

2024

2025

FLOUR BLUFF JUNIOR HIGH

THE OFFICIAL COURSE PLANNING GUIDE



COURSE PLANNING GUIDE

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FLOUR BLUFF JUNIOR HIGH SCHOOL

COURSE PLANNING GUIDE

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District's Belief, Mission, Vision, and Goals

In Flour Bluff ISD We Believe...

- All students are the key to our future, and they understand that strength is borne from our diversity, and each has potential for excellence through action and accountability.
- Parents and families will receive consistent communication, support, and collaboration so that they are true partners in the education of all students in our care.
- Faculty and staff are pillars in our community who demonstrate integrity, subject-matter expertise, and empathetic knowledge of our students in a way that inspires intellectual curiosity and commitment to excellence.
- Principals and campus leaders are servant leaders who lead with compassion, knowledge and support in order to lay the foundation for excellence for all students in our care.
- The Superintendent and Central Office Staff are servant leaders who lead with integrity and vision to support students, families, faculty, and staff while ensuring fiscal responsibility.
- The Board is a visionary team of trustworthy servant leaders who set the direction for our community's school system in a way that supports all students, families, faculty, and staff in pursuit of excellence while ensuring fiscal responsibility.

Mission Statement

The mission of the Hornet community is to foster and empower students to become confident, productive members of society who pursue excellence with integrity.

Vision

Our vision is to make Flour Bluff ISD the premier district in Texas. Flour Bluff – North Padre Island – NAS/CCAD

Goals

1. Students: Well-Being and Academic Success.
2. Faculty and Staff: Well-Being, Professional Development and Growth.
3. Community Satisfaction and Engagement
4. Financial Stewardship

**Flour Bluff Junior High School
2505 Waldron Road
Corpus Christi, Texas 78418
(361)694-9300 Fax (361)694-9803**

Brodie Wallace, Principal
Amanda Aguilar, Assistant Principal
Sonja Edwards, Assistant Principal
Brooke Zepeda, Intervention Specialist

Jennifer Krnavek, Dean of Instruction
Sandra De Leon, Counselor
Danette Vargas, Counselor

Dear Parents and Students,

The information contained in this booklet is intended to give you a better understanding of the curriculum requirements at Flour Bluff Junior High School. An understanding of these requirements is essential as you prepare to pre-register for the next school year. Please review the information carefully and become acquainted with the courses being offered.

It is important to remember that eligibility for some courses is based on standardized test scores, report card grades, teacher recommendations, and/or completion of prerequisite courses. Study the eligibility requirements and determine how they may affect your options.

The State of Texas Assessment of Academic Readiness (STAAR) is comprehensive and rigorous. STAAR is based on the state-mandated curriculum, the Texas Essential Knowledge and Skills. At the seventh-grade level, students are tested in Reading Language Arts and Mathematics. At the eighth-grade level, students are tested in Reading Language Arts, Mathematics, Science, and Social Studies. Students who are taking Algebra I will be required to take the appropriate STAAR End-Of-Course Exam.

In planning for the next school year, you will have the opportunity to select from junior high and high school credit electives. A description of the electives offered is contained in this booklet. Some electives are semester courses, and other electives are full year courses; therefore, give your choice of elective careful thought. The elective should be selected according to individual interests and/or career goals.

The Junior High School staff looks forward to working with you during pre-registration activities. Please do not hesitate to contact the office if you have any questions. The administrators, counselors, and teachers will be happy to assist you.

Brodie Wallace

Principal FBJH

ASSURANCE OF NONDISCRIMINATION

Flour Bluff Independent School District does not discriminate on the basis of race, religion, color, age, national origin, sex, or disability in providing education or access to benefits of educational services, activities, and programs, including vocational programs, in accordance with: Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments Act of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act. Flour Bluff Independent School District will take steps to assure that limited English language skills will not be a barrier to admission and participation in all educational and career and technology education programs. For information about your rights or grievance procedures contact James Crenshaw, Title IX Coordinator at (361) 694-9203. For information regarding Career & Technology Education or the English as a Second Language Program, contact Dr. Linda Barganski at (361) 694-9230. For information regarding the Section 504 Program, contact Nicole White at (361) 694-9219.

INTENT OF THIS GUIDE

The provisions and information set forth in this Graduation and Career Planning Guide are intended to be informational and not contractual in nature. The District hereby reserves and retains the right to amend, alter, change, delete, or modify any of the provisions of this guide at any time, from time to time, on any manner that the Administration or the Board of Trustees of the District deems to be in the best interest of the students of this District. The content of this guide applies to all students and programs in the District and does not amend, abridge, or replace Board policies or administrative regulations established by the District.

FLOUR BLUFF JUNIOR HIGH SCHOOL

COURSE OFFERINGS

| |
|-----------------------------|
| GRADE 7 REQUIREMENTS |
|-----------------------------|

| | |
|------------------------------|-----------------|
| READING & LANGUAGE ARTS | (1 YEAR) |
| MATHEMATICS | (1 YEAR) |
| SCIENCE | (1 YEAR) |
| TEXAS HISTORY | (1 YEAR) |
| CAREER & COLLEGE EXPLORATION | (SEMESTER) |
| PHYSICAL EDUCATION | (1 YEAR) |
| ELECTIVE (1.5) | (SEMESTER/YEAR) |
| ADVISORY | (1 YEAR) |

| |
|------------------|
| ELECTIVES |
|------------------|

Semester Courses:

ART (JH Level)
 THEATRE ARTS (JH Level)
 COASTAL EXPLORERS
 TECHNOLOGY APPLICATIONS
 Lead, Empower, Advance, Discover (LEAD)
 MEDICAL TERMINOLOGY (1 HS Credit)
 PRINCIPLES OF BUSINESS, MARKETING & FINANCE (1 HS Credit)
 PROFESSIONAL COMMUNICATIONS (.5 HS Credit)

One Year Courses:

ACADEMY MATH
 CHOIR
 BAND
 LOTC 7/8 (JH Level)
 SPANISH I (1 HS Credit)
 ADVANCED SPANISH I (1 HS Credit)
 PRINCIPLES OF INFORMATION TECHNOLOGY (1 HS Credit)
 BUSINESS INFORMATION MANAGEMENT (BIM) (1 HS Credit)
 PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY & COMMUNICATION (1 HS Credit)
 ART 1 (1 HS Credit)
 THEATRE I (1 HS Credit)
 WILSON READING

*Physical Education requirements of 4 semesters (2 years) in grades 6-8, may be met with Athletics, Swimming, Tennis or LOTC.

