

**2025**  

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**2026**

**THE  
OFFICIAL  
COURSE  
PLANNING  
GUIDE**

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# **COURSE**

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**P L A N N I N G   G U I D E**



**FLOUR BLUFF  
JUNIOR HIGH**

**FLOUR BLUFF • PADRE ISLAND • NAS • CCAD**

**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 Radtke, 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  
Science, Technology, Engineering, Art & Mathematics (STEAM) Lab  
OUTDOOR ADVENTURES\*

#### One Year Courses:

CHOIR#  
BAND#  
ART I (1 HS Credit)#  
THEATRE I (1 HS Credit)#  
LOTC 7/8 (JH Level)\*  
SPANISH I (1 HS Credit)  
ADVANCED SPANISH I (1 HS Credit)  
WILSON READING +  
ACADEMY MATH +

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

#One Fine Arts course required in grades 6-8

+Instructor approval/qualification required

# 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  
Science, Technology, Engineering, Art & Mathematics (STEAM) Lab  
OUTDOOR ADVENTURES\*

#### One Year Courses:

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 HEALTH SCIENCE (1 HS Credit)  
PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY & COMMUNICATION (1 HS Credit)  
PRINCIPLES OF BUSINESS, MARKETING & FINANCE (1 HS Credit)  
PRINCIPLES OF INFORMATION TECHNOLOGY (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 +  
ACADEMY MATH +

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

#One Fine Arts course required in grades 6-8

+Instructor approval/qualification required

# 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](http://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 Reading & Language Arts (RLA) 7 & 8**

#### **Reading/Writing Intensive!**

Advanced RLA 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.

### **Reading & Language Arts (RLA) 7 & 8**

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 Reading & Language Arts (RLA) 7 & 8**

Inclusion RLA 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 Reading & Language Arts (RLA) 7 & 8**

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

### **Applied Reading & Language Arts (RLA) 7 & 8**

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

### **Functional Reading & Language Arts (RLA) 7 & 8**

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

## **Advanced Geometry**

***PREREQUISITE: Algebra I***

**Intensive!**

Advanced Geometry is offered to students who meet eligibility requirements. This rigorous course will help prepare students interested in taking advanced courses in high school. This is a high school credit course and counts toward the student's high school grade-point average. **Geometry is grade weighted.**

## **Advanced Algebra I**

***Open to 7<sup>th</sup> & 8<sup>th</sup> graders who meet eligibility***

**Intensive!**

Advanced Algebra I is offered to students who meet eligibility requirements. This rigorous course will help prepare students interested in taking advanced courses in high school. This is a high school credit course and counts toward the student's high school grade-point average.

## **Algebra I**

***Open to 7<sup>th</sup> & 8<sup>th</sup> graders who meet eligibility requirements***

**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.

## **Advanced Math**

**Intensive!**

This course is open to any student who is highly motivated and has an excellent knowledge of the subject. Advanced Math 7 consists of eighth grade mathematics TEKS and students will take the 8th grade Math STAAR test. This course is also assigned to students identified as Gifted and Talented (GT) in this area.

## **Mathematics 7 & 8**

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 7<sup>th</sup> and 8<sup>th</sup> 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 7<sup>th</sup> and 8<sup>th</sup> 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 & 8**

**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 & 8**

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.

### **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 7<sup>th</sup> and 8<sup>th</sup> 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 7**

**Reading/Writing 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 7**

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 8**

**Reading/Writing 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 8<sup>th</sup> 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 8**

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 7<sup>th</sup> and 8<sup>th</sup> 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**

**7<sup>th</sup> 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 - JH Level**

#### **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 - JH Level**

#### **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, LOTC or Outdoor Adventures 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 7<sup>th</sup> & 8<sup>th</sup> 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 6<sup>th</sup> 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.

## **Outdoor Adventures**

### **Semester**

Outdoor Adventures is designed to meet the requirements of a middle school physical education course without the need to engage in organized sports. This course is focused on outdoor, land-based recreational activities such as hiking, camping, and learning outdoor survival skills. In addition, students learn about wildlife conservation and potential career options.

