distinguished Level of Achievement:

- **Allows you to compete for Top 10% automatic admissions eligibility at any Texas public university;**
- **Positions you among those first in line for a TEXAS Grant* to help pay for university tuition and fees; and other financial aid options**
- **Ensures you are a more competitive applicant at the most selective colleges and universities.**
- **Prepares you for college-level coursework at community/technical colleges and universities**
- **Provides opportunity for immediate enrollment in classes related to your chosen field of study; and**
- **Lays a strong foundation to successfully complete an industry workforce credential or college degree.**

*A student may graduate without earning an endorsement if, after his or her sophomore year, the student's parent signs a waiver permitting the student to omit the endorsement requirement.

Texas Education Agency Graduation Toolkit



Performance Acknowledgments note outstanding achievement in specific areas. These distinctions will be included in your high school diploma and better position you for successful entry into college and/or the workforce.

*Performance Acknowledgments Areas

- dual credit courses
- bilingualism and biliteracy
- PSAT, ACT ASPIRE®, SAT or ACT
- Advanced Placement or International Baccalaureate exams
- earning a state-, nationally- or internationally-recognized business or industry certification or license
- OnRamps courses



Texas Education Agency Graduation Toolkit

College and Career Resources

Big Future

<https://bit.ly/2EcKdJl>

There are more than 2,000 colleges in the United States. Find the right college for you!

Compare College TX

www.comparecollegetx.com

Compare College TX is an interactive, mobile-friendly web tool designed to help students and parents learn more about Texas public universities and community/technical colleges.

GEAR UP

<https://www.texasgearup.com/>

GEAR UP helps Texas students to be successful in college and beyond. Explore resources to answer your burning college questions.

Job's Y'all

<https://jobsyall.com/>

Jobs Y'all is where you can explore meaningful, high wage careers in growing industries. Here, you will discover rewarding jobs in your hometown and throughout Texas. Find the career that matches your interests and goals.

MapMyGrad

<https://texasoncourse.org/tools/mapmygrad/>

Students zero in on skills and interests to explore careers and endorsements and plan a path through high school



Middle Galaxy

<https://www.middlegalaxy.org/>

Texas middle school students have big decisions to make about their futures, starting in eighth grade! This space-themed game makes it easy to learn about options in high school and beyond.

Share Your Road

<https://roadtriplation.shareyourroad.com/>

Need a little inspiration? Learn how others got to where they are today from real stories of career and life journeys of people from all walks of life.

Texas Career Check

<https://texascareercheck.com/>

Students can use this interactive tool to search and explore occupations that interest them. Labor Market Information is provided regarding annual salary and projected job openings and can be filtered by region.

Texas Internship Challenge

<https://www.txinternshipchallenge.com/vosnet/Default.aspx>

This internship connection site enables students to gain valuable work-based learning experience while in high school. Students across the state can search for an internship where they live.

Texas Reality Check

<https://texasrealitycheck.com/>

Students can use this lifestyle calculator to walk through the expenses that they are likely to incur each month and decide how much to spend on their lifestyle. This tool provides a realistic understanding of minimum salary needs and explores occupations that enable students to earn the salary they want.

Texas Education Agency Graduation Toolkit

College and Career Resources

Preparing for Your Career

Two-thirds of the high demand jobs opening in Texas will require some postsecondary education. You can position yourself for successful career entry in several ways:

While in high school, you will want to:

- Determine** which of the five endorsements offered under the Foundation High School Program best aligns with your career goals.
- Complete** your selected endorsement along with the required Foundation High School Program.
- Learn** about industry fields and targeted occupations that provide high wages and are in-demand in your region.
- Research** what training and education levels beyond high school are required to enter your industry field of interest.
- Take** every opportunity to connect directly with employers. Ask your college advisor for help!
- Find** training and certifications for specific occupations or skills through community colleges or career and technical schools and community colleges at www.texasworkforce.org/svcs/propschools/career-schools-colleges.html.

Did You Know...



...over their lifetime a high school graduate with a bachelor's degree **earn 84 percent more**^{1,2} than a high school graduate?

...the highest ranking graduate at each Texas public high school receives a voucher from the Texas Education Agency that can be used as a **scholarship to cover tuition costs** at any Texas public college or university?

...students ranked in the Top 10 percent of their graduating class from an accredited public or private Texas high school may be **eligible for automatic admission** to a Texas public university if they have completed the Distinguished Level of Achievement?³

...over their lifetime, high school graduates with a workforce certification from a community or technical college **earn 20 percent more**⁴ than those with only a high school diploma?

¹Texas Workforce Commission

²Center on Education and the Workforce, "The College Payoff: Education, *Occupations, Lifetime Earnings," August 2011. Georgetown University

³Get the facts at www.collegeforalltexas.com or studentaid.ed.gov

⁴Center on Education and the Workforce, "Certificates: Gateway to Gainful Employment and College Degrees," 3 June 2012. Georgetown University

Texas Education Agency Graduation Toolkit



Graduation Checklists

8th Grade

- Review** choices offered under the **Foundation High School Program** and the **Endorsements** to decide on your future academic path.
- Select** the endorsement that best fits your area of personal interest and the major you plan to study in college.
- Recognize** that most college admissions processes value rigorous advanced courses including **Algebra II**, higher-level science courses and languages other than English.

9th/10th Grade

- Monitor** high school credits; be sure to meet all **local and state requirements**.
- Take dual credit** or **Advanced Placement courses** if possible to earn college credit while still in high school.
- Keep** list of awards, honors and extracurricular activities for scholarship and college applications.
- Research** colleges or universities you are interested in attending.
- Check** admission and application requirements and timelines.
- Consider** taking SAT/ACT preparation classes.
- Sign up** and take the ACT and/or SAT test, preferably in your junior year but no later than the fall of your senior year.
- Explore** interests and take advantage of **Career Exploration** opportunities and attend site visits during college open house days.
- Attend college nights** hosted by your high school.
- Talk** with school representatives about the types of financial aid available.
- Take** the Preliminary SAT (PSAT)/National Merit Scholarship Qualifying Test in your sophomore year for practice. In your junior year, take the PSAT for eligibility for the National Merit Scholarship Competition. Students who take the PSAT or ACT ASPIRE® tend to score higher on the SAT or ACT than those who do not.
- Take** Career and Technical Education courses related to your career interests.

11th/12th Grade

- Take dual credit** or **Advanced Placement courses** if possible to earn college credit while you are still in high school.
- Visit** with your counselor or college advisor about available scholarships. Be sure to apply early and for as many scholarships as possible. Do not limit yourself to local scholarships.
- Fill out** the FAFSA (Free Application for Federal Student Aid) or the TAFSA (Texas Application for State Financial Aid) early in the fall of your senior year.
- Apply** to college during the fall of your senior year.

If you plan to pursue technical training or enter the workforce after graduation, see the **Information - Workforce Resources** page or visit **Texas Reality Check** at www.texasrealitycheck.com/.

Texas Education Agency Graduation Toolkit

Glossary

Advanced Academics

Advanced Academics includes courses, programs, assessments, services and supports that provide opportunities for students to demonstrate college and career readiness and earn postsecondary credit.

Advanced Placement

College-level coursework designed by the College Board which provides students the potential to earn college credit with a qualifying score on an Advanced Placement exam.

Course Credit

A unit of measure awarded for successful completion of a course. Completion of a one-semester course typically earns one-half credit for a student.

Distinguished Level of Achievement

A high level of academic achievement earned by going beyond the Foundation High School Program. It requires a total of 26 course credits, including Algebra II, a fourth science credit and an endorsement. A student must earn this designation to be eligible for Top 10 percent automatic admission to a Texas public community college or university. It is also a requirement for receiving state financial aid.

Dual Credit

Dual credit is a process by which a high school student enrolls in a college course and receives simultaneous academic credit for the course from both the college and the high school.

End-of-Course Exams (EOC)

STAAR end-of-course exams are state mandated tests given during the final weeks of a high school course. In addition to meeting graduation course requirements, students are required to pass five end-of-course exams to earn a diploma from a Texas public high school. Those five exams are given when a student takes English I and II, Biology, Algebra I and U.S. History courses. **Endorsements**

Areas of specialized study. The areas are:

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

A district or charter that offers only one endorsement must offer Multidisciplinary Studies.

Foundation High School Program (FHSP)

The basic 22-credit graduation program for Texas public school students.

Industry-Based Certificate

A state-, national- or internationally-recognized credential that aligns with the knowledge and skills standards identified by an association or government entity representing a particular profession or occupation and valued by business or industry. Examples include a credential for certified nurse aid (CNA) or the automotive service excellence (ASE) certification in the automotive industry.