*Other requirements include one course in fine arts and one course in technology applications in junior high.

FLOUR BLUFF JUNIOR HIGH SCHOOL

COURSE OFFERINGS

| |
|-----------------------------|
| GRADE 8 REQUIREMENTS |
|-----------------------------|

| | |
|-------------------------|-----------------|
| READING & LANGUAGE ARTS | (1 YEAR) |
| MATHEMATICS | (1 YEAR) |
| SCIENCE | (1 YEAR) |
| U.S. HISTORY | (1 YEAR) |
| ELECTIVES (3) | (SEMESTER/YEAR) |
| ADVISORY | (1 YEAR) |

| |
|------------------|
| ELECTIVES |
|------------------|

Semester courses:

OFFICE PRACTICE
 COASTAL EXPLORERS
 ART (JH Level)
 THEATRE ARTS (JH Level)
 TECHNOLOGY APPLICATIONS
 Lead, Empower, Advance, Discover (LEAD)
 PROFESSIONAL COMMUNICATIONS (.5 HS Credit)
 MEDICAL TERMINOLOGY (1 HS Credit)
 PRINCIPLES OF BUSINESS, MARKETING & FINANCE (1 HS Credit)

One Year Courses:

ACADEMY MATH
 CHOIR
 BAND
 SPANISH I (1 HS Credit)
 ADVANCED SPANISH I (1 HS Credit)
 SPANISH II (1 HS Credit)
 ADVANCED SPANISH II (1 HS Credit)
 PRINCIPLES OF INFORMATION TECHNOLOGY (1 HS Credit)
 BUSINESS INFORMATION MANAGEMENT (BIM) (1 HS Credit)
 PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY & COMMUNICATION (1 HS Credit)
 LOTC 7/8 (JH Level)
 LOTC 8 (JH Level)
 ART 1 (1 HS Credit)
 THEATRE I (1 HS Credit)
 PHYSICAL EDUCATION
 WILSON READING

*Physical Education requirements of 4 semesters (2 years) in grades 6-8, may be met with Athletics, Swimming, Tennis or LOTC.

*Other requirements include one course in fine arts and one course in technology applications in junior high.

TESTING AND SCHEDULING INFORMATION

STAAR Testing

Seventh grade students will take the State of Texas Assessments of Academic Readiness (STAAR) Mathematics and Reading Language Arts assessments in the spring. Eighth grade students take Reading Language Arts, Mathematics, Social Studies, and Science STAAR assessments in the spring. STAAR and Texas Essential Knowledge and Skills (TEKS) information is available on the Texas Education Association (TEA) website at www.tea.texas.gov. In addition, students who are enrolled in Algebra I will be required to take the End-of-Course (EOC) assessment. Test items on the assessment will cover content included in the TEKS curriculum for the course. The End-of-Course testing window will be in April or May.

Exams for Acceleration

Exams for acceleration are offered in four two-week windows each semester. Applications from current students are accepted throughout the year. Testing dates vary slightly each year; however, no advanced placements are made in a course after the first two weeks of the course due to the loss of time in the succeeding course. Exams for acceleration may not be utilized to circumvent attendance requirements. Students having an exceptional command of a subject may apply to take an exam for acceleration by contacting the counselor's office. ***If the course is for high school credit, the grade will count toward the student's GPA (grade point average).***

Promotion/Retention Policy

In grades 7-8, promotion to the next grade level shall be based on an overall average of 70 or above for the year—derived by averaging the final numerical scores for all core subject areas (Mathematics, English Language Arts & Reading, Science and Social Studies). A grade of 70 or above is also required in each of the following areas:

1. English Language Arts & Reading
2. Mathematics

Schedule Changes

Schedule changes for students will be considered during the first 2 weeks of each semester for the following reasons **ONLY**:

- to modify a student's schedule based on academic needs.
- to correct a mistake in course placement.
- to balance class teacher/pupil ratio.
- when requested by teacher with approval by principal.

Students enrolled in high school credit courses requesting schedule changes:

- considered within the **first six weeks of each semester only**, prior to earning a six weeks' grade.
- considerations will be consistent with the above noted-reasons.

COURSE INFORMATION

The course descriptions are provided to give students and parents an overview of the various courses offered at the junior high. Please review course descriptions carefully as you consider course selections for your child.

If a student is receiving Special Education services, the Admission, Review and Dismissal (ARD) Committee will make the determination as to what courses and STAAR assessments the student will take. The ARD Committee may determine if a student in a core class is to receive accommodations, modifications, or in-class support from special education.

Advanced English Language Arts & Reading (ELAR) 7 and 8

Reading/Writing Intensive!

Advanced ELAR offers English curriculum with enrichment through novels, projects, and additional study of literary techniques. This course is open to any student who is highly motivated and has an excellent knowledge of the subject. This course is also assigned to students identified as Gifted and Talented (GT) in this area.

English Language Arts & Reading (ELAR)

The course curriculum consists of reading comprehension and language study in a variety of genres that include texts such as short stories, novels, newspapers, educational periodicals, and passages from standardized TEKS-based reading comprehension tests. Students also engage in writing activities of a varied nature including journal writing, short essay writing, and creative writing. Through these compositions and literary pieces, students will be taught vocabulary, editing, grammar and literary analysis.

Inclusion English Language Arts & Reading (ELAR) 7 & 8

ELAR Inclusion is for students who need more accommodations and in-class support. These students will have an Individual Education Plan (IEP) that somewhat modifies the curriculum the student is responsible for learning.

Basic English Language Arts & Reading (ELAR) 7 & 8

Basic ELAR is for students who receive accommodations to a significantly modified curriculum. Basic ELAR will be taught by a teacher certified in Special Education. This course provides a foundation in basic English Language Arts aligned with the 7th and 8th grade TEKS.

Applied English Language Arts & Reading (ELAR) 7 & 8

Applied ELAR is for students who receive significant accommodations and substantially modified curriculum. Applied ELAR will be taught by a teacher certified in Special Education. Accommodations and curriculum are built on teaching prerequisite skills for the TEKS in ELAR.