## FOREIGN LANGUAGE

### Spanish I

**Intensive!**

#### **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

**Reading/Writing/Speaking Intensive!**

#### **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

**Intensive!**

#### **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

**Reading/Writing/Speaking Intensive!**

#### **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).**

# CAREER PATHWAY ELECTIVES

## 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 class counts as part of the STEM endorsement. **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).**

## Principles of Health Science

### **One year (1) High School Credit - CTE**

This course develops skills related to the healthcare industry such as patient relationships, working environment, and ethical and legal responsibilities. This class counts as part of the Public Service 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 class counts as part of the Business and Industry endorsement. **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).**

## Principles of Business, Marketing & Finance

### **One year (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).**

# **GENERAL ELECTIVES**

## **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.

## **Science, Technology, Engineering, Art & Mathematics (STEAM) Lab**

### **Semester**

This dynamic and interactive course is designed to ignite your passion for Science, Technology, Engineering, Arts, and Mathematics (STEAM). Over the course of the semester, students will engage in hands-on projects that integrate these disciplines, fostering creativity, critical thinking, and problem-solving skills.

## **Office Practice**

### **Semester**

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.**

## **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.

# SPECIAL PROGRAMS AND COURSES

## **Gifted and Talented (GT)**

Students identified as Gifted and Talented (GT) receive differentiated instruction 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.

## **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

## Flour Bluff Junior High School-Sponsored Curriculum Related Activities



- Student Council
- Athletics (Basketball, Football, Track, Volleyball, Cross Country, Tennis, Swimming)
- Leadership Officers' Training Corps (LOTC)
- 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)
- Campus Choir
- Tenor-Bass Choir
- Concert Choir
- Art Club
- Yearbook
- U.I.L. One Act Play
- Crochet Club
- Anchored4Life
- Spanish Club
- Hornets for Christ
- Poetry Club
- Chess 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 2026        | Grade 7                    |
| Spring 2027        | Grade 8                    |
| Spring 2028        | Grade 9                    |
| Spring 2029        | Grade 10                   |
| Spring 2030        | Grade 11                   |
| <b>Spring 2031</b> | <b>Expected Graduation</b> |

- 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.

# Graduation Program – Overview

## Foundation High School Program

A new, more flexible graduation program that allows students to pursue their interests will be in place for all students who enter high school, beginning in the 2014-2015 school year.

### The program contains up to four parts:

- A 22-credit foundation program which is the core of the new Texas high school diploma
- Five endorsement\* options that allow students to focus on a related series of courses
- A higher performance category called Distinguished Level of Achievement
- Performance Acknowledgments that note outstanding achievement

### The Foundation requirements (22 credits) include:

**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 & Chemistry or an advanced science course  
• An advanced science course

**Social Studies (3 credits)** • World History or World Geography • U.S. History  
• U.S. Government (one-half credit) • Economics (one-half credit)

**Languages Other Than English (2 credits)** • 2 credits in the same language or  
• 2 credits from Computer Science I, II, III

**Physical Education (1 credit)**

**Fine Arts (1 credit)**

**Electives (5 credits)**

**Speech:** Demonstrated proficiency

**Endorsements** Total credits with endorsements 26

## Enhancements

Additionally, a student may earn the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance. The Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the Top 10 percent automatic admission law.

### Distinguished Level of Achievement

- Foundation Program requirements
- 4 credits in math including Algebra II
- 4 credits in science
- at least 1 endorsement

### Performance Acknowledgments

- dual credit course
- bilingualism and biliteracy
- PSAT, ACT's Plan, SAT or ACT
- Advanced Placement or International Baccalaureate exam
- earning a nationally or internationally recognized business or industry certification or license

\*A student entering 9th grade must indicate an endorsement he or she plans to follow. A student may change or add an endorsement at any time.

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



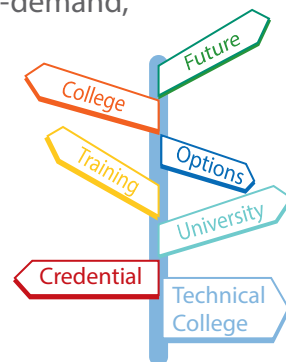


## Distinguished Level of Achievement – *Benefits*

### Choices determine options

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

To best prepare yourself now for the transition to post-high school education or quality workforce training, choosing and taking the right classes is essential. The Distinguished Level of Achievement will ensure the best preparation for your future.



### 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 will:

- Allow you to compete for Top 10% automatic admissions eligibility at any Texas public university;
- Position you among those first in line for a TEXAS Grant\* to help pay for university tuition and fees; and
- Ensure you are a more competitive applicant at the most selective colleges and universities.

