

Lewisville Independent School District

9th – 10th Grade Handbook 2015 –2016



**Flower Mound High School; Flower Mound 9th Grade Campus
Hebron High School; Hebron 9th Grade Campus
Lewisville High School; LHS Harmon 9th/10th; LHS Killough 9th/10th Grade Campus
Marcus High School; Marcus 9th Grade Campus
The Colony High School
Career Center East; Dale Jackson Career Center
Lewisville Learning Center**



Lewisville Independent School District

9th-10th Grade Handbook

The LISD Guidance Department has created this handbook, with input from campus high school counselors, as an aid for 9th and 10th grade students and parents. We hope the information will be helpful when formulating your child's four-year plan. Please feel free to contact the counseling staff at your child's high school if you have any questions about the information included in this handbook. For more information visit the LISD Guidance page on the website, <http://bit.ly/GradPlans> or your high school website.

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The Road to Graduation

Things You Need to Know

Grade Promotion

The following credit requirements shall be met before a student is promoted:

- To be classified as a sophomore, a student shall have earned at least 6 credits.
- To be classified as a junior, a student shall have earned at least 12 credits.

Credit Accrual

Credit for courses may be received through LISD's credit by exam (CBE). For courses without prior instruction, a mastery level of 80% is required for credit. For courses where the required amount of prior instruction has been certified, a mastery level of 70% is required for credit to be awarded. A schedule for testing dates can be obtained from the campus counselor. Students who are fluent (read, write, and speak) in Spanish, French, German, and Latin may take a CBE to receive their foreign language credit. CBE for mastery can only be taken once.

Local Credits

No local credits may count towards high school graduation plans. Students receive local credits for courses that are not state approved as well as additional P.E. credits. Local courses also include courses such as Student Aide, Academic Decathlon and STAAR Remediation, Student Council. See the High School Course Description Guide (CDG) to determine which courses are state or local. Students are advised to limit the number of courses they take for local credit.

Grade Point Values

Below is a list of the three Grade Point Average (GPA) and their uses:

- Weighted Numerical Scale - GPA used to determine Rank in Class (RIC)
- Weighted 4.0 Scale - NCAA Eligibility Center, scholarships, other requests
- Unweighted 4.0 Scale - Many colleges and universities

Only grades in the areas of English, Mathematics, Science, Social Studies, Languages Other Than English, Advanced Placement and ACDEC will be used for determining GPA and RIC.

For students entering high school as freshmen in 2011-12 and thereafter the levels of difficulty are:

- **Level 3 = 1.3 Advanced Placement (AP) Courses**
- **Level 2 = 1.2 Pre AP and designated courses**
- **Level 1 = 1.1 General education courses**
- **Level 0 = 1.0 Courses modified in content**

Grades are weighted as according to the levels above. For example, a grade in a Level 2 course (each .5 credit) is multiplied by 1.2. After the grade multiplier is applied, all the weighted grades are totaled and the total is divided by the number of courses (each .5 credit) taken.

Below is an example of how to calculate the weighted numerical GPA (which determines RIC) for the fall grades of a 9th grade student.

Courses	Credit	Semester	Course GPA Level	Semester for GPA Calc	Actual Grade	X	Multiplier	=	Grade Points
Eng 1 PAP	.5	A	2	1	87	X	1.2	=	104.4
Bio 1	.5	A	1	1	88	X	1.1	=	96.8
Dance	.5		N/A	0	92				N/A
Health	.5		N/A	0	98				N/A
Eng 1 PAP	.5	B	2	1	91	X	1.2	=	109.2
Bio 1	.5	B	1	1	72	X	1.1	=	79.2
Dance	.5	B	N/A	0	86				N/A
Speech	.5		N/A	0	78				N/A
TOTAL	4.0			4					389.6

Total Grade Points 389.6 divided by courses (semesters) which count in GPA = 4. GPA = 97.4

The GPA of each student is placed in numerical order, with the highest GPA being assigned the Rank in Class of number one, the second highest number two, etc. The student's final RIC will be determined at the end of the 3rd nine weeks of the senior year.

- **For students entering high school 2011-2012 and thereafter**, correspondence courses, on-line courses, distance learning courses and dual credit courses in specific content areas ARE included in the RIC calculation. Summer school, night school courses, credit by acceleration exam, credit by exam for credit recovery, credit recovery courses and high school courses taken at the middle school are not included in the GPA calculation for RIC determination. Courses taken prior to 9th grade year WILL NOT count in GPA calculation for RIC determination. There are exceptions if a student accelerates and is taking high school credit courses while in middle school (e.g. Geometry).

State Assessment Requirements

With the implementation of the STAAR EOC program, assessment requirements for graduation have changed. Students are required to meet the passing standard (or at least make the minimum score) 5 STAAR EOC assessments (English I, English II, Algebra I, Biology, and U.S. history) depending on their graduation program. However, scoring only at the minimum level on all the STAAR EOC assessments will not meet the cumulative score requirement. This is a significant increase in the number of assessments on which students must perform at a high level compared to the current TAKS exit level assessments for graduation (four assessments). See the Course Description Guide for more information.

Extracurricular Activities

Extracurricular activities both at high school and in the community play an important role in the admissions process. Colleges frequently state that they look for students who will make a significant contribution to the college community. Seventy to eighty percent of all students can handle the academics, so colleges often look for that extra dimension – musicians, editors, actors, photographers, athletes, leaders, volunteers and others with a developed and usable talent. Students with superior ability in these areas may expect to receive special review by college and university faculty and admissions officers. Beginning in the freshman year, it is recommended students keep a list of volunteer work and extracurricular activities they are involved with. Each high school has a list of extracurricular activities posted on their website.

Top 10 Mistakes

Everyone makes mistakes, but if you can avoid the TOP 10 as you begin your freshman year, you'll be in much better shape. Drum roll, please. We'll start with the worst.

1. ***My freshman year doesn't count. My senior year is far away. If I mess up, I can always get back on track in the tenth grade.*** While it's true you can make up for bad choices and slip-ups, your freshman year is the foundation upon which the rest of your high school years, and then college, rest. The freshman year isn't practice or a trial period—it's the real thing!
2. ***I'm picking this class because my friend is taking it.*** Your friend picked the class in debate because she's always been fascinated with researching, gathering data, and presenting arguments. You don't like public speaking. You won't find out what a mistake you've made until you're way behind on homework and have failed several tests, when you could have been getting A's in that writing class you wanted to take but didn't.
3. ***I'll just skip this class. One day won't make a difference.*** Not so. In high school, attendance counts. Many schools have policies that cause you to lose credits if you miss class a certain number of times. Even the best of students will

miss classes because of illness or other unforeseen events. But remember, much of the teaching in high school is cumulative, meaning that each day is built on what happened in the class the day before. If you get out of the loop, it's really hard to get back in.