Functional Academic English Language Arts & Reading (ELAR) 7 & 8

Students who are scheduled in Functional Academic ELAR will be students who receive significant accommodations and curriculum that is built on teaching prerequisite skills for the TEKS in ELAR. This course will be taught by a teacher certified in Special Education.

Advanced Geometry

PREREQUISITE: Algebra I GT

Intensive!

Advanced Geometry is offered to students who meet eligibility requirements. This is a high school credit course and counts toward the student's high school grade-point average. **Geometry is grade weighted.**

Algebra I GT

Open to 7th & 8th graders who meet eligibility

Intensive!

Algebra I GT is offered to students who meet eligibility requirements. This is a high school credit course and counts toward the student's high school grade-point average.

Algebra I

Open to 8th graders

Intensive!

Algebra I is offered to students who meet eligibility requirements. This is a high school credit course and counts toward the student's high school grade-point average.

Pre-Algebra

Open to 7th graders

Intensive!

Pre-Algebra is offered to students who meet eligibility requirements. Pre-Algebra consists of a combination of seventh and eighth grade mathematics TEKS.

Mathematics

Seventh and eighth grade mathematics use lessons consisting of presentations and activities based on the TEKS.

Inclusion Math 7 & 8

Math Inclusion is for students who need more accommodations and in-class support. These students will have an Individual Education Plan (IEP) that somewhat modifies the curriculum the student is responsible for learning.

Basic Math 7 & 8

Basic Math is for students who receive accommodations to a significantly modified curriculum. Basic Math will be taught by a teacher certified in Special Education. This course provides a concrete foundation in basic Math aligned with the 7th and 8th grade TEKS. The course will reinforce basic Math operations while challenging the student with the grade level work. Concepts will include simplified equations, abstract reasoning and substituting numbers within problem solving situations.

Applied Math 7 & 8

Applied Math is for students who receive significant accommodations and substantially modified curriculum. Applied Math will be taught by a teacher certified in Special Education. This course is designed to reinforce Math operations from the 7th and 8th grade curriculum using a variety of practical, real life situations that facilitate understanding of the math concepts, by applying math in daily living exercises. Accommodations and curriculum that is built on teaching prerequisite skills for the TEKS in Math.

Functional Academic Math 7 & 8

Students who are scheduled in Functional Academic Math will be students who receive significant accommodations and curriculum that is built on teaching prerequisite skills for the TEKS in Math. This course will be taught by a teacher certified in Special Education. These Math classes are designed to instruct students in functional skills for daily living. Basic math operations will be reviewed, and Math calculations will be taught with a calculator. Emphasis is on the application of Math from the TEKS.

Advanced Science 7

Intensive!

This rigorous course will help prepare students interested in taking advanced courses in high school. Independent reading, critical thinking, collaborative research projects, and presentations will supplement the core instruction based upon the TEKS for Science. This course is open to any student who is highly motivated and has an excellent knowledge of the subject. This course is also assigned to students identified as Gifted and Talented (GT) in this area.

Science 7

The course is intended to introduce a wide variety of science concepts to the students. In addition to this area of study, students will learn to use the scientific method and other skills to obtain and interpret information. Instruction will be based on current TEKS and supplemented for further enrichment.

Advanced Science 8

Intensive!

The Science 8 course will take a more in-depth approach to study earth systems, chemistry, space science, matter, energy, force, motion and weather. In addition to analyzing earth's cycles, students will be required to implement their knowledge through a variety of projects and class presentations. Instruction will be based on current state standards (TEKS) and supplemented for further enrichment.

Science 8

The Science 8 course will take a more in-depth approach to study earth and space science, matter, energy, and force and motion. In addition to the study of earth and space science, the scientific method and processes will be implemented. Instruction will be based on current TEKS and supplemented for further enrichment.

Inclusion Science 7 & 8

Science Inclusion is for students who need more accommodations and in-class support. These students will have an Individual Education Plan (IEP) that somewhat modifies the curriculum the student is responsible for learning.

Basic Science 7 & 8

Basic Science is for students who receive accommodations to a significantly modified curriculum. Basic Science will be taught by a teacher certified in Special Education. This course provides a foundation in basic science aligned with the 7th and 8th grade TEKS.

Applied Science 7 & 8

Applied Science is for students who receive significant accommodations and substantially modified curriculum. Applied Science will be taught by a teacher certified in Special Education.

Functional Academic Science 7 & 8

Students who are scheduled in Functional Academic Science will be students who receive significant accommodations and curriculum that is built on teaching prerequisite skills for the TEKS in Science. This course will be taught by a teacher certified in Special Education.

Advanced Texas History

Intensive!

This course will help prepare students interested in taking advanced courses in high school. Independent reading, research projects, and presentations along with current events and issues will supplement the core instruction based on the TEKS for Texas History. This course is open to any 7th grade student who is highly motivated and has an excellent knowledge of the subject. This course is also assigned to students identified as Gifted and Talented (GT) in this area.

Texas History

Texas History will survey the major events in Texas History, with an emphasis on the years 1836 to the present. It focuses on the development of Texas as a republic and a state. Instruction in this course is based on current TEKS. An important theme is how people from many places and diverse backgrounds have contributed to the unique heritage of Texas. The relationship between Texans and their environment in the change from a rural to a scientific and technological urban society will be explored. The course will also focus on the organization and workings of government at state and local levels and the importance of civic participation and responsibility within the framework of democratic ideas.

Advanced United States History

Intensive!

This course will help prepare students interested in taking advanced courses in high school. Independent reading, research projects, and presentations will supplement the core instruction based upon the TEKS in U.S. History. Course objectives presented in this class will appear on the 8th grade Social Studies STAAR test. This course is open to any 8th grade student who is highly motivated, is strong in both Reading and Writing and has excellent knowledge of the subject. This course is also assigned to students identified as Gifted and Talented (GT) in this area.

United States History

United States History will focus on the development and growth of the United States from the early European Exploration through Reconstruction. A recurring theme is the commitment to democratic values leading citizens to guard their rights, fulfill civic responsibilities, and honor the dignity of all people. Instruction will be based on current TEKS and supplemented for further enhancement.

Inclusion Texas History 7 & Inclusion U.S. History 8

History Inclusion is for students who need more accommodations and in-class support. These students will have an IEP that somewhat modifies the curriculum the student is responsible to learn.