\*Must be financially qualified

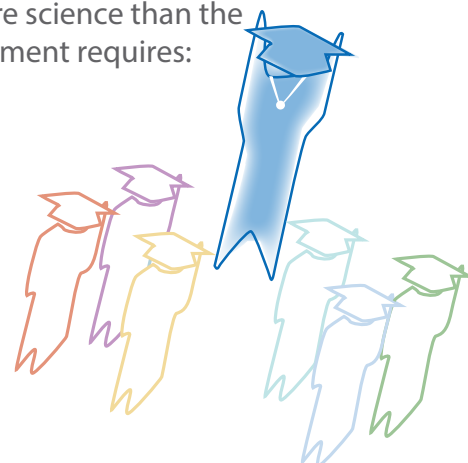
### What it means

The Distinguished Level of Achievement requires more math and more science than the Foundation High School Program. The Distinguished Level of Achievement requires:

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

### Advantages

- Opportunity to earn an endorsement in an area of interest
- More college and university options
- More financial aid options
- Better preparation for college-level coursework at community/technical colleges and universities
- Opportunity for immediate enrollment in classes related to your chosen field of study
- Strong foundation to successfully complete an industry workforce credential or college degree



# Texas Education Agency Graduation Toolkit

## Texas High School Diploma – Steps

### Distinguished Level of Achievement

26 Credits • Algebra II Required • Eligible for Top 10% Automatic Admissions to Texas Public Universities



### 22 Credits for the Foundation High School Program



### Requirements of 1 Endorsement

(including 4<sup>th</sup> credit of Math and Science and 2 additional electives)



**STEM**



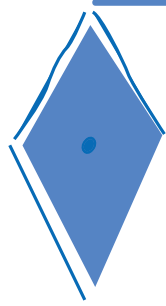
**Business & Industry**



**Public Service**



**Arts & Humanities**



**Multi-Disciplinary Studies**

Be sure to visit your school counselor to learn more about your options.  
Students may earn more than one endorsement.

## Endorsements – *Choices*

### Endorsements

For the first time, students will be able to earn one or more endorsements as part of their graduation requirements. Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area.

Students must select an endorsement\* in the ninth grade. Districts and charters are not required to offer all endorsements. If only one endorsement is offered, it must be multi-disciplinary studies.

Students earn an endorsement by completing the curriculum requirements for the endorsement, including 4th credit of math and science and 2 additional elective credits.

### Students can choose from 5 endorsement areas

#### Science, Technology, Engineering and Mathematics (STEM)

- Career and Technical Education (CTE) courses related to STEM
- Mathematics
- Science
- Computer Science
- Combination of no more than two of the categories listed above

#### Business and Industry (one of the following or a combination of areas)

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

#### Public Service (one of the following)

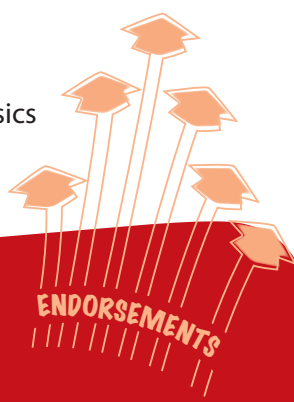
- Human Services
- Law
- Corrections and Security
- Health Science
- Public Safety
- Education and Training
- Government and Public Administration
- Junior Reserve Officer Training Corps (JROTC)

#### Arts and Humanities (one of the following)

- 2 levels each in two languages other than English (LOTE)
- 4 levels in the same LOTE
- Courses from one or two areas (music, theater, art, dance) in fine arts
- English electives not included in Business and Industry
- Social Studies
- American Sign Language (ASL)

#### Multi-Disciplinary Studies (one of the following)

- 4 advanced courses from other endorsement areas
- 4 credits in each foundation subject area, including English IV and chemistry and/or physics
- 4 credits in Advanced Placement, International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, LOTE or fine arts



## 8<sup>th</sup> Grade

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

## 9<sup>th</sup>/10<sup>th</sup> Grade

- Monitor** high school credits; be sure to meet all **local and state requirements** by the end of the senior year.
- Take dual enrollment** or **Advanced Placement courses** if possible to earn college credit while still in high school.
- Keep** list of awards, honors and extracurricular activities for scholarship and college applications.
- Research** colleges or universities you are interested in attending. **Check** admission and application requirements and timelines.
- Explore** interests and take advantage of **Career Day** opportunities.
- Attend college nights** hosted by your high school. **Talk** with school representatives about the types of financial aid available.
- Take** the Preliminary SAT/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's PLAN tend to score higher on the SAT or ACT than those who do not.