4. ***I don't need to write down that assignment. I'll remember it.*** Most likely, you'll only remember the assignment until you leave the classroom, then it's history. By the time you get home, you have a vague recollection of what the teacher said you had to do. Then you have to call someone in the class to ask about the assignment and that person isn't home, so you miss doing the homework.
5. ***I spilled soda on my homework and now I'll be late turning it in if I do it over, so I'll just forget about it.*** You should talk to your teacher about making up lost or forgotten homework. Even though the teacher will probably take off some points, you are guaranteed getting no points if you don't turn it in at all! So, while the assignment may be late, at least it may be counted. Don't be afraid to ask your teacher about turning in late assignments—better late than never!
6. ***Sorry, I can't join that club; I have to study all the time.*** In your freshman year, it's especially important to become part of the school community. Not only will you get to know other kids who like the same things you do, but you'll also explore what you like to do.
7. ***Everyone else in this class understood what the teacher just said except me, so I won't ask him to explain it.*** You will be surprised to know that if you didn't understand or need more explanation; probably everyone else feels the same way too. Be brave. Ask the question and have everyone else in your class silently thanking you. Plus, most importantly, you'll understand what the teacher was saying.
8. ***I don't want to talk to the teacher about the problems I'm having with her class.*** Teachers aren't mind-readers. They have no clue that you're struggling until they see your work. If you're having problems, it's okay to say, "I just don't get fractions." Teachers love to teach and part of teaching is helping their students understand things.
9. ***There's a situation at school that's making me uncomfortable. I'll just tell my friend about it and not go to the counselor's office.*** Big or small, serious or not, whatever problems you're having or whatever situations are bothering you, your high school counselors are there to help you, protect you, guide you, comfort you. Your best friend may be able to sympathize with your problem, but chances are your friend can't solve the issue as effectively as a counselor or teacher can.
10. ***I really don't need all that much sleep.*** That may have been true during the summer when you could sleep late. Now you're up and out with the sunrise. Trouble is, when you go to bed late, you find yourself nodding off in first period. All that brain power to adjust to high school takes energy. Energy comes from a good night's sleep.

Resource: Get A Jump! Peterson's

Graduation Programs

Students Entering High School 2014-15 and Beyond.

HB5, passed by the Texas Legislature this spring, made substantial changes to the state's graduation requirements, moving from the current "4x4" graduation plans to a 22-credit Foundation High School Program (FHSP) that allows students to earn endorsements in specific areas of study by completing four additional credits and performance acknowledgements. Students entering high school in the fall of 2014-15 will be required to meet the requirements of the foundation high school program to receive a high school diploma.

The endorsement areas are science, technology, engineering and mathematics (STEM); business and industry; public services; arts and humanities; and multidisciplinary studies. LISD offers courses to meet endorsements in all areas. There are specific course requirements in the foundation curriculum based on the Endorsement selected. A comparison of core course requirements by endorsement area may be found on pages 18-19. **For additional information on the FHSP, see the [Parent's Guide to the Foundation High School Program](#) posted on the [Guidance and Counseling Website](#).**

A student may elect to graduate without an endorsement under the high school foundation plan after the student's sophomore year if the student and the student's parent or guardian are advised by the school counselor of the benefits of graduating with one or more endorsement; and the student's parent or guardian files written permission with the high school allowing the student to graduate without an endorsement.

Importance of Higher Education

The choices you make during the next four years will affect the choices available to you during the rest of your life! By setting a goal now to attend college, you will be more focused on what you need to accomplish during your years in high school.

Why Should College Be Your Goal?

A College education can provide you with many more opportunities in life than those you will have with only a high school diploma or GED. It can provide you with:

➔ **Greater Knowledge**

A college education can increase your ability to understand developments in society, to think critically, to express thoughts clearly in speech and in writing, and to make wise decisions. You can use these skills for the rest of your life.

➔ **Greater Potential**

A college education increases your understanding of your community, the nation, and the world. College provides you with opportunities to explore your interests, discover new areas of knowledge, consider lifelong goals, and become a responsible citizen.

➔ **More Job Opportunities**

The world is changing rapidly! Many jobs rely on new technology and require more brainpower than ever. In your working life, more and more jobs will require education beyond high school. With a college education, the world is yours. You will have more choices about the career you pursue. You will also have the ability to change jobs or careers more easily later in life.

➔ **More Money**

People who go to college generally earn more than people who do not. If you take a look at what you could earn over a lifetime, you'll see just how big the income gap is.

What Counts In College Admissions

Parents often ask what criteria are considered most important in their student's college admissions process. The following chart illustrates responses by college admissions officials. From the chart, it is evident that quality of courses taken should be a top priority for students planning to pursue a college education after high school.

Grades in College Prep Courses & Strength of Curriculum	Consider P-AP, AP and other college preparation courses.
SAT/ACT Test Scores	Take one or both of these exams if you plan to enter a 4-year institution immediately out of high school.
Grades in All Courses	Apply yourself to all your courses as colleges want to see how well you perform in all subjects.
Admission Essay	Take your time with these and enlist help from parent or teacher.
GPA & Class Rank	All colleges will ask for your rank and GPA. Some require that you be in the top 10% or 25%.
Counselors Recommendation	If a university requires a recommendation from your counselor it will contain information to provide an overall picture of you as a prospective college student.
School/Community Service	Colleges are looking for students who are more than just good students. They want to see extracurricular and community involvement with passion and persistence.

Pre-Advanced Placement and Advancement Placement Programs

One of the most important things you can do during your high school years as preparation for college is to take courses that are considered "college preparatory" courses, which may include both Pre-Advanced Placement (P-AP) and Advanced Placement (AP) courses.

The P-AP and AP program, administered by the College Board, is available at LISD secondary schools. This program allows students an opportunity to participate in college preparatory courses. Students can possibly earn college credit while in high school if they show mastery on the AP exams taken in May.

Advantages

- Students that have followed a P-AP/AP program in high school tend to perform better in college than those who did not take these courses.
- Courses are more stimulating and challenging.
- Students can possibly earn college credit.

Differences from Regular Program

- P-AP/AP courses may take more time and require more work.
- More student motivation and involvement is necessary.
- P-AP courses have a GPA level of 1.2 as compared to 1.1 for regular class.
- AP courses will have a GPA level of 1.3.

Assessments

Preliminary Scholastic Aptitude Test (PSAT)

The **PSAT** is a standardized test that measures *critical reading skills, math problem solving skills and writing skills* important for success in college. The PSAT provides firsthand practice for the SAT Reasoning Test™ and also is the only route of entry into the **National Merit Scholarship Corporation (NMSC)** scholarship programs.