Texas Education Agency Graduation Toolkit

Glossary

Performance Acknowledgments

Students may earn an additional acknowledgment on their transcripts because of outstanding performance in areas such as dual credit courses and bilingualism and biliteracy; on Advanced Placement, International Baccalaureate, PSAT, ACT ASPIRE[®], the SAT or ACT exams; or by earning a state-, nationally- or internationally-recognized business or industry certification.

STAAR

State of Texas Assessments of Academic Readiness (STAAR) is the state-mandated test given annually to students in grades 3-8 and in five high school courses.





COURSE OFFERINGS

| All Courses | | | | |
|-----------------------|--|---|---|--|
| Subject | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
| English | English I <u>OR</u> English I Honors | English II <u>OR</u> English II Honors | English III <u>OR</u> English Language AP <u>OR</u> English Language AP/D | College Prep: English <u>OR</u> English IV <u>OR</u> English IV-D <u>OR</u> English Literature AP <u>OR</u> English Literature AP/D <u>OR</u> English Language AP <u>OR</u> English Language AP/D <u>OR</u> Research/Technical Writing |
| Math | Algebra I <u>OR</u> Algebra I Honors <u>OR</u> Geometry Honors* <u>OR</u> Algebra II Dual* <u>OR</u> Algebra II Honors* | Geometry <u>OR</u> Geometry Honors <u>OR</u> Algebra II Honors* <u>OR</u> Algebra II-D* <u>OR</u> Pre-Calculus Honors* <u>OR</u> Pre-Calculus-D* | Algebra II <u>OR</u> Algebra II-D <u>OR</u> Algebraic Reasoning <u>OR</u> Algebra II Honors <u>OR</u> Computer Science A AP <u>OR</u> Pre-Calculus Honors <u>OR</u> Pre-Calculus-D <u>OR</u> Calculus AB AP* <u>OR</u> Statistics AP <u>OR</u> Statistics <u>OR</u> Statistics-D <u>OR</u> Digital Electronics | Algebra II <u>OR</u> Algebra II-D <u>OR</u> Algebra II Honors <u>OR</u> Pre-Calculus Honors <u>OR</u> Pre-Calculus-D <u>OR</u> Statistics <u>OR</u> Statistics-D <u>OR</u> Statistics AP <u>OR</u> College Prep: Math <u>OR</u> Digital Electronics <u>OR</u> Calculus AB AP* <u>OR</u> Calculus BC AP <u>OR</u> Computer Science A AP <u>OR</u> Independent Study In Mathematics (Calculus I Prep New) |
| Social Studies | Geography World <u>OR</u> Geography AP Human | World History <u>OR</u> World History AP <u>OR</u> Personal Financial Literacy | U.S History <u>OR</u> U.S History-AP <u>OR</u> US History On-Ramps (New) <u>OR</u> Personal Financial Literacy | U.S Government/ Economics <u>OR</u> U.S Government-D/ Economics-D <u>OR</u> US Government AP (New) <u>OR</u> Personal Financial Literacy |
| Science | Biology <u>OR</u> Biology Honors | Chemistry <u>OR</u> Chemistry-Honors/D <u>OR</u> Chemistry Honors <u>OR</u> Physics On-Ramps I (New) <u>OR</u> Physics <u>OR</u> Physics Honors | Physics <u>OR</u> Physics Honors <u>OR</u> Physics On-Ramps I (New) <u>OR</u> Physics I AP <u>OR</u> Physics C AP <u>OR</u> Chemistry <u>OR</u> Chemistry Honors <u>OR</u> Chemistry Honors/D <u>OR</u> Anatomy and Physiology <u>OR</u> Anatomy & Physiology-D <u>OR</u> Biology AP <u>OR</u> Chemistry AP <u>OR</u> Chemistry AP/D <u>OR</u> Scientific Research and Design <u>OR</u> Engineering Science <u>OR</u> Pathophysiology <u>OR</u> | Medical Microbiology <u>OR</u> Anatomy and Physiology <u>OR</u> Anatomy & Physiology-D <u>OR</u> Biology AP <u>OR</u> Chemistry AP <u>OR</u> Scientific Research and Design <u>OR</u> Engineering Science <u>OR</u> Pathophysiology <u>OR</u> Chemistry AP <u>OR</u> Physics On-Ramps I (New) <u>OR</u> Physics C: Mechanics AP <u>OR</u> Physics C: Electromagnetic AP (New) <u>OR</u> Environmental Science AP |
| PE | Foundation of Personal Fitness <u>OR</u> PE Substitution Athletics 1** | Foundation of Personal Fitness <u>OR</u> PE Substitution Athletics 1** | Foundation of Personal Fitness <u>OR</u> PE Substitution Athletics 1* PE Substitution Athletics II (New) ** | Foundation of Personal Fitness <u>OR</u> PE Substitution Athletics 1* PE Substitution Athletics II (New) ** |
| Fine Arts | Art I <u>OR</u> Music I Orchestra I <u>OR</u> Music I Choir I <u>OR</u> Music I Inst. Ensemble I Music I Guitar I (New) Music I Piano I (New) | Art II Design I <u>OR</u> Music II Orchestra II. <u>OR</u> Music II Choir II <u>OR</u> Music II Inst. Ensemble II | Art III Design II <u>OR</u> Art III Ceramics <u>OR</u> Music III Orch. <u>OR</u> Music III Choir <u>OR</u> Music III Orch. | AP Studio Art: Design <u>OR</u> Music IV Orch. <u>OR</u> Music IV Choir <u>OR</u> Music IV Orch IV. Music Studies Music Appr. I-D |
| L.O.T.E. | Spanish HS I <u>OR</u> Turkish HS I <u>OR</u> Spanish HS II <u>OR</u> Turkish HS II <u>OR</u> Computer Science A AP <u>OR</u> Computer Science Principles <u>OR</u> | Spanish HS I <u>OR</u> Turkish HS I <u>OR</u> Spanish HS II <u>OR</u> Turkish HS II <u>OR</u> Spanish HS III <u>OR</u> Turkish HS III <u>OR</u> Computer Science A AP <u>OR</u> Computer Science Principles <u>OR</u> Spanish Lang AP | | Spanish HS I <u>OR</u> Turkish HS I <u>OR</u> Spanish HS II <u>OR</u> Turkish HS II <u>OR</u> Spanish HS III <u>OR</u> Turkish HS III <u>OR</u> Computer Science A AP <u>OR</u> Computer Science Principles <u>OR</u> Spanish Lang AP <u>OR</u> Spanish Literature AP |

Course Selection Guideline 2020-2021

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| HSI-Sugar Land CORE COURSES | | | | | | |
|------------------------------------|--------------------------------------|-------------------|---------------------|--------------|---------------------------------|--|
| Subject Area | Course Title | Offered In | Credit Hours | Level | Pre-Requisite | Comment |
| English | English I | 9 | 1 | On Level | None | Course MUST be taken on the campus |
| English | English I Honors | 9 | 1 | Honors | None | Course MUST be taken on the campus |
| English | English II | 10 | 1 | On Level | English I | Course MUST be taken on the campus |
| English | English III | 11 | 1 | On Level | English II | Course MUST be taken on the campus |
| English | AP English Language & Composition | 11 | 1 | AP/Dual | Honors English II (Recommended) | Course MUST be taken on the campus due to British Literature requirement |
| English | English IV | 12 | 1 | On Level | English III | Course MUST be taken on the campus due to British Literature requirement |
| English | AP English Literature & Compositions | 12 | 1 | AP/Dual | English III | Course MUST be taken on the campus |
| Mathematics | Algebra I | 9 | 1 | On Level | 8th grade math or equivalent | Course MUST be taken on the campus |
| Mathematics | Algebra I Honors | 8-9 | 1 | Honors | 8th grade math or equivalent | Course MUST be taken on the campus |
| Mathematics | Geometry | 9-11 | 1 | On Level | Algebra I | Course MUST be taken on the campus |
| Mathematics | Geometry Honors | 9-10 | 1 | Honors | Algebra I | Course MUST be taken on the campus |
| Mathematics | Algebra II | 10-11 | 1 | On Level | Algebra I | Course MUST be taken on the campus |
| Mathematics | Algebra II Honors | 10-11 | 1 | Honors | Algebra I | Course MUST be taken on the campus |
| Mathematics | Algebra II-D | 10-11 | 1 | AP/Dual | Algebra I | Course MUST be taken on the campus and Must be taught by HSI-Sugar Land embedded staff due to independent study component |
| Mathematics | Pre-Calculus Honors | 10-12 | 1 | Honors | Geometry, Algebra II | Course MUST be taken on the campus due to independent study component |
| Mathematics | Pre-Calculus-D | 10-12 | 1 | AP/Dual | Geometry, Algebra II | Course MUST be taken on the campus and Must be taught by HSI-Sugar Land embedded staff due to independent study component |
| Mathematics | College Prep Math | 12 | 1 | On-Level | | Course MUST be taken on the campus |
| Mathematics | Calculus AB AP | 11-12 | 1 | AP/Dual | Pre-Calculus | Course MUST be taken on the campus |
| Mathematics | Calculus BC AP | 11-12 | 1 | AP/Dual | Pre-Calculus | Course MUST be taken on the campus |
| Mathematics | Calculus-D (New) | 11-12 | 1 | AP/Dual | Pre-Calculus | Course MUST be taken on the campus |
| Science | Biology | 9 | 1 | On Level | 8th Grade Science | Course MUST be taken on the campus |
| Science | Biology Honors | 9 | 1 | Honors | 8th Grade Science | Course MUST be taken on the campus |
| Science | Chemistry | 10-12 | 1 | On Level | Algebra I, Biology | Course MUST be taken on the campus |
| Science | Chemistry Honors | 10-12 | 1 | Honors | Algebra I, Biology | Course MUST be taken on the campus |
| Science | Physics | 11 | 1 | On Level | Algebra I | Course MUST be taken on the campus |