Basic Texas History 7 & Basic U.S. History 8

Basic History is for students who receive accommodations to a significantly modified curriculum. Basic History will be taught by a teacher certified in Special Education. This course provides a foundation in basic social studies skills and is aligned with 7th and 8th grade TEKS.

Applied Texas History 7 & Applied U.S. History 8

Applied History is for students who receive significant accommodations and substantially modified curriculum. Applied History will be taught by a teacher certified in Special Education.

Functional Academic Texas History 7 & Functional U.S. History 8

Students who are scheduled in Functional Academic History will be students who receive significant accommodations and curriculum that is built on teaching prerequisite skills for the TEKS in History. This course will be taught by a teacher certified in Special Education.

Career & College Exploration

7th grade requirement

Semester

Career & College Exploration is a class designed to give students a variety of opportunities to explore real world expectations. Instruction in this course is based on current TEKS. Students who participate in this class are prompted to develop self-awareness, make educational plans, and increase decision-making and organizational skills. Students create a 5-year graduation plan and explore post-secondary education as well complete career interest inventories.

FBJH ELECTIVES

FINE ARTS

All students in grade 6-8 must take at least one course in a Texas Essential Knowledge and Skills (TEKS)-based Fine Arts class. Students who took Band, Choir, Art, Theatre Arts or Kaleidoscope in sixth grade have already met this requirement.

Band

One Year

The band program is designed to instill in the student an appreciation and knowledge of instrumental music. Students learn basic music theory and instrumental techniques for his/her potential. The band program allows the student to develop leadership abilities and responsibilities to achieve success through a cooperative group endeavor. Band students are given opportunities to perform in and outside of school in concerts and competitions. Students are required to furnish most instruments. There are 4 different bands students are placed in based on auditions: Campus Band, Concert Band, Symphonic Band or Honors Band.

Theatre Arts

Semester

This course promotes the idea of an ensemble, which is a group of students who work together to create a performance. Students will learn some theatre basics including stage and body positions, basic pantomime, voice, movement, and characterization. Theatre history will focus on primitive and Greek theatre. Students are expected to work well with others, memorize, perform publicly for audiences, and follow classroom rules. Projects include monologues, duet acting and lip sync through the ages.

Theatre I

One year (1) High School Credit.

Theatre I continues the idea of ensemble, where students work to create performances. Theatre I will review theatre basics and will extend learning on voice, movement, characterization, as well as technical (backstage) theatre. Students are expected to work well with others, memorize, perform publicly for audiences, and follow classroom rules. Theatre projects include monologues, duet acting, Tech Theatre Unit (including lights, sound, set design, costumes, and make-up), a lip sync based on a Broadway musical, and a final unit on "Theatre and Its Counterparts" which may include: Reader's Theatre, music videos, talent show, puppets, poetry slams, magic tricks, etc. **The grade students earn will count towards their high school grade point equivalent (GPA) and become part of their academic record (transcript).**

Art

Semester

Students learn to develop their original ideas into complete forms of art. Students work with a variety of materials and express concepts through a variety of mediums including sculpture, drawing, and painting. Projects will consist of both individual and group work. Different cultures and historical times will be explored through art history. As a learning tool, students will build evaluation skills by critiquing their artwork and the

artwork of Master Artists. Students will keep a sketchbook and complete weekly homework sketch assignments. This is a very active, hands-on class students are sure to enjoy.

Art I

One year (1) High School Credit

Students study the elements and principles of design to develop skills in creative thinking and communication, and use a variety of media which may include drawing (pencils, pastels, charcoal, colored pencils), painting (tempera and watercolor), sculpture (clay, paper), printmaking (linoleum/scratchboard), computers (enrichment), and mixed media. Art appreciation, art history, and evaluation through student and teacher critiques expand the student's verbal and visual vocabulary. Students keep a notebook for class notes and vocabulary that will be used to study for tests. Students will keep a sketchbook and complete weekly homework sketch assignments. These assignments will be used to develop drawing and compositional skills and provide an opportunity to participate in a variety of local, regional, and national art competitions. **The grade students earn will count towards their high school grade point equivalent (GPA) and become part of their academic record (transcript).**

Choir

One year

The award winning FBJH choir program welcomes students who want to develop their musical skills through singing. Students acquire knowledge through hands-on activities and training in music theory, sight reading, vocal pedagogy, foreign language study, and a variety of musical styles within a choral classroom and rehearsal setting. Leadership, teamwork, and commitment skills are taught and pursued within the vocal ensemble environment; students will have opportunities to excel as both an ensemble and as an individual. Performances occur both in and outside of a school day: concerts, caroling, public performances, competitions, and solo/ensemble festivals are just a few of the opportunities that are part of a school year. Students are required to purchase a t-shirt and provide portions of their uniform- FBISD Choirs provide dresses, dress shirts, pants, and ties. Three ensembles are currently offered: Campus Choir (girls), Tenor-Bass Choir (boys), and Concert Choir (girls by audition only). An extra-curricular mixed choir is formed in the spring and participates in UIL concert and sightreading contest.

PHYSICAL EDUCATION

4 semesters (2 years) of PE are required in grades 6-8. Athletics, Tennis, Swimming or LOTC may be chosen as an equivalency for physical education. Students must meet entry criteria for competitive sports courses.

The physical education course consists of team and individual sports with a focus on individual fitness and participation. The units taught in this class include volleyball, basketball, track and field, aerobics, flag football, pickleball, soccer, swimming, weight training, tennis, softball and physical fitness activities. Rules and skills of each unit are taught, and lead-up games are utilized to help the students learn the different skills. Six weeks of health is included in the curriculum. A state-mandated physical fitness test, the Fitnessgram, will be conducted

during the physical education course to monitor student progress in fitness. Texas Health Skills for Middle School curriculum is used to meet the state-mandated School Health requirement.

Swimming

One year

A competitive swimming program open to athletes who meet the swimming standards after a mandatory tryout with the coaches. Swimmers are expected to know freestyle and backstroke with a basic knowledge of the breaststroke and butterfly. Practices take place after school, daily, until 5:00pm and are a year-long commitment. Athletes will be required to participate in dry land activities as well as swimming each day. U.I.L. Physical and RankOne online forms are required.

A diving class is also open to 7th & 8th graders. This is a competitive diving program open to athletes who meet diving standards after a mandatory tryout with the coach. A background in gymnastics, tumbling, or cheer may be beneficial but is not required. Practices take place before school and are a year-long commitment. U.I.L. Physical and RankOne online forms are required.