Although students are not expected to recall or memorize facts for the PSAT-NMSQT, they need a good working vocabulary and knowledge of arithmetic, elementary algebra, and some geometry.

Each high school pays for all first time sophomores to take the PSAT. Student scores can be used as a diagnostic tool by both parents and students to identify strengths and weaknesses. The PSAT, when taken as a junior, is the first step in entering the scholarship programs conducted by the **National Merit Scholarship Corporation**. Students also become eligible for access to MyRoad™ (see page 12).

The **SAT/ACT** college entrance examinations are an aspect of the college admissions process. The majority of colleges and universities pay close attention to the SAT/ACT because, when taken together with grades, they constitute a reliable predictor of academic achievement and college success.

College and Career

MyRoad™

MyRoad™--PSAT/NMSQT test-takers in high school receive access to MyRoad's in-depth major and career information, so they can chart their path to college and beyond. MyRoad is designed to make the process of choosing a major, college, or career, quicker and easier for students.

MyRoad is the easy-to-use, interactive Website that enables high school students to explore majors, colleges, and careers. The journey starts with a Web-based assessment that identifies students' strengths, learning preferences, motivators, and development opportunities. Students can use the findings of this validated assessment as a springboard into MyRoad's extensive database of the latest college, major, and career information.

How students benefit....

- Discover who they are and what they're capable of
- Learn about careers from professionals in the real world
- Relieve stress from the college application process
- Organize their resumes
- Narrow college choices to a manageable list
- Bring parents into the planning process

AchieveTexas

The AchieveTexas College and Career Initiative centers on establishing career clusters in all of our schools as a strategy for improving high school completion rates and college and workforce readiness. It is based on the belief that the curricula of the 21st century should combine rigorous academics with relevant career education that incorporates the College Readiness Standards, personalized learning environments, academic and social support, relevant teaching and learning designed to promote postsecondary success, and effective educators and leaders. Career clusters are a way of reorganizing learning around programs of study that will prepare students for an ever more competitive global economy.

In Texas, we have adopted the U. S. Department of Education's Career Clusters System. The 16 broad career clusters and 79 programs of study support the Governor's Industry Cluster Initiative, which identifies high-growth/high-paying jobs for the 21st-century Texas economy.

AchieveTexas offers guidance to help students plan their educational experience based on their career goals and allows students to develop the knowledge and skills necessary for a successful transition into skilled employment, advanced training, an associate's degree, a bachelor's degree, or technical certification. Career programs of study represent a recommended sequence of courses based on a student's personal interests and career goals. The idea is to connect what students learn in school every day to what they aspire to do tomorrow, thus increasing engagement with school and motivation to achieve.

AchieveTexas 16 Career Clusters:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communication
- Business Management and Administration

- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Public Safety, Corrections and Security
- Manufacturing
- Marketing, Sale and Services
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

Career Cruising

Career Cruising is a program designed to help you explore and discover possibilities for future education, training and careers. Career Cruising is your personal guide to finding what interests, abilities and values you have that should be considered in choosing a career path.

The Career Cruising program can be accessed on the internet from any location at www.careercruising.com. No software is required!

Find the Right Career: Find careers that match your interests using Career Matchmaker, the world's best online career assessment tool.

- Learn more about yourself by taking inventories
- Learn about occupations that best fit your interests, abilities and values
- Explore occupations and save your favorites
- Explore education requirements to prepare yourself for an occupation

Explore Careers: Learn about hundreds of different careers – everything from accountant to zookeeper. Get the “inside story” on careers by checking out multimedia interviews with real people.

- Explore education requirements to prepare yourself for an occupation

Explore Schools and Financial Aid: Search for schools that offer the education and training you need. Find financial aid programs to help you achieve your goals.

Build Your Own Career Portfolio: Keep track of your career exploration activities, plan your future, and create a resume.

Other Sources of Information

- ★ **Career Questionnaire (College Board)**
<http://www.collegeboard.com/apps/careers/index> - Great website for understanding the vertical process of high school to college.
- ★ **Texas Reality Check**
<http://www.texasrealitycheck.com/> - Great website for discovering what a potential job might pay, what you might need to live your daily life on your own, what jobs match your interests and skills.
- ★ **MyMajors**
A great way for students to think about questions to consider when selecting a major. Linked to 140 school counseling sites, 45 university academic advisement sites and the National Academic Advisement Association.
<http://www.mymajors.com/>
- ★ **Planning a Career (Adventures in Education) -Website for college planning.**
<http://www.aie.org/>
- ★ **Occupational Outlook Handbook**
The handbook created by the Federal Bureau of labor statistics gives the most accurate information about potential job opportunities. <http://www.bls.gov/oco/>
- ★ **FedWorld Information Network**
<http://www.fedworld.ntis.gov>
- ★ **Military Career Guide Online**
<http://www.bls.gov/ooh/military/military-careers.htm>
- ★ **Todays Military**
<http://www.todaysmilitary.com>
- ★ **The Riley Guide - Career Guidance**
<http://rileyguide.com>
- ★ **America's Job Bank –database of careers and online search for possible job opportunities**
<http://www.ajb.dni.us/>
- ★ **Netline Career Center- online magazines grouped according to careers**
<http://www.tradepub.com/>
- ★ **Career Resource Center- career guide to explore potential careers**
<http://www.careers.org/>
- ★ **Health Careers**
<http://www.healthmanagementcareers.org/>

- ★ **College Search Navigator-College research website**
<http://nces.ed.gov/collegenavigator/>
- ★ **College Money- A calculator to determine your college financial needs.**
www.collegeforalltexas.com

Timeline for College Admissions

Grade 9

- ↵ Attend the UNT College Fair on September 14th, 2015, and start talking with college representatives
- ↵ Study: grades go on the permanent transcript
- ↵ Check grades at every progress period
- ↵ Select challenging classes
- ↵ Use Career Cruising to update your 4 year plan and explore your interests and skills for possible career choices.
- ↵ Explore extracurricular interests and volunteer work
- ↵ Create a file to keep a list of honors, awards, and activities
- ↵ Pursue reading outside of school
- ↵ Visit college campuses
- ↵ Read the 9th/10th Grade Handbook

Grade 10

- ↵ Attend the UNT College Fair on September 14th, 2015, and discuss individual college admissions with representatives
- ↵ Take PSAT in October
- ↵ Request information from colleges
- ↵ Evaluate PSAT results
- ↵ Use MyRoad™ and Career Cruising to investigate colleges and careers
- ↵ Use Career Cruising to create your academic resumé and compare favorite colleges
- ↵ Gain knowledge as counselors outline the college application process and standardized tests
- ↵ Search the Internet and books for college information
- ↵ Update your list of honors, awards, and activities
- ↵ Take AP exams in May, if appropriate
- ↵ Make productive use of summer
- ↵ Visit college campuses