Course Selection Guideline 2020-2021

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| HSI-Sugar Land CORE COURSES | | | | | | |
|------------------------------------|------------------------------|-------------------|---------------------|--------------|--|---|
| Subject Area | Course Title | Offered In | Credit Hours | Level | Pre-Requisite | Comment |
| Science | Physics Honors | 11 | 1 | Honors | Algebra I | Course MUST be taken on the campus |
| Science | Environmental Science | 12 | 1 | On Level | Biology | Course MUST be taken on the campus |
| Science | AP Environmental Science | 11-12 | 1 | AP/Dual | Algebra I, Biology | Course MUST be taken on the campus |
| Science | Anatomy and Physiology | 12 | 1 | On Level | Three years of high school science, including Biology | Course MUST be taken on the campus |
| Science | AP Biology | 10-12 | 1 | AP/Dual | Biology, Chemistry | Course MUST be taken on the campus |
| Science | AP Chemistry | 11-12 | 1 | AP/Dual | Chemistry, Completion or concurrent enrollment in Algebra II is highly recommended | Course MUST be taken on the campus |
| Science | AP Physics I | 10-12 | 1 | AP/Dual | Completion or concurrent enrollment in Algebra II is highly recommended | Course MUST be taken on the campus |
| Science | AP Physics II | 11-12 | 1 | AP/Dual | Honors Physics or AP Physics 1 | Course MUST be taken on the campus |
| Science | AP Physics C | 11-12 | 1 | AP/Dual | Honors Physics or AP Physics 1 or AP Physics II | Course MUST be taken on the campus |
| Social Studies | World Geography | 9-10 | 1 | On Level | None | Course MUST be taken on the campus |
| Social Studies | AP Human Geography | 9 | 1 | AP/Dual | None | Course MUST be taken on the campus |
| Social Studies | AP World History | 10 | 1 | AP/Dual | None | Course MUST be taken on the campus |
| Social Studies | U.S. History | 11 | 1 | On Level | None | Course MUST be taken on the campus |
| Social Studies | AP U.S. History | 11-12 | 1 | AP/Dual | None | Course MUST be taken on the campus |
| Social Studies | U.S. Government | 12 | 0.5 | On Level | U.S. History | Course MUST be taken on the campus |
| Social Studies | U.S. Government AP (New) | 12 | 0.5 | AP/Dual | U.S. History | Course MUST be taken on the campus |
| Social Studies | U.S. Government & Politics-D | 12 | 0.5 | AP/Dual | U.S. History | Course MUST be taken on the campus |
| Social Studies | Economics | 12 | 0.5 | On Level | None | Course MUST be taken on the campus |
| Social Studies | Economics-D | 12 | 0.5 | AP/Dual | None | Course MUST be taken on the campus |

Courses may be taken outside by senior students who are at high risk of **NOT graduation due to lack of graduation credits per counselor approval.*



Doubling Up in Algebra II & Geometry

Strong Math students may opt to take Geometry as a co-requisite. Algebra II and Geometry can be studied concurrently. Students who wish to double up in this manner must have

- A minimum grade of 90% or higher in all previous math courses,
- A minimum 85% average on PSAT Math,
- A TSI Math passing score (350 or above), and
- A recommendation letter from a previous math teacher.

Doubling up is not required and not recommended by the Math Department, particularly in a student's Freshmen year. Students are encouraged to explore their passions and interests by taking electives. Students have the option to double up their math courses in the following cases:

- Algebra II and Geometry in Freshman year
- Algebra II and Geometry in in Sophomore year

If students would like to double-up, students are encouraged to wait to double up their Sophomore year. Students are expected to take a math course each year, even if they choose to take two math classes in one year.

Please note: If you double up, your program must be able to fit within the confines of a school day without the need to postpone any required courses. Required courses may not be postponed to make space for an elective course.

Course Selection Guideline 2020-2021

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| Advanced Placement (AP/Honors) Courses | | | | |
|---|--|---|--|--|
| Subject | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| English | English I Honors | English II Honors | English Language AP <u>OR</u> English Language AP/Dual | English Literature AP <u>OR</u> English Literature AP/Dual <u>OR</u> English Language AP <u>OR</u> English Language AP/Dual |
| Math | Algebra I Honors <u>OR</u> Geometry Honors* | Geometry Honors <u>OR</u> Algebra II Honors | Computer Science A AP <u>OR</u> Statistics AP <u>OR</u> Algebra II Honors <u>OR</u> Pre-Calculus Honors | Pre-Calculus Honors <u>OR</u> Calculus AB AP* <u>OR</u> Calculus BC AP <u>OR</u> |
| Science | Biology Honors | Physics I AP <u>OR</u> Chemistry Honors <u>OR</u> Physics Honors | Physics C AP | Biology AP <u>OR</u> Chemistry AP <u>OR</u> Chemistry AP/Dual <u>OR</u> Physics C AP <u>OR</u> Environmental Science AP |
| Social Studies | Geography AP Human | World History AP <u>OR</u> Psychology/ Psychology AP | U.S. History-AP | US Government AP (New) |
| Fine Arts | None | None | None | AP Studio Art 2D Design |
| L.O.T.E. | None | Computer Science A AP <u>OR</u> Spanish Lang AP <u>OR</u> Spanish Literature AP | Computer Science A AP <u>OR</u> Spanish Lang AP <u>OR</u> Spanish Literature AP | Computer Science A AP <u>OR</u> Computer Science Principles AP <u>OR</u> Spanish Lang AP <u>OR</u> Spanish Literature AP |

| Dual Credit Courses | | | | |
|----------------------------|-----------------------------|-------------------------------|---|---|
| Subject | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| English | None | None | English Language AP/D | English IV-D <u>OR</u> English Literature AP /D |
| Math | Algebra II-D | Algebra II-D | Algebra II-D <u>OR</u> Pre-Calculus-D <u>OR</u> Statistics-D | Pre-Calculus-D <u>OR</u> Statistics-D <u>OR</u> Algebra II-D <u>OR</u> Calculus-D (New) |
| Science | None | Chemistry Honors/D | Anatomy & Physiology-D <u>OR</u> Biology AP/D <u>OR</u> Chemistry AP/D <u>OR</u> Physics On-Ramps I (New) | Anatomy & Physiology-D <u>OR</u> Biology AP/D <u>OR</u> Chemistry AP/D <u>OR</u> Physics On-Ramps I (New) |
| Social Studies | None | None | U.S. History On-Ramps (New) | U.S Government-D (0.5) Economics-D (0.5) |
| Fine Arts | None | Music Studies Music Appr. I-D | Music Studies Music Appr. I-D | Music Studies Music Appr. I-D |



HSI-Sugar Land CTE (PLTW) PROGRAMS OF STUDY

- Science, Technology, Engineering, and Math
 - Math
 - Science
 - Biomedical Science
 - Engineering
 - Programming & Software Development
- Information Technology
 - Web Development
- Health Science
 - Healthcare Diagnostics
 - Nursing Science
- Business, Marketing, and Finance
 - Accounting and Financial Services



4-YEAR PERSONAL GRADUATION PLAN OVERVIEW

Student Name _____ Grade _____ Expected Graduation Date _____

Endorsement Selected: STEM Business & Industry Arts and Humanities Public Services Multi-Disciplinary