Tennis

One year

This course introduces the students to the rules, scoring and fundamental techniques for beginners. The course includes participation by all skill levels for single and doubles play. This course is also designed to develop and improve skill levels in serving, forehand and backhand drives, lobs, and volleys. Performance strategies for both singles and doubles are drilled. This is a competitive program designed to advance players from one skill level to the next so that they can compete effectively against opponents. Tryouts are mandatory and a U.I.L. Physical and RankOne online forms are required, along with coach approval for this course.

Girls Athletics

One year

Girls Junior High Athletics encompasses a variety of U.I.L. athletic activities that include volleyball, basketball, track, and cross country. It is a highly competitive, physically challenging program used to prepare students for High School U.I.L. Athletic competitions. Tryouts to be accepted into the athletics class are mandatory and are held during the spring semester of 6th grade. Students who qualify for our athletic class are required to obtain a U.I.L. Physical and complete RankOne online forms. Tryouts for individual sports teams will be held when each season begins.

Boys Athletics

One year

This course encompasses a variety of U.I.L. athletic activities that include football, basketball, track, and cross country. It is a highly competitive, physically challenging program used to prepare students for High School U.I.L. Athletic competitions. Tryouts are mandatory. A U.I.L. Physical and RankOne Forms are required along with coach approval for this course. Tryouts are held each spring. Student tryouts for each sports team will be held when each season begins.

LOTC 7/8

One year

Leadership Officers' Training Corps (LOTC) 7/8 serves as the foundation for the development of leadership skills. The goals of the LOTC program are explained; study skills are developed; military customs and courtesies are demonstrated; and rudimentary marching skills are started. Performance requirements are limited to preparation and participation in the Annual Military Inspection. The commencement of leadership and command skills begin through involvement of unit competitive teams. LOTC 7/8 covers a multidisciplinary curriculum spanning Leadership, Social Sciences, Geography, Oceanography, History through 1860, and Health Education. LOTC 7/8 is a physical education equivalent.

LOTC 8

One year

PREREQUISITE: LOTC 7/8

Leadership Officers' Training Corps (LOTC) 8 expands upon the leadership skills first developed in LOTC 7/8. Approaches to leadership and influencing behavior are taught. Involvement in competitive teams is strongly encouraged. Unit management responsibility is assigned to cadets seeking opportunities to excel. Group and individual techniques skills, both from a leadership and drill perspective, will be learned. LOTC 8 covers an interdisciplinary curriculum encompassing Leadership, Career Planning, History 1860-WWII, Meteorology and Weather. Successful completion of this class allows for accelerated advancement to pay grade E-2 in the military services. LOTC 8 is a physical education equivalent.

FOREIGN LANGUAGE

Spanish I

One year (1) High School Credit

Students begin sequential development of the skills needed to understand and speak Spanish. Reading consists primarily of elements that the students have learned to speak and understand. Writing is done to reinforce grammar. The students will also experience Hispanic customs and traditions. Class celebrations of special holidays will reinforce cultural studies. Students will need to spend extra time and effort to be successful in this course. **The grade students earn will count towards their high school grade point equivalent (GPA) and become part of their academic record (transcript).**

Advanced Spanish I

One year (1) High School Credit

This **intensive course** is intended for serious students planning to enroll in higher level Spanish courses. Advanced Spanish I cultivates a solid foundation of the grammatical structures of the language through an accelerated Spanish I curriculum. Oral and written communication acquired through the target language is an integral element of the course. Projects and activities enhance the acquisition of the language. An enriched study of Spanish customs and culture is also emphasized. **The grade students earn will count towards their high school grade point equivalent (GPA) and become part of their academic record (transcript).**

Spanish II

One year (1) High School Credit

PREREQUISITE: SPANISH I

Students will continue sequential development of their Spanish skills. Oral and written communication in Spanish is required. Students will complete independent assignments and must be willing to practice their skills at home to be prepared for class. Cultural projects and activities enhance the acquisition of the language. Students must be willing to make an extra effort and commit themselves to the course expectations. **The grade students earn will count towards their high school grade point equivalent (GPA) and become part of their academic record (transcript).**

Advanced Spanish II

One year (1) High School Credit

PREREQUISITE: SPANISH I

This **intensive course** is recommended for the college bound, career-minded student who has an excellent knowledge of basic Spanish grammar and at least an intermediate level of fluency. Reading, writing, listening and speaking activities are used with the target language. This will enhance intermediate language skills. Speaking is an integral part of this course. Spanish is the predominant language of instruction. An independent reading component of challenging materials including Spanish short stories is required. **The grade students earn will count towards their high school grade point equivalent (GPA) and become part of their academic record (transcript).**

GENERAL ELECTIVES

Academy Math

One year

Instructor approval needed

This course is designed to challenge students to apply higher level thinking skills with mathematical concepts. Students are encouraged but not required to compete in competitions. **The class is taken in addition to a required Math course.**

Students must meet all eligibility requirements:

- Have a minimum average of 85 in current Math class
- Teacher recommendation
- Submission of complete application

Coastal Explorers

Semester

This course offers students a unique view into local marine environments. There is a specific focus on the Gulf of Mexico and nearby bays and estuaries and their unique coastal wildlife. In addition to delving into the scientific and conservation aspects of the Coastal Bend area, students will get hands-on experience with some of the recreational means of exploring and enjoying our diverse local outdoor activities.

Lead, Empower, Advance, Discover (LEAD)

Semester

This dynamic and engaging course is designed specifically for junior high students seeking to develop essential skills for personal and interpersonal success. This course goes beyond traditional academic subjects, aiming to empower students with the tools and mindset needed to navigate the challenges of today's youth and beyond.

Medical Terminology

Semester (1) High School Credit - CTE

A course designed for students to develop a working knowledge of the language of medicine. Students acquire word-building skills by learning prefixes, suffixes, roots, and abbreviations. By relating terms to body systems, students identify proper use of words in a medical environment. Knowledge of medical terminology enhances the student's ability to successfully secure employment or pursue advanced education in health care. Students will also be introduced to the study of forensic science. This class counts as part of both the STEM and Public Service endorsements. **The grade students earn will count towards their high school grade point equivalent (GPA) and become part of their academic record (transcript).**

Technology Applications

Semester

Technology Applications is designed to familiarize students with computer hardware components and software programs. Topics covered include keyboarding, coding, databases, spreadsheets, presentation software and word processing. Students will be assessed on their keyboarding proficiency at the end of the semester. All students will be assessed on their technology skills by the end of their eighth-grade year as a prerequisite for high school. There is a strong emphasis on student products. This emphasis helps students develop self-confidence when working with computers, as well as interpersonal skills necessary to complete cooperative learning projects. This course provides students with a solid foundation in many skills necessary for future success in both education and careers. The course is based on required TEKS and emphasizes the importance of digital citizenship and internet safety.