Grade 11

- ↵ Attend the UNT College Fair on September 14th, 2015, and discuss individual college admissions with representatives (bring a list of questions to ask)

- ↪ Read the Junior/Senior Handbook
- ↪ Try for a leadership role within your activity or organization
- ↪ Talk to college representatives that visit your campus during lunches
- ↪ Take the PSAT in October
- ↪ Use Career Cruising to create or update your academic resumé and explore your college choices
- ↪ Meet with your counselor in the spring schedule college visits
- ↪ Take standardized tests in March-June
- ↪ Begin formulating a resume
- ↪ Begin looking into college admissions essays
- ↪ Meet with college reps that visit your high school campus
- ↪ Get on mailing lists of colleges
- ↪ Visit colleges

Grade 12

- ↪ Attend the UNT College Fair on September 14th, 2015, and discuss individual college admissions with representatives (Bring your list of questions with you.)
- ↪ Read the Junior/Senior Handbook
- ↪ Use Career Cruising to create or update your academic resumé
- ↪ Meet with college representatives that come to your campus
- ↪ Line up recommendations
- ↪ Schedule appointments with your counselor to go over college admissions questions
- ↪ Complete college applications
- ↪ Check your campus website and office for scholarships on a regular basis
- ↪ Sign up with fastweb.com and salliemae.com for scholarships
- ↪ January – Complete FAFSA (financial aid application) online
- ↪ May 1st – National reply date for regular and early action

Top Ten Percent Rule – Automatic Admissions Law

Top Ten Percent Rule

Top students are eligible for automatic admission to any public university in Texas under admissions policies. Under TEC 51.803(a-2), students who are in the **top 10 percent** of their graduating class are *eligible for automatic admission to most public university in Texas*.

To be eligible for automatic admission, a student must:

- Graduate in the top 10 percent of his or her class at a public or private high school in Texas, or graduate in the top 10 percent of his or her class from a high school operated by the U.S. Department of Defense and be a Texas resident or eligible to pay resident tuition;

- Graduate on the recommended, distinguished program or Foundation HS Program
- Enroll in college no more than two years after graduating from high school; and
- Submit an application to a Texas public university for admission before the institution's application deadline (check with the university regarding specific deadlines).
- Students admitted through this route may still be required to provide SAT or ACT scores, although these scores are not used for admissions purposes. Students must also take the THEA test, unless exempted from the test requirement. Check with the admissions office regarding THEA, SAT, and ACT requirements.

After a student is admitted, the university may review the student's high school records to determine if the student is prepared for college-level work. A student who needs additional preparation may be required to take a developmental, enrichment, or orientation course during the semester prior to the first semester of college.

Admission to a university does not guarantee acceptance into a particular college of study or department. *Remember that you may not be admitted even if you are eligible if you do not meet the admission deadline.*

Modifications to Texas' Automatic Admission Law

Senate Bill 175, passed by the 81st Legislature in the spring of 2009, modifies TEC 51.802 for The University of Texas at Austin.

Under the law:

- The University is to automatically admit enough students to fill 75% of available Texas resident spaces.
- Each fall by September 15th The University will notify Texas school officials of the class rank that current high school juniors need to attain by the end of their junior year in order to be automatically admitted two years out of high school.
- SB 175 went into effect with the 2011 summer/fall class and will remain in effect at least through the 2015-2016 academic year.
- Currently admitting top 8% but it is subject to change each year.

Admission Requirements

Public Universities – Under TEC 51.802, the Uniform Admission Policy for admission at a Texas Four-Year Public Institution, students must meet one of the following in order to be eligible for admission:

- Successfully complete the curriculum requirements for the recommended, distinguished or Foundation high school program.
- Satisfy the College Readiness Benchmarks on SAT or ACT assessments.
 - SAT – 1500 out of 2400 (critical reading, math and writing)
 - ACT – 18 English, 21 Reading, 22 Math, 24 Science

NOTE: The admission offices of specific schools will be able to give you the most current and accurate information about being admitted to their university.

Cost of Higher Education

In 2013-2014, the average total cost of a full year at a public 4 year university for students living on campus will be \$22,134 for students paying in-state tuition. Students attending private 4 year universities can expect an average yearly cost of \$46,135 where 4 year out-of-state tuition can average much more per year.

Keeping College Costs Down

- Enroll in challenging courses in high school to avoid taking developmental or remedial courses in college
- Keep all options open, including: community colleges, technical colleges, universities, and the military
- Take **advanced placement courses and exams** and/or dual credit to earn college credit, avoiding the tuition and associated fees for taking the courses on campus. Students placing out of 12-15 hours of college work can save an equivalent of a full semester. According to College Board, the average tuition and fees for a public university in Texas is \$8,240 per year and \$28,500 per year at independent institutions. Public 2 year institutions average \$2,690 per year.

Financial Aid

How to Apply for Financial Aid

All students **should** complete the *Free Application for Federal Student Aid*, or **FAFSA**, whether or not they feel they will qualify for financial aid.

Eighty-five percent of money given to students headed for college comes in the form of loans. That means, of course, that only 15% is scholarship money. Most universities

request students complete the Free Applications for Federal Student Aid (FAFSA). *The FAFSA cannot be submitted until January 1 of the student's senior year.* To estimate expected family contribution you can access the FAFSA home page at www.fafsa.ed.gov. A "Student Guide to Financial Aid" detailing types of aid available from the federal government is available at no cost by contacting 1-800-433-3243.

Texas Grant

The "Toward Excellence, Access & Success (TEXAS)" Grant Program establishes grants to cover tuition and fees to Texas public and independent colleges and universities, including community colleges and technical schools for students who demonstrate financial need and meet the following requirements:

- Be registered with Selective Service, or be exempt;
- Have a 9 month EFC of no more than \$5,088;
- Be classified by the institution as a Texas resident;
- Have not been convicted of a felony or crime involving a controlled substance;
- Be enrolled at least three-quarter time as:

A Baccalaureate student who:

- ∇ graduated from an accredited public or private high school in Texas;
- ∇ completed the Foundation, Recommended, or Distinguished Achievement high school program (or the equivalent); and
- ∇ enrolled in an undergraduate degree or certificate program at an approved institution within 16 months from high school graduation having not accumulated more than 30 SCH's (excluding credits for dual enrollment or by examination); OR

A Baccalaureate student who:

- ∇ earned an associate's degree from a public or private nonprofit institution of higher education in Texas, and
- ∇ enrolled in an eligible institution within 12 months after receiving the associate's degree; OR

A Baccalaureate student who:

- ∇ graduated from an accredited public or private high school in Texas May 1, 2013 or later;
- ∇ completed the Recommended or Distinguished Achievement high school program (or its equivalent); and
- ∇ enlisted in military service within 12 months of high school graduation and enrolled in an eligible GATI within 12 months of receiving an honorable discharge; OR

Additional Texas Grant funds are available through the Texas Grant II and the Teach for Texas Conditional Grant Programs.