Foundation Plan – 22 Credits

English Language Arts – 4 Credits

- English I English I Honors
- English II English II Honors
- English III Eng L AP Eng L AP/D
- English IV Eng IV-D Eng Lit AP
- Eng Lit AP/D Eng L AP
- Eng L AP/D College Prep: English
- Creative Writing

Mathematics – 3 Credits

- Algebra I Algebra I Honors
- Geometry Geometry Honors
- Algebraic Reasoning

Social Studies – 3 Credits

- Geography World Geo AP Human
- World History World History AP
- US History US History AP/On-Ramps
- US Government Economics
- US Government AP
- US Government-D Economics-D

Science – 3 Credits

- Biology Biology Honors
- Chemistry Chemistry Honors/D
- Physics Physics Honors
- Physics On-Ramps I

Foreign Language or Substitute – 2 Credits in High School

- Spanish HS I Turkish HS I
- Spanish HS II Turkish HS II
- Spanish HS III Turkish HS III
- Comp Sci. Prin. Comp Sci. A AP
- Spanish Language AP
- Spanish Literature AP

Fine Arts – 1 Credit

- Art I Music I Orc I Music I Choir I
- Music I Inst. Ens I Music I Guitar
- Music I Piano Music Appreciation-D

Physical Education – 1 Credit

- Foundation of Personal Fitness
- P.E. Substitution Athletics I

Electives – 5 Credits

- Elective 1 _____
- Elective 2 _____
- Elective 3 _____
- Elective 4 _____
- Elective 5 _____

W/Endorsements – 26 Credits

4th Math or 1 CTE Math

- Algebra II
- Algebra II Honors
- Algebra II-D
- Pre-Calculus Honors
- Pre-Calculus D
- Calculus AB AP
- Calculus BC AP
- Statistics
- Statistics AP
- Digital Electronics
- College Prep: Math
- Computer Science A AP
- Independent Study in Math

4th Science or 1 CTE Science

- Physics I AP
- Physics On-Ramps I
- Physics C: Mechanics AP
- Physics C: Electromagnetic AP
- Environmental Science AP
- Medical Microbiology
- Anatomy and Physiology
- Anatomy & Physiology-D
- Biology AP
- Chemistry AP
- Scientific Research and Design
- Engineering Science
- Pathophysiology

4th Social Studies

- World History
- World History AP
- US Government
- Economics
- US Government AP
- US Government-D
- Economics-D
- Psychology
- Psychology AP

Distinguished– 26 Credits

Eligible for top 10% Automatic Admission

- Algebra II (Must be one of the student's math credits)

STAAR EOC Checklist

- English I
- English II
- Algebra I
- US History
- Biology

Plans for the Future

Student Goals

1. _____
2. _____
3. _____
4. _____

Testing

- PLAN
- PSAT
- SAT
- ACT

College Readiness - TSI

- Math _____
- Reading _____
- Writing _____

College Preparatory Courses

- Math _____
- Reading _____
- Writing _____

Post-Secondary Applications

- HCC
- Lone Star
- Apply Texas Application
- Common Application
- Military Recruiter
- Technical School

Financial Aid

- FAFSA/TAFSA
- Scholarships

ENDORSEMENTS

S.T.E.M. (C.T.E.)

Math

- Algebra I Honors Algebra I Honors Geometry
- Geometry Honors Geometry Honors Algebra II
- Algebra II Algebra II (D) Algebraic Reasoning
- Honors Algebra II Pre-Calculus*
- 4th Math

Science

- Biology Honors Biology
- Chemistry Chemistry (D) Honors Chemistry Physics
- Physics AP Physics I
- 4th Science

Biomedical Science

- Principles of Biomedical Science (PLTW)
- Human Body Systems (PLTW)
- Medical Microbiology Medical Interventions (PLTW)
- Pathophysiology Sci Res & Des

Engineering

- Introduction to Engineering Design (PLTW)
- Computer Integrated Manufacturing (PLTW)**
- Digital Electronics (PLTW) **OR** Engineering Science
- Sci Res & Des **OR** Engineering Sci **OR** Dig Elect (PLTW)

Programming & Software Development

- Fund. of Comp. Sci. (PLTW) **OR** Comp Prog I
- Comp Prog I **OR** AP Comp Sci Prin
- AP Comp Sci A **OR** Comp Prog I **OR** Comp Prog II
- AP Comp Sci A **OR** Comp Prog I **OR** Comp Prog II

Information Technology (C.T.E.)

Web Development

- Principles of Information Technology
- Computer Programming I
- Web Design
- Web Game Development**

Health Science (C.T.E.)

Healthcare Diagnostics

- Principles of Health Science**
- Medical Terminology
- Medical Microbiology **OR** Pathophysiology
- Anatomy and Physiology **OR** Pathophysiology

Business, Marketing, and Finance (C.T.E.)

Accounting and Financial Services

- Principles of Business, Marketing, and Finance
- Accounting I**

Business & Industry

Debate

- Debate I
- Debate II
- Debate III
- Independent Study in English

Journalism/Yearbook

- Creative Writing
- Adv. Journalism I Newspaper
- Adv. Journalism II Newspaper
- Adv. Journalism III Yearbook **OR**
- Adv. Journalism III Newspaper

Arts & Humanities

L.O.T.E.

- Spanish HS I
- Spanish HS II
- Spanish HS III
- Spanish Language AP **OR** Spanish Literature AP

Visual

- Art I
- Art II Design **OR** Art II Ceramics
- Art III Design **OR** Art III Ceramics
- AP Studio Art: Drawing

Performance

- Music I Orch. **OR** Music I Choir
- Music II Orch. **OR** Music II Choir
- Music III Orch. **OR** Music III Choir
- Music IV Orch. **OR** Music IV Choir

Instrument

- Music I Inst. E **OR** **Music I Guitar** **OR**
- Music I Piano** **OR** Music Studies Music Appr. I-D
- Music Studies Music Appr. I-D
- Music Studies Music Appr. I-D
- Music Studies Music Appr. I-D

Multidisciplinary Endorsement

This endorsement pathway provides students with the opportunity to earn an endorsement from courses taken from multiple subject areas. The options include a coherent sequence or series of courses selected from one of the following:

- Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics; **OR**
- Four credits in AP or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts; **OR**
- Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence



INSTRUCTIONS FOR 4-YEAR PERSONAL GRADUATION PLAN CHECKLIST

Performance Acknowledgements (1 of the following):

- 12 hours of college academic courses (3.0+ GPA)
- AP Score 3+
- Bilingualism/Biliteracy
- PSAT, SAT, or ACT

Coursework

House Bill 5 (HB 5), passed by the 83rd Texas Legislature and signed by the governor, provides for a new set of graduation plans for Texas students. These graduation plans consist of a foundation plan for every Texas student and five endorsements from which students may choose, depending on their interests. When selected, students will complete each of these endorsements with four Mathematics, four Science, four English Language Arts, and three Social Studies credits. Students are also required to complete two foreign language credits which may be substituted with two credits in computer programming language.

Students entering 9th Grade must choose from one of the following endorsements:

- STEM (Examples: Engineering, Computer Science, etc.)
- Business and Industry (Examples: Business, Debate, etc.)
- Arts and Humanities (Examples: Art, Music, etc.)
- Public Services (Examples: Biomedical, etc.)
- Multidisciplinary Studies (Examples: Business, Art, STEM)

Students may change their endorsement at any time prior to graduation. To qualify as part of the top ten percent of their graduating class, students must successfully complete Algebra II.

Testing

Students are now required to pass five State of Texas Assessments of Academic Readiness (STAAR®) end-of-course exams to meet the new graduation requirements:

- Algebra I, English I (Reading/Writing), English II (Reading/Writing), Biology, US History

Planning for the Future

In HPS our goal is to double the number of students who graduate and go on to earn some form of higher education. To help you achieve your goal of a technical certificate or four-year degree, please contact your counselor for more information about making plans for your future. We are here to help you achieve your goals and have resources available to help you.