Principles of Information Technology

One year (1) High School Credit - CTE

Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment. Students will identify various employment opportunities in the information technology field. They will also demonstrate knowledge of the different hardware and software components associated with information systems. Together, students will analyze network systems. Students will also demonstrate a clear understanding of legal and ethical procedures as they apply to the use of information technology. **This course will fulfill the Technology Application requirement for middle school and high school graduation. The grade students earn will count towards their high school grade point equivalent (GPA) and become part of their academic record (transcript).**

Business Information Management (BIM)

One year (1) High School Credit - CTE

Business Information Management is a Career and Technology Education course preparing students to apply technology skills to work and business situations. It includes word processing, spreadsheets, databases, telecommunications, desktop publishing, presentation management, networking, operating systems, and emerging technologies. Students complete this course with an intermediate skill level in word processing, spreadsheets, and database applications. **This course will fulfill the Technology Application requirement for high school graduation. The grade students earn will count towards their high school grade point equivalent (GPA) and become part of their academic record (transcript).**

Principles of Business, Marketing & Finance

Semester (1) High School Credit - CTE

Students gain knowledge and skills in economics and private enterprise systems, the impact of global business, marketing of goods and services, advertising and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing and finance. This class counts as part of the Business and Industry endorsement. **The grade students earn will count towards their high school grade point equivalent (GPA) and become part of their academic record (transcript).**

Principles of Arts, Audio/Video Technology and Communication

One year (1) High School Credit - CTE

The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities. **This course fulfills the Technology Applications requirement for all graduation plans. The grade students earn will count towards their high school grade point equivalent (GPA) and become part of their academic record (transcript).**

Professional Communications

Semester (.5) High School Credit - CTE

Students enrolled in Professional Communications (Speech) will be expected to identify, analyze, develop and evaluate communications needed for leadership roles and social success in interpersonal situations, group interactions and personal/professional presentations. Students will be required to make classroom presentations. Students must possess strong skills. **This course fulfills the .5 Speech requirement for all graduation plans. The grade students earn will count towards their high school grade point equivalent (GPA) and become part of their academic record (transcript).**

Office Practice

Semester

Open to 8th graders only.

Students in this course perform basic office duties such as filing, alphabetizing, collating paperwork and providing school tours to new students. Students must prove themselves capable of maintaining confidentiality of records. Students must be in good academic and disciplinary status to qualify and must maintain this throughout the course. **Students must meet these criteria to be considered for Office Practice.**

SPECIAL PROGRAMS AND COURSES

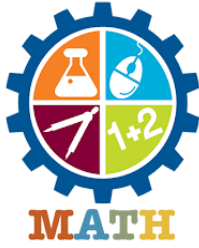
Gifted and Talented (GT)

The gifted and talented program is called **S.A.I.L.** (Students Accelerating in Innovative Learning). This instructional program is differentiated to promote extension and enrichment for identified students in Mathematics, English, Science, and/or Social Studies. Referrals for student placement for grades 7 and 8 are accepted from parents, teachers, community members, and students anytime throughout the school year. Students are assessed according to district timelines and procedures, which are posted on each campus. Students new to the district may be screened for placement during a two-week enrollment period at the beginning of each school year. Students who have been enrolled in a gifted and talented program in another district immediately prior to enrollment at F.B.I.S.D. will be assessed upon enrollment. Contact the campus counselors for additional information.

Wilson Reading System

Wilson Reading System : An individualized literacy intervention that uses a systematic, multisensory approach aligned with research-based practices for developing literacy. This intervention follows an intensive, explicit, and cumulative design for remediation of reading and writing skills at all grade levels. This comprehensive program addresses the following components: phonological awareness, sound-symbol association, six syllable types, written spelling patterns, morphology, syntax, reading fluency, and comprehension. Progress monitoring and review lessons are embedded throughout the program to inform student progress and promote reading and writing automaticity. The Wilson Reading System may be used with students in kindergarten through grade 12 in a small, homogeneous group setting.

Flour Bluff Junior High School-Sponsored Curriculum Related Activities



- Student Council
- Athletics (Basketball, Football, Track, Volleyball, Cross Country, Tennis, Swimming)
- Leadership Officers' Training Corps (LOTTC)
- National Junior Honor Society (NJHS)
- Cheerleading
- Math Team
- Science Team
- U.I.L. Academic Competitions (Number Sense, General Math, Calculator, Science, Impromptu Speaking, Ready Writing, Editorial Writing, Listening, Maps, Charts and Graphs, Social Studies, Spelling, & Oral Reading)
- Band (Honors, Symphonic, Concert, and Campus)
- Choir (Concert and Campus)
- Art Club
- Yearbook
- U.I.L. One Act Play
- Robotics Club
- Anime Club
- Anchored4Life
- Spanish Club

Student Guide

Testing Requirements for High School Graduation

Take the Time to Think About High School Graduation

Read the information below to learn about the test you must pass **before you can get your diploma.**

| | |
|--------------------|----------------------------|
| Spring 2025 | Grade 7 |
| Spring 2026 | Grade 8 |
| Spring 2027 | Grade 9 |
| Spring 2028 | Grade 10 |
| Spring 2029 | Grade 11 |
| Spring 2030 | Expected Graduation |

- Students will be required to pass 5 End-of-Course (EOC) assessments for core high school courses; English I, English II, Algebra I, Biology, and U.S. History. Test items on each assessment will cover content included in the TEKS curriculum for that specific high school course.
- ◆ The purpose of the End-of-Course (EOC) assessments is to measure a student's academic performance in core high school courses. EOC assessments are part of the graduation requirements.
- ◆ The EOC assessments will include a series of special purpose questions to measure college readiness and the need for developmental coursework in higher education.

NOTE: Completing the graduation testing requirement is just one of the things you'll need to do to get your diploma. Be sure to check with your school counselor for information about your other graduation requirements, i.e. required credits and advanced measures.