See <http://window.state.tx.us/scholars/aid/txtexas.html> and www.collegefortexans.com

Other Helpful Information

Credit Accrual

Dual Credit

Dual credit allows students to enroll in classes that earn both high school and college credits, simultaneously. Students are responsible for all financial requirements including tuition, fees and textbooks with the exception of Technical Preparation Career and Technical Education dual credit courses. To take a dual credit course, the following criteria must be met:

- Juniors and seniors are eligible for dual credit with the exception of Language Other Than English courses.
- Courses will be limited to those that are applicable to high school graduation requirements and have been approved for dual credit.
- Participants must be able to attend classes on the high school campus for three of the four blocks.
- The grade earned at the college level will be recorded on the student high school transcript. Students receiving a D (below 70) will not earn high school credit.

- Half-credit will be awarded per semester of any college course.

LISD has partnered with two local colleges in order to provide more dual credit courses. Students may take courses on the college campus or high school campus if offered there. Students who attend Hebron and The Colony High Schools may take dual credit courses at Collin College, formerly known as Collin County Community College or NCTC. Students who attend Lewisville, Marcus and Flower Mound High Schools may take dual credit courses at North Central Texas College. Classes available include economics, sociology, American Government, psychology, U.S. History to 1865, U.S. History from 1865.

Dual credit classes are not calculated in the student's GPA and students earning more than nine hours of dual credit may not be eligible for freshman scholarships at some universities.

If you are interested in finding out about Dual Credit courses, please contact your high school counselor for more information.

E-Courses/Virtual Learning Academy

LISD eSchool/Virtual Learning Academy (VLA) provides the opportunity to participate in an online course as part of the high school experience. This program offers students a flexible, relevant and challenging alternative to complete a portion of their graduation requirements. LISD eSchool/Virtual Learning Academy was developed to provide greater flexibility to students to schedule their student time and complete their courses.

To find out more about LISD eSchool/Virtual Learning Academy, go to <http://vla.lisd.net>.

Other Credit Opportunities

For more information on correspondence courses, night school, credit by exam (CBE) with or without instruction, summer school, or TxVSN (Virtual School Network), please see your designated counselor.

Early Graduation

What are the benefits? What are the disadvantages? In order to help students answer these questions, this comparison sheet is based on information from college representatives from both the public and private sector.

Advantages:

- A student who does not feel connected to the high school may spend less time enrolled.

Disadvantages:

- Students are losing the opportunity to take additional AP courses in which that student may be able to receive college credit.

- Students are losing the opportunity to take Dual Credit courses in which for a small investment that student can receive college and high school credit.
- Students lose competitiveness in the college process.
 - Cannot take as many AP courses
 - Cannot graduate as valedictorian or salutatorian
 - Ranking suffers because they cannot take as many advanced courses
 - Students will be forced to take ACT or SAT earlier. Data shows that the higher the level the course work completed, the better the student does.
- Students may lose many opportunities for college programs and scholarships.
 - Summer admissions and/or other alternative admissions programs
 - Treated as a transfer student if they take classes between January and August causing them to lose their high school admission status
- If students are 16, they will be taking classes with students 18 and older.

Questions to ask students planning to graduate early:

- What is the goal of graduating early?
- What do you plan to do if you are a January graduate?
- Have you been accepted to a college and when do you plan to begin?
- Have you checked with your chosen college to make sure early graduation does not affect enrollment or scholarship opportunities?
- Have you taken every advanced and/or dual credit course that you can on the high school campus?
- Have you and your parents discussed what life will be like if you live on campus and you are under 18?

Safe and Drug Free Program - CHOICES

C.H.O.I.C.E.S. (Safe and Drug Free Schools and Communities Program) offers programs and activities which are coordinated with other schools and community based services and programs that foster an emotionally and socially safe learning environment that supports academic achievement. The Safe and Drug Free Schools and Communities Program is present on every campus in LISD. C.H.O.I.C.E.S. supports campuses in prevention programming as well as intervention. The major components of C.H.O.I.C.E.S. are:

- Programs and curricula to address substance abuse and violence for both students and parents
- Interventions for students who are at-risk
- Free counseling center
- Mentor programs
- Community resource referrals for mental health, substance abuse, basic needs and more

Contact your school counselor or CHOICES 469-948-8680 if you know of someone who could benefit from this program.

Appendix

LISD Graduation Requirements 2015-2016
Students Entering High School Prior To 2014-2015

RHSP and MHSP Graduation Requirements

RECOMMENDED HIGH SCHOOL PROGRAM	MINIMUM HIGH SCHOOL PROGRAM
<p><u>THIS PROGRAM IS THE DEFAULT PROGRAM FOR LISD STUDENTS</u></p> <p>English I, II, III, IV (4 credits)</p> <p>Math (4 credits): Algebra I Geometry Algebra II Other Math credit</p> <p>Science (4 credits): Biological and Physical Sciences One credit in each:</p> <ul style="list-style-type: none"> • Biology, • Chemistry • Physics • Other Science Courses <p>Social Studies (4 credits): World Geography World History (1) U.S. History (1) U.S. Government (.5), Economics (.5)</p> <p>Physical Education or Substitution¹ (1 credit)</p> <p>Speech (.5 credit): Communication Applications OR Professional Communications (CTE)</p> <p>Language Other Than English (2 credits) Must be in the same language</p> <p>Fine Arts² (1 credit)</p> <p>Electives (5.5 credits)</p> <p>26 CREDITS TOTAL</p>	<p><u>THIS PROGRAM REQUIRES ADMINISTRATIVE APPROVAL</u></p> <p>English I, II, III, IV (4 credits)</p> <p>Math (3 credits): Algebra I Geometry Other Math credit</p> <p>Science (3 credits):</p> <ul style="list-style-type: none"> • Biology course • Integrated Physics & Chemistry (one credit in chemistry and one credit in physics can substitute for IPC) • Other Science Courses <p>Social Studies (4 credits): World Geography World History (1) U.S. History (1) U.S. Government (.5), Economics (.5)</p> <p>Physical Education or Substitution¹ (1 credit)</p> <p>Speech (.5 credit): Communication Applications , OR Professional Communications (CTE)</p> <p>Fine Arts² (1 credit)</p> <p>Electives (9.5 credits) – (4) may be local</p> <p>26 CREDITS TOTAL</p>

NOTE: The DISTINGUISHED ACHIEVEMENT PROGRAM (DAP) goes beyond the RHSP. It requires advanced schoolwork that reflects college- or professional-level skills. Students who graduate with the RHSP or DAP are eligible for the TEXAS Grant I Program (H.B. 713) if financial need is determined.