Student Signature: _____

Parent Name (Print): _____ Signature: _____

Counselor Name (Print): _____ Signature: _____

COURSES

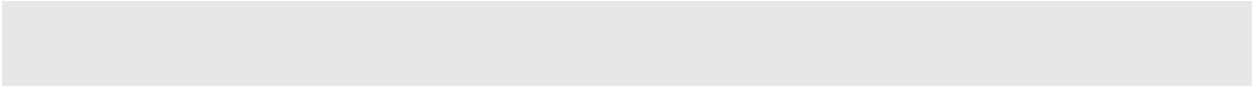


POSTSECONDARY OPTIONS

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|---|--------------------------|-----------------------|----------------------|---|
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| OCCUPATIONS | MEDIAN WAGE | ANNUAL OPENINGS | % GROWTH |
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WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES



COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITES (PREQ) COREQUISITES (CREQ) | GRADE |
|-------------|------------|---|-------|
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**FOR ADDITIONAL INFORMATION ON THE BUSINESS, MARKETING,
AND FINANCE CAREER CLUSTER, PLEASE CONTACT:**

<https://tea.texas.gov/cte>

COURSES

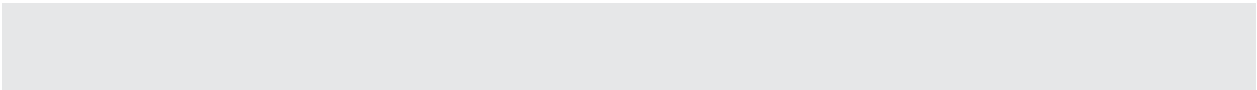


| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
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| OCCUPATIONS | MEDIAN WAGE | ANNUAL OPENINGS | % GROWTH |
|-------------|----------------|--------------------|-------------|
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WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

For more information on postsecondary options for this program of study, visit TXCTE.org.



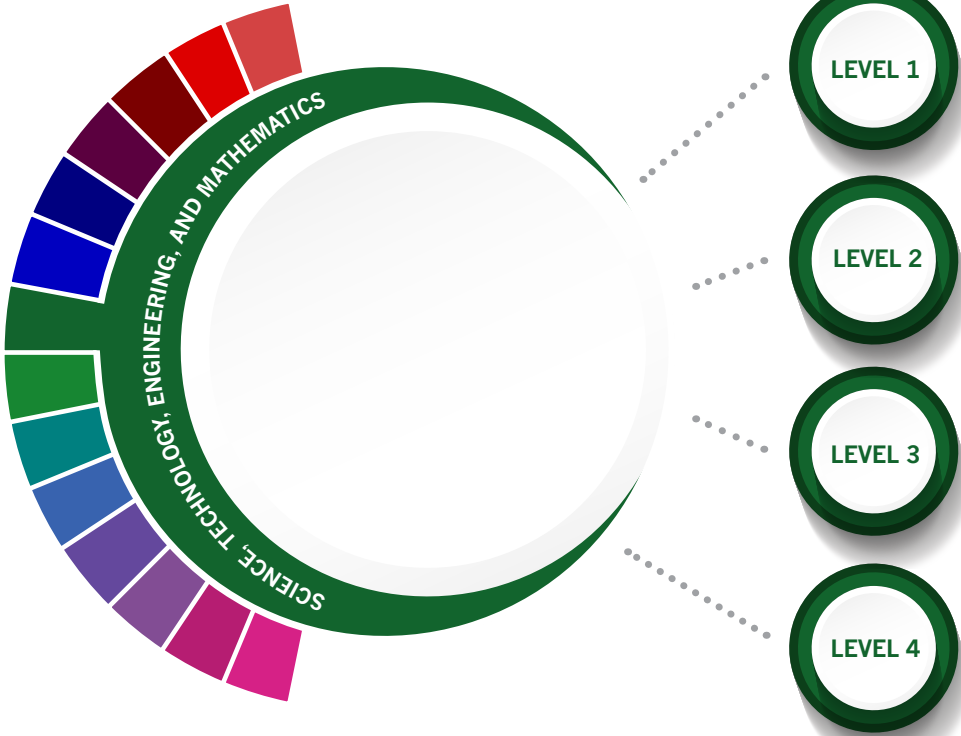
COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITES (PREQ) COREQUISITES (CREQ) | GRADE |
|-------------|------------|---|-------|
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FOR ADDITIONAL INFORMATION ON THE SCIENCE, TECHNOLOGY,
ENGINEERING AND MATHEMATICS CAREER CLUSTER, PLEASE CONTACT:

<https://tea.texas.gov/cte>

COURSES

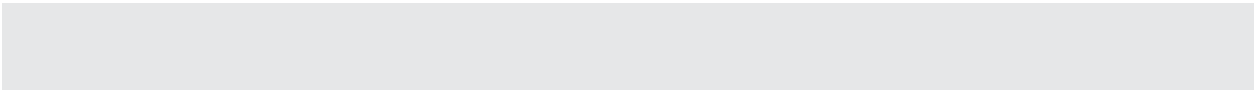


| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|---|--------------------------|-----------------------|----------------------|---|
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| OCCUPATIONS | MEDIAN WAGE | ANNUAL OPENINGS | % GROWTH |
|-------------|----------------|--------------------|-------------|
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WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

For more information on postsecondary options for this program of study, visit TXCTE.org.



COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITES (PREQ) COREQUISITES (CREQ) | GRADE |
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FOR ADDITIONAL INFORMATION ON THE SCIENCE, TECHNOLOGY,
ENGINEERING AND MATHEMATICS CAREER CLUSTER, PLEASE CONTACT:

<https://tea.texas.gov/cte>

COURSES

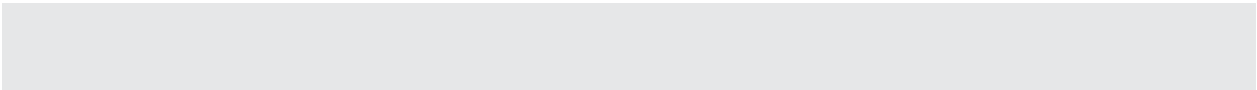


| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
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| OCCUPATIONS | MEDIAN WAGE | ANNUAL OPENINGS | % GROWTH |
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WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

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COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITES (PREQ) COREQUISITES (CREQ) | GRADE |
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FOR ADDITIONAL INFORMATION ON THE SCIENCE, TECHNOLOGY,
ENGINEERING AND MATHEMATICS CAREER CLUSTER, PLEASE CONTACT:

<https://tea.texas.gov/cte>

COURSES

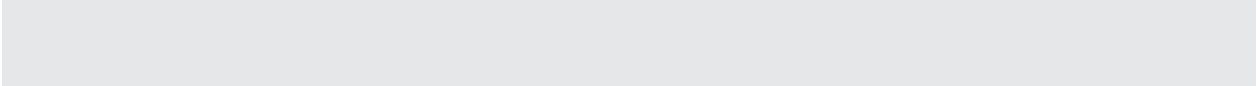


- LEVEL 1
- LEVEL 2
- LEVEL 3
- LEVEL 4

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
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| OCCUPATIONS | MEDIAN WAGE | ANNUAL OPENINGS | % GROWTH |
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WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES



COURSE INFORMATION

| COURSE NAME | SERVICE ID | PREREQUISITE (PREQ) COREQUISITE (GREQ) | GRADE |
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FOR ADDITIONAL INFORMATION ON THE THE INFORMATION TECHNOLOGY
CAREER CLUSTER, PLEASE CONTACT:

<https://tea.texas.gov/cte>



| Science, Technology, Engineering, And Math | | | | |
|---|---|--|---|---|
| Pathway | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
| Math | Algebra I OR Honors Algebra I OR Honors Geometry* | Geometry OR Honors Geometry OR Honors Algebra II* | Algebra II OR Algebra II (D) OR Algebraic Reasoning OR Honors Algebra II OR Pre-Calculus* | 4th Math |
| Science | Biology OR Honors Biology | Chemistry OR Chemistry (D) OR Honors Chemistry OR AP Physics I* | Physics OR AP Physics I* OR AP Physics II* | 4th Science |
| Biomedical Science | Principles of Biomedical Science (PLTW) | Human Body Systems (PLTW) | Medical Microbiology OR Medical Interventions (PLTW) | Pathophysiology OR Scientific Research and Design |
| Engineering | Introduction to Engineering Design (PLTW) | Computer Integrated Manufacturing (PLTW) (New) | Digital Electronics (PLTW) OR Engineering Science | Scientific Research and Design OR Engineering Science OR Digital Electronics (PLTW) |
| Programming & Software Development | Fundamentals of Computer Science (PLTW) | Computer Programming I OR Computer Science Principles AP | AP Computer Science A OR Computer Programming II (New) | AP Computer Science A OR Computer Programming II (New) |

| Information Technology | | | | |
|------------------------|--------------------------------------|------------------------|-------------------------|-----------------------------------|
| Pathway | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
| Web Development | Principles of Information Technology | Computer Programming I | Web Design (New) | Web Game Development (New) |

| Health Science | | | | |
|-------------------------------|---|------------------------|--|---|
| Pathway | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
| Healthcare Diagnostics | Principles of Health Science (New) | Medical Terminology | Medical Microbiology | Anatomy and Physiology OR Pathophysiology |
| Nursing Science | Principles of Health Science (New) | Medical Terminology | Medical Microbiology OR Anatomy and Physiology | Pathophysiology |