## 11<sup>th</sup>/12<sup>th</sup> Grade

- Take dual enrollment** or **Advanced Placement courses** if possible to earn college credit while you are still in high school.
- Check** with your counselor's office to learn about available scholarships. Be sure to apply early and for as many scholarships as possible. Do not limit yourself to local scholarships.
- Consider** taking SAT/ACT preparation classes. **Sign up** and take the ACT and/or SAT test, preferably in your junior year but no later than the fall of your senior year.
- Fill out** the FAFSA (Free Application for Federal Student Aid) early in the spring 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/](http://www.texasrealitycheck.com/).

## Resources

### House Bill 5

[www.tea.state.tx.us/graduation-requirements/hb5.aspx](http://www.tea.state.tx.us/graduation-requirements/hb5.aspx)

In 2013, the Texas Legislature passed House Bill 5 creating a new graduation plan for Texas students — the Foundation High School Program. This webpage provides an array of information including:

- A side-by-side comparison of the Foundation High School Program and the previous graduation plans (PDF)
- A Foundation High School Program Frequently Asked Questions (PDF)
- Approved Foundation High School Program Rules — Detailed information about the state's graduation plan (PDF)

### Compare College TX

[www.comparecollegetx.com](http://www.comparecollegetx.com)

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

## Did you know...

### *credit*

students can earn college credit while still in high school by taking Advanced Placement courses and earning high scores on the AP tests or by enrolling in and passing dual credit courses?

### *eligible*

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

### *earnings*

over their lifetime, high school graduates with a bachelor's degree earn 84 percent more\* than a high school graduate?

### *tuition*

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



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

## Career

If you are considering going straight into the workforce or into a technical training program following graduation, you still need to complete your high school education and earn a high school diploma.

### While in high school, you will want to:

- Look** at the five endorsements offered under the Foundation High School Program.
- Determine** your area of interest.
- Complete** your selected endorsement along with the required foundation program to earn your high school diploma.
- Learn** about available jobs, and any required post-high school or technical training.
- Explore** new career opportunities.
- Research** wage and occupation information, required levels of education and training requirements.
- Discover** your interests and abilities; use labor market resources at [www.texasrealitycheck.com/](http://www.texasrealitycheck.com/) and at [www.texasworkforce.org/customers/jsemp/career-exploration-trends.html](http://www.texasworkforce.org/customers/jsemp/career-exploration-trends.html).
- Research** which jobs are among the fastest and most in-demand in Texas at [www.texascaresonline.com/hotshots/hotshotslists.asp](http://www.texascaresonline.com/hotshots/hotshotslists.asp).

### Community College & Career Schools

- Find** training and certifications for specific occupations or skills through community colleges or career schools and colleges at [www.texasworkforce.org/svcs/propschools/career-schools-colleges.html](http://www.texasworkforce.org/svcs/propschools/career-schools-colleges.html).

## Did you know... training

many of the high-demand jobs<sup>1</sup> will require some postsecondary education?

## tuition

students attending community colleges or trade schools may also be eligible for state or federal financial aid?<sup>2</sup>

## credential

that Texas public school students can earn a Performance Acknowledgement with their diploma by earning a nationally- or internationally-recognized credential for a specific professional occupation, such as certified nurses' aid certification (CAN) or computer tech certification (CTC) while in high school?

## earnings

over their lifetime, high school graduates with a workforce certificate from a community or technical college earn 20 percent more<sup>3</sup> than those with only a high school diploma?

<sup>1</sup> Texas Workforce Commission

<sup>2</sup> Get the facts at [www.collegeforalltexans.com](http://www.collegeforalltexans.com) or [studentaid.ed.gov](http://studentaid.ed.gov)

<sup>3</sup> Center on Education and the Workforce, "Certificates: Gateway to Gainful Employment and College Degrees,"



## Foundation High School Program

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

## Endorsements

Areas of specialized study. The areas are:

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

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

## Distinguished Level of Achievement

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

## Performance Acknowledgments

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

## Course Credit

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

## Industry Workforce Credential

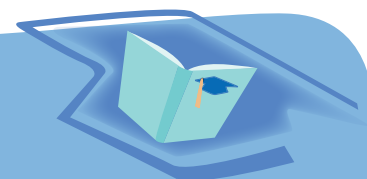
A state, nationally, or internationally-recognized credential that aligns with the knowledge and skills standards identified by an association or government entity representing a particular profession or occupation and valued by business or industry. Examples include a credential for certified nurse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

## STAAR

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

## EOC

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





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

**Referral to Assess Eligibility for the Gifted and Talented Program**

Flour Bluff Independent School District offers a Gifted and Talented Program. This 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 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 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: \_\_\_\_\_