1 PE Credit/Substitution - 4 credits of PE or PE substitution may be used toward state graduation requirements. The following courses may be taken as a PE substitution: Cheerleading (Varsity, Jr. Varsity, Freshman); Drill Team; Marching Band (1st 9 weeks only); External PE; Athletics; JROTC. Only one state credit allowed per year.

2 Fine Arts - credit under the Recommended and Minimum Programs must be earned from the following list of courses: Art I-IV, all AP Art, Orchestra I-IV, Choir I-IV, Dance I, Theatre Arts I-IV, Theatre Production I-IV, Technical Theatre I-IV, Band I-IV, Music Theory.

All students must pass State Mandated Assessments in order to graduate.

Distinguished Achievement Program

Purpose of the Distinguished Achievement Program	The Distinguished Achievement Program (DAP) recognizes students who demonstrate levels of performance equivalent to college students or work done by professionals in the arts, sciences, business, industry, or in community service.
Standards for Approval of Requirements	Advanced measures focus on demonstrated student performances at the college or professional level. Student performance is assessed through an external review process.
Requirements of	Students must meet the requirements of the Recommended Graduation Program.
The Distinguished Achievement Program	The DAP Math and Science requirements include specific courses as well as a specific course sequence in the areas of Math and Science.
☼ Math	The fourth Math course should be taken AFTER the successful completion of Algebra I, Geometry, and Algebra II. The following courses will meet DAP requirements for the fourth Math. See <i>Math and Science Fourth Option</i> on the next page.
☼ Science	The fourth Science course should be taken either AFTER successful completion of one credit in Biology, Chemistry, and Physics or CONCURRENTLY with the third science. See <i>Math and Science Fourth Option</i> on the next page.
☼ LOTE	A student must have an additional year of Language Other Than English (LOTE) – A total of 3 credits in the same language.
☼ Advanced Measures	<p>In addition, students must complete any combination of four of the following advanced measures. Advanced measures include:</p> <ul style="list-style-type: none"> ▲ Original research/project [limit of 2]: <ul style="list-style-type: none"> ▶ Judged by a panel of professionals in the field that is the focus of the project; or ▶ Conducted under the direction of a mentor(s) and reported to an appropriate audience; ▲ Test data: <ul style="list-style-type: none"> ▶ A score of three or above on The College Board Advanced Placement examination (no limit); ▶ A score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies a student for recognition as a: <ul style="list-style-type: none"> • Commended Scholar or higher by the National Merit • Scholarship Corporation; as part of the National Hispanic • Scholar Program of The College Board; or as part of the • National Achievement Scholarship Program of the National Merit Scholarship Corporation. • The PSAT score may count as only one advanced measure regardless of the number of honors received by the student. ▲ College courses [no limit]: <ul style="list-style-type: none"> ▶ A grade of 3.0 or higher on courses that count for college credit, including concurrent enrollment and dual credit programs
• State Testing	Students must meet all testing requirements as outlined on Page 23.

Students Entering High School 2015-2016

Foundation High School Program (FHSP) Requirements

(Students who entered high school prior to 2014-2015 may opt in to this plan)

FOUNDATION WITH ENDORSEMENT	FOUNDATION NO ENDORSEMENT
<p>English I, II, III and Advanced English¹ (4 credits)</p> <p>Math (4 credits): Algebra I Geometry Additional Math² credit Fourth Math² credit</p> <p>Science (4 credits): Biological and Physical Sciences: Biology (1) Integrated Physics & Chemistry or Other Science³ (1) 3rd Science³ 4th Science³</p> <p>Social Studies (3 credits): World Geography OR World History (1)⁴ U.S. History (1) U.S. Government (.5), Economics (.5)</p> <p>Physical Education or Substitution⁵ (1 credit)</p> <p>Language Other Than English/World Languages (2 credits) Any two levels in the same language; OR Two credits in Computer Programming Language <i>(Exceptions⁶ may apply for students with disabilities)</i></p> <p>Fine Arts (1 credit)</p> <p>Electives (3 credits)</p> <p>Endorsement (4 credits)⁸</p> <p>26 CREDITS TOTAL</p>	<p style="text-align: center;"><u>This Program Requires Administrative Approval</u></p> <p>English I, II, III and Advanced English¹ (4 credits)</p> <p>Math (3 credits): Algebra I Geometry Additional Math² credit</p> <p>Science (3 credits) Biology, and Integrated Physics & Chemistry or Other Science³ (1) 3rd Science³</p> <p>Social Studies (3 credits): World Geography OR World History (1)⁴ U.S. History (1) U.S. Government (.5), Economics (.5)</p> <p>Physical Education or Substitution⁵ (1 credit)</p> <p>Language Other Than English/World Languages (2 credits) Any two levels in the same language; OR Two credits in Computer Programming Language <i>(Exceptions⁶ may apply for students with disabilities)</i></p> <p>Fine Arts⁷ (1 credit)</p> <p>Electives (5 credits)</p> <p>Endorsement (None)</p> <p>22 CREDITS TOTAL</p>

NOTE: The **DISTINGUISHED LEVEL OF ACHIEVEMENT (DLA)** goes beyond the FHSP. For more information on the DLA, see Page 17.

- 1 Advanced English** - See complete list of courses which qualify as an Advanced English on Page . Advanced English requirements vary based on Endorsement selected.
- 2 3rd and 4th Math** Requirement vary based on the Endorsement selected. See Pages 18-19.
- 3 3rd and 4th Science** Requirement vary based on the Endorsement selected. See Pages 18-19.
- 4 Social Studies** - FHSP does not require both W. Geography and W. History for graduation. Local decisions could add additional requirements. See Page 52 for a comparison of skills acquired in World Geography vs. World History
- 5 PE Credit/Substitution** - 4 credits of PE or PE substitution may be used toward state graduation requirements. The following courses may be taken as a PE substitution: Cheerleading (Varsity, Jr. Varsity, Freshman); Drill Team; Marching Band (1st 9 weeks only); External PE; Athletics; JROTC. Only one state credit allowed per year.
- 6 LOTE** - Students with disabilities may be able to take other academic courses as a substitute for this requirement as deemed appropriate by the ARD/504 committee.
- 7 Fine Arts** - credit under the Recommended and Minimum Programs must be earned from the following list of courses: Art I-IV, all AP Art, Orchestra I-IV, Choir I-IV, Dance I, Theatre Arts I-IV, Theatre Production I-IV, Technical Theatre I-IV, Band I-IV, Music Theory.
- 8 Endorsements** - See *Selecting an Endorsement* on Page 17.

Courses which can count in two different categories may satisfy the requirements for both but one will receive a credit and one will be considered as a waiver and no additional credit will be awarded.