| Business, Marketing, & Finance | | | | |
|---|--|------------------------------|------------------------------|---|
| Pathway | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| Accounting And Financial Services | Principles of Business, Marketing, and Finance | Accounting I (New) | Accounting I (New) | None |
| Journalism/Yearbook | Creative Writing | Adv. Journalism I Newspaper | Adv. Journalism II Newspaper | Adv. Journalism III Yearbook OR Adv. Journalism III Newspaper |
| Debate | Debate I | Debate II | Debate III | Independent Study |

| Arts & Humanities | | | | |
|------------------------------|---|--|---|---|
| Pathway | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| Social Studies | World Geog. OR Human Geography AP | World History OR World History AP | US History OR US History AP | US Govt. & Economics OR US Govt. & Economics-D |
| L.O.T.E. Pathway | Spanish HS I | Spanish HS II | Spanish HS III | AP Span. Lang OR AP Span. Lit. |
| Visual Pathway | Art I | Art II Design OR Art II Ceramics | Art III Design OR Art III Ceramics | AP Studio Art: Drawing |
| Performance | Music I Choir | Music II Choir | Music III Choir | Music IV Choir |
| Instrument | Music I Orch. OR Music I Inst. E OR Music I Guitar OR Music I Piano OR Music Studies Music Appr. I-D | Music II Orch. OR Music Studies Music Appr. I-D | Music III Orch. OR Music Studies Music Appr. I-D | Music IV Orch. OR Music Studies Music Appr. I-D |

| Multidisciplinary Endorsement |
|--|
| <p>This endorsement pathway provides students with the opportunity to earn an endorsement from courses taken from multiple subject areas. The options include a coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> ● Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics; OR ● Four credits in AP or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts; OR ● Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence |

ADVANCED COURSE PLACEMENT

Enrollment Guidelines

College Board AP Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

AP Course Enrollment Campus Policy

The purpose of establishing enrollment guidelines is to make sure that all willing, motivated and academically prepared students are strategically placed into AP classes. This document summarizes the suggested timeline and artifacts that can be used to gauge student motivation and academic readiness. When approving AP course registrations, the following 2 factors will be considered:

1. **Number of concurrent college level courses - gradual increase**
2. **PSAT™ 8/9, PSAT™ 10, or SAT® Scores - AP® Potential**

The following table summarizes AP Potential-PSAT and number of concurrent AP enrollments by grade level. AP Language course enrollments are exempt. Students have the right to appeal enrollment decisions to the campus AAP Committee (Advanced Academics Placement Committee).

- Students must demonstrate this minimum AP potential for all the courses that they enroll. For example, a 10th grade student enrolling into 3 AP courses must demonstrate 70% or up probability based on the [expectancy table](#).
- AP Potential tool does not report any correlation for language course based on PSAT score. Students should be enrolled into **AP World Languages** courses based on student interest, related coursework success in the past, and motivation.

AP Calculus BC: Although AP Potential is no longer reported for Calculus BC, students with AP Potential for Calculus AB who perform well in courses leading to Calculus may consider taking Calculus BC. When making final course placement decisions, it is important to consider factors such as prior coursework, student interest, and motivation.

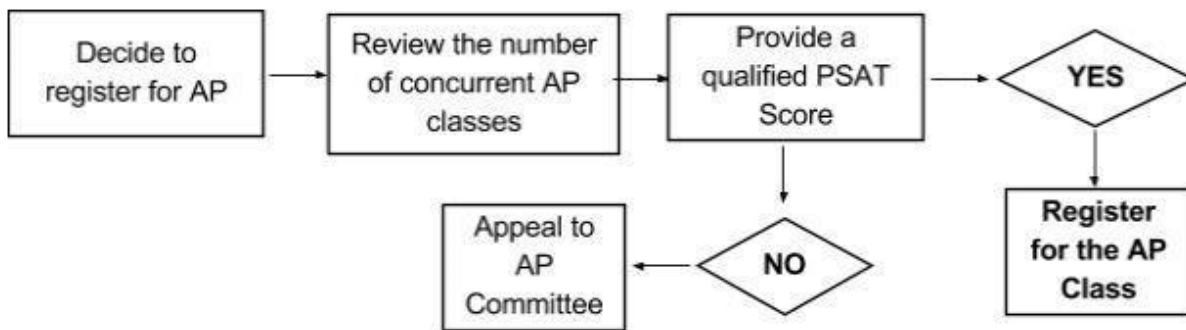
...

AP Committee should consider the following factors when reviewing appeals or making enrollment guideline modifications:

- AP Potential – PSAT™
- SAT/TSI/ACT and other test data
- Teacher Recommendations
- Previous AP Experience
- AP Exam scores
- Student GPA

The following flowchart summarizes the AP Enrollment

Phase 1:



Summer assignment completion, AP Contract and final approval

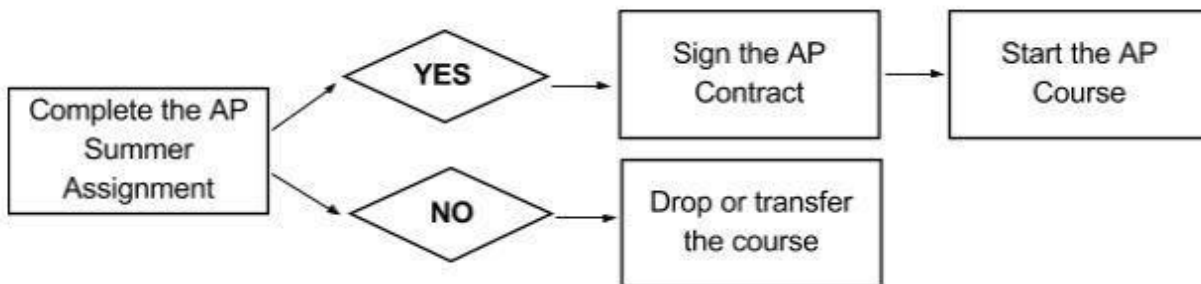
August – September

The final AP course enrollment decision should be approved based on the following factors:

- completion of the summer assignment
- signing of the AP contract

The following flowchart summarizes the AP Enrollment

Phase 2:





Honors Program Enrollment Guide

The Pre-AP Program serves as a stepping stone for students in preparation for rigorous AP courses. Participation provides students with a powerful opportunity to acquire the knowledge, concepts, and skills needed to engage in a higher level of learning.

The following Pre-AP/Honors courses will be offered at high schools;

- English I, II
- Algebra I, II
- Geometry
- Biology
- Chemistry
- Physics

The following table summarizes the PSAT Score benchmarks that can be utilized for student enrollment into Pre-AP Courses. Campus AAP Committee has the authority to modify these benchmarks if and when needed to best serve the student needs on campus.

| Course Name | Enrollment Requirement |
|-------------------|--|
| Algebra I Honors | PSAT 8/9 min. 950 Combined Score (min. 500 on Math) |
| Geometry Honors | PSAT 8/9 min. 950 Combined Score (min. 500 on Math) |
| Algebra II Honors | PSAT 8/9 or 10 min. 950 Combined Score (min. 500 on Math) |
| Biology Honors | PSAT 8/9 min. 950 Combined Score (min. 500 on EBRW) |
| Chemistry Honors | PSAT 8/9 or 10 min. 950 Combined Score (min. 500 on Math) |
| Physics Honors | PSAT 8/9 or 10 min. 950 Combined Score (min. 500 on Math) |
| English I Honors | PSAT 8/9 min. 950 Combined Score (min. 500 on EBRW) |
| English II Honors | PSAT 8/9 min. 950 Combined Score (min. 500 on EBRW) |
| NOTE: | 1.The ones who do not have PSAT score must provide at least TSI readiness scores to be qualified for Honors courses 2.The ones who have PSAT 900-949 combined score will be discussed in the AP Committee to consider PSAT scores, TSI readiness scores, GPA, teacher recommendations and decide on the enrollment for Honors courses. 3.All students who want to take honors courses MUST have TSI readiness scores on a subject requested. |

DUAL CREDIT PROGRAM

“Dual credit is a process through which a student may earn high school credit for successfully completing a college course that provides advanced academic instruction beyond, or in greater depth than, the Texas Essential Knowledge and Skills (TEKS) for a corresponding high school course. The “dual credit” earned college credit and high school credit for one course.” (*Texas Education Agency*)

Dual Credit courses are courses offered for dual credit from agreements between high schools, universities and community colleges whereby a high school student enrolls in a college course and simultaneously earn college credit and high school credit for the course.