Texas Education Agency Graduation Toolkit

Graduation Program – Overview

Foundation High School Program

The Foundation High School Program is a flexible graduation program that allows all students to pursue their interests and prepare for high-wage, high-skill, and in-demand occupations.

Students may customize their high school experience beyond the Foundation High School Program by completing requirements for additional components such as endorsements, the distinguished level of achievement, and performance acknowledgments.



Texas Education Agency Graduation Toolkit

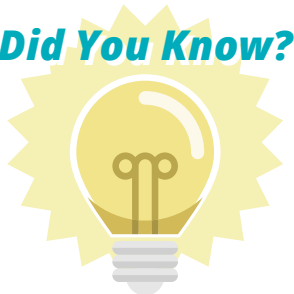
✓ Foundation High School Program

The Foundation High School Program identifies the requirements that all Texas public school students need to satisfy to earn a high school diploma.

Course Credit

A credit is a unit of measure awarded for successful completion of a high school course. To graduate under the Foundation High School Program, students must earn a minimum of **22 credits** in the following areas:

| | | | | |
|---|---|--|------------------------------|------------------------------|
| 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 | • Integrated Physics and Chemistry/Chemistry/Physics | • 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 programming, Languages, including Computer coding | | | |
| Physical Education (1 credit) | | Fine Arts (1 credit) | | Electives (5 credits) |



End-of-Course Exam Requirement

In addition to meeting graduation credit requirements, students are required to pass five end-of-course (EOC) 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. A student who fails an EOC exam for no more than two of five courses can still receive a diploma if he or she qualifies to graduate as a result of an individual graduation committee review.

Speech Requirement

To qualify to earn a high school diploma, students must also satisfy the speech requirement

by demonstrating proficiency in communication skills identified by the State Board of Education in the graduation requirements. Districts may use a variety of ways to determine how students will complete the speech requirement.

Instruction on Proper Interaction with Peace Officers

Students must receive instruction in proper interaction with police officers at least once before graduation from high school.

Instruction in Cardiopulmonary Resuscitation (CPR)

Students must receive instruction in CPR at least once in grades 7-12 before graduation.

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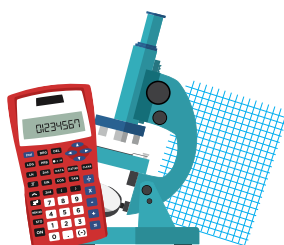
Endorsement Options – *Choices*

Endorsements

Students may earn one or more endorsements as part of their high school diploma. An endorsement consists of a sequence of courses that are grouped together by interest or occupational skill. They provide students with in-depth knowledge of a subject area or a high-wage, high-skill, and in-demand occupation. Every career and technical education (CTE) Program of Study leads to an endorsement.

Students earn an endorsement by completing four credits each in both math and science, two additional elective credits, and the curriculum requirements for the endorsement.

Students can choose from five endorsement areas which include:



Science, Technology, Engineering, and Mathematics (STEM)

(a sequence of courses in one of the following areas or a combination of courses from no more than two areas)

- CTE STEM courses or an approved STEM-related Program of Study*
- Mathematics

- Science
- * For more information, visit <https://bit.ly/2YF42Uq>



Business and Industry

(a sequence of courses in one of the following areas or a combination of courses from no more than two areas)

- CTE business and industry-related Programs of Study*
- Agriculture, food and natural resources
- Architecture and construction
- Arts, audio-video technology, and communications
- Business management and

- administration
- English electives in public speaking, debate, advanced broadcast journalism, and advanced journalism, including newspaper and yearbook
- Information technology
- Finance

- Hospitality and tourism
- Manufacturing
- Marketing
- Transportation, distribution, and logistics

- * For more information, visit <https://bit.ly/2YF42Uq>

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

A student may graduate without earning an endorsement, if, after the student's sophomore year, the student's parent signs a waiver permitting the student to graduate without earning an endorsement.



Public Service

(a sequence of courses in one of the following areas)

- CTE public-service-related Programs of Study*
- Human services
- Law, public safety, corrections, and security
- Health science
- Education and training
- Government and public administration
- Junior Reserve Officer Training Corps (JROTC)

* For more information, visit <https://bit.ly/2YF42Uq>



Arts and Humanities

(one of the following)

- Two levels each in two languages other than English (LOTE)
- Four levels in the same LOTE
- Courses from one or two disciplines in fine arts (music, theater, art, dance, or film)
- English electives not included in the business and industry endorsement
- Social studies
- American Sign Language (ASL)



Multidisciplinary Studies

(one of the following)

- Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation
- Four credits in each foundation subject area, including chemistry and/or physics and English IV or a comparable Advanced Placement (AP) or International Baccalaureate (IB) English course
- Four credits in AP, IB, or dual credit courses 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

Choices Determine Options

Most of the high-skill, 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 an industry workforce credential from a community or technical college or a traditional four-year degree from a university, the choices you make in high school will determine your future options.

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

Distinguished Level of Achievement

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.

A student must earn the distinguished level of achievement to be admitted to a Texas public university under the Top 10 percent automatic admission law.

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 does the following:

- **Allows you to compete for Top 10% automatic admissions eligibility at almost any Texas public university;**
- **Makes you a more competitive applicant at selective colleges and universities;**
- **Prepares you for college-level coursework at community/technical colleges and universities;**
- **Lays a strong foundation for successful completion of an industry workforce credential or college degree.**

* The University of Texas at Austin can limit automatic admission to fewer students than the top 10%. Check with your counselor to learn about the percent of students eligible for automatic admission at UT Austin.

Texas Education Agency Graduation Toolkit

Performance Acknowledgments

Performance Acknowledgments note outstanding achievement in specific areas. These distinctions will be included in your high school transcript 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
- State-, nationally- or internationally-recognized business or industry certification or license



Texas Education Agency Graduation Toolkit

College and Career Resources

Ask ADVi

<https://www.askadvi.org>

ADVi uses artificial intelligence to answer your questions about attending public colleges and universities in Texas.

Big Future

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

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

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 a career that matches your interests and goals.

Texas OnCourse

<https://texasoncourse.org>

Texas OnCourse offers students access to free and trustworthy resources on college and career planning. Featured tools by Texas OnCourse include:

- **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.