Four Year Plan Sample

Recommended High School Program Four Year Plan

NOTES	Grade	FALL		SPRING	
		1 ST QTR	2 ND QTR	1 ST QTR	2 ND QTR
REQUIRED COURSES FOR RHSP: <input type="checkbox"/> English 1 (1) <input type="checkbox"/> English 2 (1) <input type="checkbox"/> English 3 (1) <input type="checkbox"/> English 4 (1) <input type="checkbox"/> Algebra 1 (1) <input type="checkbox"/> Geometry (1) <input type="checkbox"/> Algebra 2 (1) <input type="checkbox"/> Other Math (1) <input type="checkbox"/> Biology (1) <input type="checkbox"/> Chemistry (1) <input type="checkbox"/> Physics (1) <input type="checkbox"/> Other Science (1) <input type="checkbox"/> W. Geography (1) <input type="checkbox"/> W. History (1) <input type="checkbox"/> U.S. History (1) <input type="checkbox"/> Govt (.5) <input type="checkbox"/> Eco (.5) <input type="checkbox"/> LOTE 1 (1) <input type="checkbox"/> LOTE 2 (1) <input type="checkbox"/> Speech (.5) <input type="checkbox"/> Fine Art (1) <input type="checkbox"/> PE (1) <input type="checkbox"/> Electives (5.5)	9 th	English 1	English 1	Algebra 1	Algebra 1
		W. Geography	W. Geography	Biology	Biology
		Open Elective	Open Elective	Art 1	Art 1
		Band, Choir, Theatre	Band, Choir, Theatre	Band, Choir, Theatre (Or Open Elective)	Band, Choir, Theatre (Or Open Elective)
	10 th	English 2	English 2	Geometry	Geometry
		W. History	W. History	Chemistry	Chemistry
		Spanish 1	Spanish 2	Spanish II	Spanish II
		Band, Choir, Theatre	Band, Choir, Theatre	Band, Choir, Theatre (Or Open Elective)	Band, Choir, Theatre (Or Open Elective)
	11 th	English 3	English 3	Astronomy	Astronomy
		US History	US History	Algebra 2	Algebra 2
		Physics	Physics	Elective	Speech
		Band, Choir, Theatre	Band, Choir, Theatre	Band, Choir, Theatre (Or Open Elective)	Band, Choir, Theatre (Or Open Elective)
	12 th	English 4	English 4	Earth & Space Science	Earth & Space Science
		Govt	Eco	Precalculus	Precalculus
		Band, Choir, Theatre	Band, Choir, Theatre	Band, Choir, Theatre (Or Open Elective)	Band, Choir, Theatre (Or Open Elective)
		Senior Out	Senior Out	Senior Out	Senior Out

Four Year Plan Samples

Distinguished Achievement Program Four Year Plan

NOTES	Grade	FALL		SPRING	
		1 ST QTR	2 ND QTR	1 ST QTR	2 ND QTR
<p>REQUIRED COURSES FOR DAP:</p> <p><input type="checkbox"/> English 1 (1)</p> <p><input type="checkbox"/> English 2 (1)</p> <p><input type="checkbox"/> English 3 (1)</p> <p><input type="checkbox"/> English 4 (1)</p> <p><input type="checkbox"/> Algebra 1 (1)</p> <p><input type="checkbox"/> Geometry (1)</p> <p><input type="checkbox"/> Algebra 2 (1)</p> <p><input type="checkbox"/> Other Math (1)</p> <p><input type="checkbox"/> Biology (1)</p> <p><input type="checkbox"/> Chemistry (1)</p> <p><input type="checkbox"/> Physics (1)</p> <p><input type="checkbox"/> Other Science (1)</p> <p><input type="checkbox"/> W. Geography (1)</p> <p><input type="checkbox"/> W. History (1)</p> <p><input type="checkbox"/> U.S. History (1)</p> <p><input type="checkbox"/> Govt (.5)</p> <p><input type="checkbox"/> Eco (.5)</p> <p><input type="checkbox"/> LOTE 1 (1)</p> <p><input type="checkbox"/> LOTE 2 (1)</p> <p><input type="checkbox"/> LOTE 3 (1)</p> <p><input type="checkbox"/> Speech (.5)</p> <p><input type="checkbox"/> Fine Art (1)</p> <p><input type="checkbox"/> PE (1)</p> <p><input type="checkbox"/> Electives (4.5)</p>	9 th	English 1	English 1	Algebra 1	Algebra 1
		W. Geography	W Geography	Biology PreAP	Biology PreAP
		Elective	Elective	Art 1	Art 1
		Athletics/Band	Athletics/Band	Athletics/Band	Athletics/Band
	10 TH	English 2	English 2	Geometry	Geometry
		W. History AP	W. History AP	Chemistry	Chemistry
		Latin 1	Latin 1	Latin 2	Latin 2
		Athletics/Band	Athletics/Band	Athletics/Band	Athletics/Band
	11 TH	English 3AP	English 3AP	Algebra 2	Algebra 2
		US History AP	US History AP	US History AP (Early US History)	Comm App
		Latin 3	Latin 3	Physics	Physics
		Athletics/Band	Athletics/Band	Athletics/Band	Athletics/Band
	12 TH	English IVAP	English IVAP	PreCalculus	PreCalculus
		Govt	Eco	Elective	Elective
		Chem AP	Chem AP	Chem AP	AP Test Prep Chemistry
		Athletics/Band	Athletics/Band	Athletics/Band	Athletics/Band
<p>NOTES: A 3rd credit of Languages Other than English is required for the DAP. See Graduation Requirements on Pages 11 - 13 for additional information.</p>					