To ensure that students are taking meaningful dual credit courses, they need to be aware of the requirements and degree/certification requirements in their field of interest as well as their two-year college and their future four-year college. By tracking students’ college coursework along with their high school graduation plan, students should be aware of their progress toward the college goals.

Dual Credit Course offerings:

General Requirements to qualify for dual credit, students must:

- Get approval from the high school counselor
- Meet all course prerequisites and minimum college readiness test scores in reading, writing, and/or math for enrolled courses
 - Course prerequisites may be found here
 - The high school counselor or Lone Star academic advisor can tell you which scores (reading, writing, and/or math) are required for specific courses. See below for test score requirements.
- Maintain a final grade of C or better in all dual credit courses in order to enroll in subsequent courses

TSI Assessment

If a high school student is not TSI exempt or waived from taking the TSI Assessment, then the student will be required to take the TSI Assessment. High school students awarded partial TSI exemption or placement based upon sections of STAAR EOC, SAT, ACT, PSAT, or PLAN may be required to take sections of the TSI Assessment relevant to course selections.

The TSI Assessment is divided into three component areas for Reading, Writing, and Mathematics. Based upon course selections for Dual Credit and after completing the Pre-Assessment Activity (PAA), the student may be asked to take the TSI Assessment in each component area. Where necessary, the student may be given an additional diagnostic test in a particular subject area. The TSI Assessment is designed to provide more detailed information regarding your academic strengths and weaknesses.

A high school student is eligible to enroll in Dual Credit with the following TSI Assessment Scores:

- Reading: score of 351
- Writing: score of 340 and 4+ on essay or a score of less than 340, and an ABE Diagnostic level of at least 4, and an essay score of at least 5
- Math: score of 350



**Course Matrix for College Core Curriculum Completion
2020-2021**

| Subject Area | Institution | Course Code | Course Title | Hours | HSI-Sugar Land Course Title | HS Credit | Offered In | Prerequisite | Class Type |
|-----------------------------------|-------------|----------------|---|-------|-------------------------------|-----------|------------|--|---------------|
| Communication | Lone Star | ENGL 1301/1302 | Composition and Rhetoric I | 6 | English IV AP/D | 1.0 | 12 | College Level Readiness in Reading AND Writing | In Campus |
| | Lone Star | ENGL 1301/1302 | Composition and Rhetoric I | 6 | English Lang AP/D | 1.0 | 11-12 | College Level Readiness in Reading AND Writing | In Campus |
| | Lone Star | SPCH 1315 | Public Speaking | 3 | Public Speaking | 0.5 | 9-12 | College Level Readiness in Reading AND Writing | Online-Summer |
| | Lone Star | SPCH 1318 | Introduction to Communication | 3 | Communication APP | 0.5 | 9-12 | College Level Readiness in Reading AND Writing | Online-Summer |
| Mathematics | Lone Star | MATH 1314 | College Algebra` | 3 | Algebra II-D | 0.5 | 9-12 | Placement by testing | In Campus |
| | Lone Star | MATH 1316 | Trigonometry | 3 | Pre-Calculus-D | 0.5 | 10-12 | MATH 1314 OR placement by testing; College Level Readiness in Reading AND Writing | In Campus |
| | Lone Star | MATH 2412 | Pre-Calculus | 4 | Pre-Calculus-D | 0.5 | 10-12 | College Level Readiness in Reading AND Writing, MATH 1314 and MATH 1316 OR Placement by Testing | In Campus |
| | Lone Star | MATH 1342 | Statistics | 3 | Statistics-D | 1.0 | 9-12 | Placement by testing | In Campus |
| Life and Physical Sciences | Lone Star | BIOL 1406 | Biology I for Science Majors | 4 | Biology AP/D | 1.0 | 11-12 | College Level Readiness in Reading AND Writing; Placement into MATH 1314 or TSI Math 343+ | In Campus |
| | Lone Star | BIOL 2401/2402 | Human Anatomy & Physiology I-II | 8 | Anatomy & Physiology-D | 1.0 | 11-12 | College Level Readiness in Reading AND Writing; BIOL 1408 or BIOL 2404 strongly recommended; Placement into MATH 1314 or TSI Math 343+ | In Campus |
| | Lone Star | CHEM 1405 | Introductory Chemistry | 4 | Chemistry Honors/D | 1.0 | 10-12 | College Level Readiness in Reading AND Writing; Placement into MATH 1314 or TSI Math 343+ | In Campus |
| | Lone Star | CHEM 1411 | General Chemistry I | 4 | Chemistry AP/D | 1.0 | 11-12 | College Level Readiness in Reading AND Writing; CHEM 1405 or 1 year of high school chemistry taken within the last 3 years; Corequisite: MATH 1314 | In Campus |
| Creative Arts | Lone Star | MUSI 1306 | Appreciating Music | 3 | Music Studies Music Appr. I-D | 1.0 | 9-12 | College Level Readiness in Reading AND Writing | In Campus |
| Language, Philosophy, and Culture | Lone Star | ENGL 2322/2323 | Survey of British Literature - Anglo-Saxon through the 18th Century | 6 | English Literature AP/D | 1.0 | 12 | ENGL 1301 and ENGL 1302 | In Campus |
| Government | HCC | GOVT 2305 | Government | 3 | US Government-D | 0.5 | 12 | College Level Readiness in Reading AND Writing | In Campus |
| Social/Behavioral Sciences | HCC | ECON 2301 | Economics | 3 | Economics-D | 0.5 | 12 | College Level Readiness in Math, Reading AND Writing | In Campus |

How to Apply

Lone Star College (LSC)

Important Notes:

- Any course taken outside of Harmony system without campus administration approval don't receive points towards GPA calculation. Students are expected to consult with counselors before enrolling in any course outside of Harmony Public Schools. Local campus may not award high school credit for courses taken without campus approval.
- Starting with the Class of 2021 and beyond (freshman and sophomore during 2018-19 year), all high school credit courses - including dual and online (excluding credit recovery purposes*) - taken outside of Harmony Public Schools in summer will be awarded credit but not receive points on the GPA calculation.
*Both attempted credits (failed and recovery) will receive points on the GPA.

To apply for a dual credit class, students will need to meet the necessary student eligibility requirements and then submit the following to through online registration form for each community college prior to or when registering:

Students **starting** into dual credit and/or college credit only classes need to submit the following documents through the [LSC Dual Credit Online Registration Form](#);

- **A Dual Credit/Exceptional Admission Course Approval Form**

This form needs to be submitted for each high school student who wishes to attempt dual credit and/or college credit only classes.

- *Non-embedded classes on the form need to include all class information. The attached "Requesting Classes" guide outlines how to search for non-embedded classes and where the class information for the form comes from.*
- *In most cases, embedded classes on the form need a minimum of the subject and catalog number (ex: MATH 1314). The exception is if there are multiple instructors teaching the same course at your campus. A class number is required in that case so that students are registered under the intended teacher of record. In the event that something unexpected occurs and you do not have embedded class information when registration opens, contact me and we will work out a solution.*

- **Placement scores and Parental Consent forms**

Students starting into dual credit and/or college credit only classes will need to submit it

- **An Online Expectations Form** (For only online classes)

An online expectation form is needed the first time a student attempts an online course, and the form needs to be submitted before the first day of class.

- **A dual credit add/drop form**

It is used for any further changes to a student's schedule once the student is registered for at least one class.



- *Please submit drop/add forms instead of submitting modified dual credit/exceptional admission course approval forms. Submitting modified dual credit/exceptional admission course approval forms can cause delays as clarification may be needed about marks on the modified form.*
- *Modified dual credit/exceptional admission course approval forms may be submitted if a student was unable to register for any classes on the original form, since the student would not be registered for at least one class in this case.*

Students **continuing** with dual credit and/or college credit only classes need to submit the following documents the [LSC Dual Credit Online Registration Form](#);

- **A Loan Dual Credit/Exceptional Admission Course Approval Form**

This form needs to be submitted for each high school student who wishes to attempt dual credit and/or college credit only classes.