Road Trip Nation

<https://roadtripnation.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

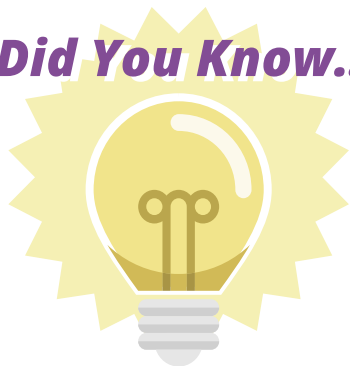
Preparing for Your Career

Two-thirds of the high demand jobs openings 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 do the following:

- ☐ **Learn** about industry fields and targeted occupations that provide high-wages and are in-demand in your region.
- ☐ **Take** assessments that match you with potential careers to expand your research.
- ☐ **Determine** which of the five endorsement options offered by your high school under the Foundation High School Program best align with your career goals and explore the aligned CTE Programs of Study.
- ☐ **Complete** the required Foundation High School Program, your selected endorsement, and CTE Program of Study, if applicable.
- ☐ **Research** what training and education levels beyond high school are required to enter your CTE Program of Study or industry field of interest. For a complete list of statewide CTE Programs of Study, visit <https://bit.ly/2UWredv>.
- ☐ **Take** every opportunity to connect directly with employers. Ask your counselor or college advisor for help!
- ☐ **Find** training and certifications for specific occupations or skills through community colleges or career and technical schools at www.texasworkforce.org/svcs/propschools/career-schools-colleges.html.
- ☐ **Practice** or get hands on experience through internships, apprenticeships, or volunteering.

Did You Know...



...over their lifetime a high school graduate with a bachelor's degree **earns 84 percent more**^{1,2} than a high school graduate without a bachelor's degree?

...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 at 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.collegeforalltexans.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 and CTE Program of Study, if applicable, that best fits your area of personal interest and the major you plan to study in college or the career training you plan to pursue.
- ☐ **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 **AP courses** if possible, to earn college credit while still in high school.
- ☐ **Consider** CTE courses related to your career interests.
- ☐ **Keep** a 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.
- ☐ **Explore** interests, 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 college representatives about academic programs and 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.

11th/12th Grade

- ☐ **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.
- ☐ **Take dual credit** or **AP 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 TASFA (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 (AP)

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

Course Credit

A unit of measure awarded for successful completion of a course.

CTE Completer

A student who completes, passes, and receives credit for three or more CTE courses for at least four or more credits (course selection must include at least one level three or level four-course).

CTE Concentrator

A student who completes, passes, and receives credit for two more CTE courses for at least two credits within the same CTE Program of Study.

Distinguished Level of Achievement

A high level of academic achievement earned by going beyond the Foundation High School Program. It requires completion of a total of 26-course credits, including Algebra II, four credits in both math and science, and an endorsement. A student must earn this designation to be eligible for Top 10 percent automatic admission to a Texas public college or university.

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)

State-mandated tests given during the final weeks of a high school course. There are five EOC exams required to earn a diploma from a Texas public high school. The five exams are given when a student completes English I and II, Biology, Algebra I, and U.S. History.

Endorsements

Endorsements are areas of specialized study. The areas include science, technology, engineering and mathematics (STEM); business and industry; arts and humanities; public services; and multidisciplinary studies. (A district or charter school 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.

Texas Education Agency Graduation Toolkit



Glossary

Industry-Based Certifications

A certification is a validation that an individual possesses certain skills, usually related to an occupation and measured against a set of accepted standards. An occupation may have multiple certifications, with different levels of expertise. An individual earns a certification by successfully passing a test or battery of tests.

Performance Acknowledgments

Students may earn an additional acknowledgment on their transcripts for outstanding performance in areas such as dual credit courses bilingualism and biliteracy; and AP, IB, PSAT, ACT ASPIRE®, SAT, or ACT exams or by earning a state-, nationally-, or internationally-recognized business or industry certification or license.

Programs of Study

Perkins V describes a CTE Program of Study as a coordinated, nonduplicative sequence of academic and technical content at the secondary and post-secondary level that does the following:

- Incorporates challenging state academic standards
- Addresses academic, technical, and employability skills
- Aligns with the needs of industries in the state, regional, and/or local economy
- Progresses in specificity, beginning with all aspects of the industry and leading to more occupation-specific instruction
- Has multiple entry and exit points that incorporate credentialing
- Culminates in the attainment of a recognized postsecondary credential

For more information on CTE Programs of Study or a complete list of career clusters, visit <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/approved-cte-programs-of-study>.

STAAR

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

Work-Based Learning

Work-based learning is a continuum of intentional activities and experiences designed to expand the boundaries of the classroom and prepare students for future career opportunities. Activities and experiences begin as early as pre-kindergarten and continue through postsecondary education.



Flour Bluff Independent School District
2505 Waldron Rd.
Corpus Christi, Texas 78418
(361) 694-9200

Referral to Assess Eligibility for the S.A.I.L. Program

Flour Bluff Independent School District offers a Gifted and Talented Program, called S.A.I.L. (Students Accelerating in Innovative Learning). The S.A.I.L. instructional program is differentiated to promote enrichment for identified students in the areas of reading/language arts, mathematics, science, and social studies. Students may be referred to be assessed for this program by anyone, including parents, staff, community members, or through self-referral. Students may be assessed only once annually for program eligibility. Referred students will be assessed according to district procedures and timelines.

Should you wish to refer a student to be assessed for the program, please complete the form below and forward it to the campus principal or Campus GT Coordinator at the address noted above.

We thank you for taking the time to refer a student to this program.

Should you have questions or need additional information, you may contact the Campus Principal or Campus GT Coordinator at (361) 694-9385.

I, _____ have read/reviewed the SAIL (Gifted and Talented) Program Brochure located on the FBISD website <https://flourbluffschoools.net/gifted-talented/> and believe this would be an appropriate program for the student that I am referring. I would like to refer, _____, to be assessed for the SAIL (Gifted and Talented) Program at Flour Bluff I.S.D. in the following area(s).

Please mark the area(s) in which you believe the student excels:

- ☐ Reading/Language Arts (K-12)
- ☐ Mathematics (K-12)
- ☐ Social Studies (1-12)
- ☐ Science (1-12)

Signature: _____

Student Information

Parent/Guardian: _____

Phone Number: _____

Address: _____

Grade: _____

Campus: _____