Foundation Program – STEM Four Year Plan

Science, Technology, Engineering & Math - CTE Pathway

NOTES	GRADE	FALL		SPRING	
		1 ST QTR	2 ND QTR	1 ST QTR	2 ND QTR
<p>Required Courses for Foundation Plan w/STEM CTE Endorsement:</p> <p><input type="checkbox"/> English 1 (1) <input type="checkbox"/> English 2 (1) <input type="checkbox"/> English 3 (1) <input type="checkbox"/> English 4 (1) or Adv Eng</p> <p><input type="checkbox"/> Algebra 1 (1) <input type="checkbox"/> Geometry (1) <input type="checkbox"/> Algebra 2 (1) <input type="checkbox"/> Advanced Math (1)</p> <p><input type="checkbox"/> Biology (1) <input type="checkbox"/> Chemistry (1) <input type="checkbox"/> Physics (1) <input type="checkbox"/> Advanced Science (1)</p> <p><input type="checkbox"/> W. Geography (1) OR W. History (1) <input type="checkbox"/> U.S. History (1) <input type="checkbox"/> Govt (.5) <input type="checkbox"/> Eco (.5)</p> <p><input type="checkbox"/> LOTE 1 (1) (Except) <input type="checkbox"/> LOTE 2 (1) (Except)</p> <p><input type="checkbox"/> Fine Art (1) PE (1) <input type="checkbox"/> Endorsement (4) <input type="checkbox"/> Electives (3) <input type="checkbox"/> 26 State Credits Required</p>	9 TH	English 1	English 1	Algebra 1	Algebra 1
		W. Geography or W. History	W. Geography or W. History	Biology	Biology
		Physical Education or Substitute	Physical Education or Substitute	Fine Art	Fine Art
		Endorsement	Endorsement	Elective	Elective
	10 TH	English 2	English 2	Geometry	Geometry
		Elective	Elective	Chemistry	Chemistry
		LOTE 1 OR Computer Prog Lang or Exception	LOTE 1 OR Computer Prog Lang or Exception	LOTE 2 OR Computer Prog Lang or Exception	LOTE 2 OR Computer Prog Lang or Exception
		Endorsement	Endorsement	Elective	Elective
	11 TH	English 3	English 3	Physics	Physics
		US History	US History	Algebra 2	Algebra 2
		Open Elective	Open Elective	Open Elective	Open Elective
		Endorsement	Endorsement	Open Elective	Open Elective
	12 TH	English 4 OR Adv Eng	English 4 OR Adv Eng	Advanced (4 th) Science	Advanced (4 th) Science
		Govt	Eco	Advanced (4 th) Math	Advanced (4 th) Math
		Endorsement	Endorsement	Open Elective	Open Elective
		Open Elective	Open Elective	Open Elective	Open Elective

NOTES:

- Highlighted “Endorsement” courses may be taken in any semester/year appropriate for the course
- Courses must include coherent sequence of: at least two courses from the same cluster, one advanced CTE course, and one course from the STEM cluster.
- See list of appropriate courses for Advanced Science and Advanced Math
- See list of appropriate courses for Advanced English
- “Electives” are required for the 26 state credit total
- “Open Electives” are opportunities for students to take courses over and above state requirements or potentially to graduate early. May include local or state credit courses.

Foundation Program – Multidisciplinary Four Year Plan

Multidisciplinary Endorsement – Non-CTE Pathway

NOTES	GRADE	FALL		SPRING	
		1 ST QTR	2 ND QTR	1 ST QTR	2 ND QTR
<p>Required Courses for Foundation Plan w/Multidisciplinary Non-CTE Endorsement</p> <p><input type="checkbox"/> English 1 (1) <input type="checkbox"/> English 2 (1) <input type="checkbox"/> English 3 (1) <input type="checkbox"/> English 4 (1) or Adv Eng</p> <p><input type="checkbox"/> Algebra 1 (1) <input type="checkbox"/> Geometry (1) <input type="checkbox"/> 3rd Math (1) <input type="checkbox"/> 4th Math (1)</p> <p><input type="checkbox"/> Biology (1) <input type="checkbox"/> IPC, Chemistry, or Physics (1) <input type="checkbox"/> Chem/Phy or 3rd Sci (1) <input type="checkbox"/> Other Science (1)</p> <p><input type="checkbox"/> W. Geography (1) OR W. History (1) <input type="checkbox"/> U.S. History (1) <input type="checkbox"/> Govt (.5) <input type="checkbox"/> Eco (.5)</p> <p><input type="checkbox"/> LOTE 1 (1) (Except) <input type="checkbox"/> LOTE 2 (1) (Except)</p> <p><input type="checkbox"/> Fine Art (1) <input type="checkbox"/> PE (1) <input type="checkbox"/> Endorsement (4) <input type="checkbox"/> Electives (3)</p>	9 TH	English 1	English 1	Algebra 1	Algebra 1
		W. Geography or W. History	W. Geography or W. History	Biology	Biology
		Physical Education or Substitute	Physical Education or Substitute	Fine Art	Fine Art
		Endorsement	Endorsement	Elective	Elective
	10 TH	English 2	English 2	Geometry	Geometry
		Elective	Elective	IPC, Chem, or Physics	IPC, Chem, or Physics
		LOTE 1 OR Computer Prog Lang or Exception	LOTE 1 OR Computer Prog Lang or Exception	LOTE 2 OR Computer Prog Lang or Exception	LOTE 2 OR Computer Prog Lang or Exception
		Endorsement	Endorsement	Elective	Elective
	11 TH	English 3	English 3	Chemistry, Physics or 3 rd Science	Chemistry, Physics or 3 rd Science
		US History	US History	3 rd Math	3 rd Math
		Open Elective	Open Elective	Open Elective	Open Elective
		Endorsement	Endorsement	Open Elective	Open Elective
	12 TH	English 4 or Adv Eng	English 4 or Adv Eng	Other (4 th) Science	Other (4 th) Science
		Govt	Eco	4 th Math	4 th Math
		Endorsement	Endorsement	Open Elective	Open Elective
		Endorsement	Endorsement	Open Elective	Open Elective

26 State Credits Required

Open Elective

Open Elective

Open Elective

Open Elective

NOTES:

- Highlighted “Endorsement” courses may be taken in any year appropriate.
- Must take English IV AND either Chemistry or Physics for SOME pathway options
- Endorsement options include:
 1. 4 credits in each foundation area. English IV and Chemistry or Physics required; OR
 2. Four AP credits courses to include one in each foundation area (English, Math, Science, Social Studies)
 3. See list of approved courses for 3rd Science, 4th Science, 3rd Math, and 4th Math
- “Electives” are required for the 26 state credit total
- “Open Electives” are opportunities for students to take courses over and above state requirements or potentially to graduate early. May include local or state credit courses.

Sample Resume

Your Name
Your Street Address
North, TX 75000
Your Telephone Number

EDUCATION

Senior at North High School
GPA: 92.45
Class Rank: 83 in a class of 402
Significant Academic Endeavors: (International Baccalaureate candidate, etc.)

SCHOOL ACTIVITIES

National Honor Society, junior and senior years
Fellowship of Christian Athletes Vice President, junior year
Basketball Team, four years
Key Club, sophomore, junior, and senior years

AWARDS AND HONORS

National Merit semi-finalist
Ranked in the top quarter of class for four years
Spanish Achievement Award
Eagle Scout

LEADERSHIP EXPERIENCE

President of National Honor Society
Vice President of Senior Class

COMMUNITY AND CHURCH ACTIVITIES

North Hispanic Youth Council, senior year
Church Youth Group, Church Name, sophomore, and junior year
Boy Scouts of America, eight years

WORK EXPERIENCE

Materials Transportation Company welder, senior year
McDonald's Restaurant cook, junior year

VOLUNTEER SERVICE

Olin E. Teague Veterans Center, summer volunteer – 2012, 2013
Denton County Rehabilitation Center, after school recreation volunteer – 2 years