- *Non-embedded classes on the form need to include all class information. The attached “Requesting Classes” guide outlines how to search for non-embedded classes and where the class information for the form comes from.*
- *In most cases, embedded classes on the form need a minimum of the subject and catalog number (ex: MATH 1314). The exception is if there are multiple instructors teaching the same course at your campus. A class number is required in that case so that students are registered under the intended teacher of record. In the event that something unexpected occurs and you do not have embedded class information when registration opens, contact me and we will work out a solution.*
- Students continuing with dual credit and/or college credit only classes **do NOT** need to submit parental consent forms. These students will only need to submit new placement scores if they need to add scores for a requested course. An example would be a student who wishes to attempt ECON 2301 in the spring but submitted only TSI reading and writing scores for ENGL 1301 in the fall. That student would need to submit a qualifying math placement score.
- **A Dual Credit Add/Drop Form** is used for any further changes to a student’s schedule once the student is registered for at least one class.
 - *Please submit drop/add forms instead of submitting modified dual credit/exceptional admission course approval forms. Submitting modified dual credit/exceptional admission course approval forms can cause delays as clarification may be needed about marks on the modified form.*
 - *Modified dual credit/exceptional admission course approval forms may be submitted if a student was unable to register for any classes on the original form, since the student would not be registered for at least one class in this case.*

Lone Star College DC Course Application Steps

- 1) Get approval from the high school counselor
- 2) Meet all course prerequisites and minimum college readiness test scores in reading, writing, and/or math for enrolled courses
- 3) Go to the [ApplyTexas](#) Website to complete the application.



- 4) Upon receipt of your LSC Student ID # via email, and submit the following forms through the [LSC Dual Credit Online Registration Form](#).
 - a) [LSC Dual Credit/Exceptional Admission Course Approval Form](#) (*For all*)
 - b) [LSC Dual Credit Parent/Guardian Consent Form](#) (*Only for New DC Students*)
 - c) An Online Expectations Form (*Only for New DC Online Students*)
 - d) College Ready Test Scores (*Depends on Courses – Please check the Course Matrix for College Core Curriculum Completion 2020-2021 for more details*)
 - e) Immunization Records (*Only On- LSC Campus Students*)
- 5) Upon submission of the Survey, your counselor will review your course requests for approval
- 6) If approved, a waiver will be applied to cover tuition costs and you will receive a notification to proceed with enrollment upon completion to proceed with enrollment using PeopleSoft Student

NOTE: Please do NOT send any documents via emails. The requests that are sent by emails or handed to any school staff will **NOT** be considered.

Houston Community College (HCC)

HCC DC Course Application Steps

- 1) Get approval from the high school counselor
- 2) Meet all course prerequisites and minimum college readiness test scores in reading, writing, and/or math for enrolled courses
- 3) Go to the [ApplyTexas](#) Website
- 4) Use the [HCC ApplyTexas Application Guide](#) to complete the application
- 5) Upon receipt of your HCC Student ID # number via email, submit the HCC Dual Credit Registration Form attaching the following documents:
 - a) [HCC Dual Credit Approval Form](#)
 - b) [HCC Student Commitment Statement](#)
 - c) Immunization Records (*The immunization must have been received with in the last five years. Documentation must be in English and submitted with the HCC Meningitis Vaccination Verification Form.*)
 - d) [HCC Bacterial Meningitis Vaccination Verification Form](#)
 - e) College Ready TSI Test Results
 - f) High School Transcript
- 6) Upon submission of the Survey, your counselor will review your course requests for approval
- 7) If approved, a waiver will be applied to cover tuition costs and you will receive a notification to proceed with enrollment upon completion to proceed with enrollment using PeopleSoft Student.

Dual Credit Course Registration Checklist

Lone Star College (LSC)

- a) [LSC Dual Credit/Exceptional Admission Course Approval Form](#) *(For all)*
- b) [LSC Dual Credit Parent/Guardian Consent Form](#) *(Only for New DC Students)*
- c) An Online Expectations Form *(Only for DC Online Students)*
- d) College Ready Test Scores *(Depends on Courses – Please check the Course Matrix for College Core Curriculum Completion 2020-2021 for more details)*
- e) Immunization Records *(Only On- LSC Campus Students)*

Houston Community College (HCC)

- a) [HCC Dual Credit Approval Form](#) *(For All)*
- b) [HCC Student Commitment Statement](#) *(For All)*
- c) Immunization Records *(The immunization must have been received with in the last five years. Documentation must be in English and submitted with the HCC Meningitis Vaccination Verification Form.)*
- d) [HCC Bacterial Meningitis Vaccination Verification Form](#)
- e) College Ready TSI Test Results *(For All)*
- f) High School Transcript *(For All)*

COURSE SELECTION PROCESS

The process of choosing your courses is a cooperative effort involving you, your parents, teachers, and school college counselor. The 2020-2021 course selection materials can be found on the HSI-Sugar Land College & Career website <https://hsisl.harmonytx.org>. You can print any or all of these files for your use. The courses that you choose during this course selection process will be treated like a contract. You will be expected to take and complete all the courses on your plan for the upcoming year.

NOTE: *No course changes will be allowed without meeting valid criteria.*

Individual Student Planning (ISP) Meetings with Counselors

Individual Student Planning (ISP) Meetings consists of activities that focus on assisting each student to develop, analyze and evaluate his or her education, career and personal goals and plans. Individual Student Planning Meeting addresses the same objectives for all students in a given grade, and results in a portfolio outlining career and educational pathways. Functions of the counselor in this component include individual advisement, placement and appraisal.

School counselors will meet individually with each student and parent to finalize course selections

- On January 09, 2020 - January 22, 2020 **(8th Grade Students)**
- On January 27, 2020 - March 06, 2020 **(High School Students)**

High School Course Selection Process & Timeline

We would like parents and students to know that during the course selection process, all students will receive a credit check and course selection forms during their first hour class. Through the Individual Student Planning (ISP) Meetings, students will see a course selection presentation prepared by the counselors. They will have a chance to ask questions at that time. From this point, students are asked to complete their course selection process during meetings. Throughout February, counselors will meet with every student to continue the guidance process and ensure that students have selected appropriate courses for graduation and for their post-secondary plans.

Please make sure you review the tips below before the course selection meetings start:

- In order to schedule individual course selection meetings, please update your contact information in **in Skyward** with our front office. Otherwise, we will not be able to schedule the meetings.
- All 8th grade students/parents are **REQUIRED** to schedule a course selection meeting with his/her counselor for the next year. For more information, please contact our campus head counselor, Mr. Alper Ciftci, aciftci@harmonytx.org
- Review [HPS High School Course Catalog and Academic Guide](#) that provides graduation requirements, sample 4 year plans, and about the curriculum in honors classes.



Harmony School of Innovation-Sugar Land is committed to providing educational opportunities through which ALL learners strive to achieve their full potential. **“The HSI-Sugar Land Course Selection Guide 2020-2021”** includes important information related to course selection process and how it works in our campus.

Steps On Course Selection 2020-2021:

Step 1: Talk to your teachers to find courses you would like to have or review your course plan

Step 2: Set up a course selection meeting with your counselor!

- Click the links below:
 - [8th Grade Students](#)
 - [High School Students](#)

Choose your counselor’s name, current grade level, and follow the link.

On January 09, 2020 - January 22, 2020 **(8th Grade Students)**

On January 27, 2020 - March 06, 2020 **(High School Students)**

Alpha Split (By Last Names)

| Counselor | 8th | 9th | 10th | 11th |
|----------------|-------|-------|-------|-------|
| Mr. Ciftci | A-Aj | A-Ak | A-An | A-An |
| Mrs. Dok | Ak-Fe | Al-De | Am-Gi | Am-Ga |
| Mrs. Kose | Ff-Ma | Df-Kh | Gj-M | Gb-Mi |
| Ms. Richardson | Mb-Q | Ki-Ri | N-Sa | Mj-Ro |
| Mrs. Shay | R-Z | Rj-Z | Sb-Z | Rp-Z |

Step 3: During the Meeting;

- Select your courses and Do **NOT** forget to sign and copy of the following documents below for your records
 - Personal Graduation Plan (PGP for Newcomers & 8th Grade Students) *(Must be signed by a student, a parent/guardian, and a counselor)*
 - Course Selection Form-Finalized *(Must be signed by a student, a parent/guardian, and a counselor)*
 - Automatic Admission Form *(Must be signed by a student, a parent/guardian, and a counselor)*

Step 4: Appeal Honors/AP/Dual Credit Courses if needed by **Spring Break 2020**.

- If you need to appeal any Honors/AP/Dual Credit courses, please talk to your counselor and fill out the [“AP/Dual Credit/Honors Course \(s\) Appeal Form”](#) by Friday, March 6, 2020 at 4:00 pm.
- *No submissions will be accepted after the deadline.*

Course Selection Guideline 2020-2021

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Step 5: Submit Your Schedule Change Requests by Friday, May 8, 2020 at 4:00 pm.

- Schedule Change Requests will be through “[Schedule Change Request Form](#)”. Please submit your requests by May 8th, 2020 at 4:00 pm. *No submissions will be accepted after the deadline.*
- Once the master schedule has been built, all AP students are committed to completing the entire year of the AP courses. No schedule change requests for AP courses will be honored for the Spring semester.

Step 6: Contact your assigned counselor if you ever need help.