

ACADEMIC PLANNING GUIDE

ALBANY INDEPENDENT
SCHOOL DISTRICT



PLANNING YOUR HIGH SCHOOL PROGRAM

The purpose of this guide is to assist students as they plan their academic future. A variety of counseling services are offered at Albany High School. The counselor works with students, parents and teachers to select appropriate courses for graduation and provide student services throughout the year. Catalogs, handbooks and internet sources are available to students seeking post-secondary educational opportunities. These opportunities include two and four year colleges and universities, technical schools, apprenticeships, and the U.S. Armed Forces. Financial aid resources and workshops are also available.

For more information, please contact the school counselor, Jenny Scott, at (325)762-3974 or by email at jennyscott@albany.esc14.net.

College and Career Ready: Quick Tips

- ✚ Start Early!
- ✚ Build academic skills through challenging courses.
- ✚ Stay in touch with your school counselor.
- ✚ Team Up! With family, teachers, counselors, and mentors for advice and support.
- ✚ Read the Four-Year College and Career Readiness Plan in this guide.
- ✚ Ask lots of questions.
- ✚ Explore your interests through:
 - interest inventories
 - endorsement pathways
 - job shadowing
 - talking to adults about their jobs

9TH GRADE CHECKLIST

At this stage in the game, you're laying the foundation for your high school career. Freshman year is a time to establish your academic and extracurricular credentials. You should also begin to explore options for your career or further education.

FALL

Meet your counselor

Your counselor is ready and willing to help you make sense of your college and career options. As soon as you can, set up a meeting to talk about your plans for high school and the future.

Get involved

Extracurricular activities (both school and non-school sponsored) are an important part of high school. Make the effort to get involved with groups, clubs, or teams that interest you. These activities are fun and make you a well-rounded student. A complete list of clubs and organizations can be found on the school websites.

Make the grade

Get off to a good start with your grades because they will impact your GPA and class rank. Although college seems like a long way off right now, grades really do count toward college admission and scholarships.

WINTER

Explore your interests and possible careers

Discuss your skills and interests with your school counselor and take advantage of numerous CTE opportunities at your school.

SPRING/SUMMER

Build your credentials

Keep track of academic and extracurricular awards, community service achievements, and anything else you participate in, so it'll be easier to remember later. It'll come in handy when you want to highlight your accomplishments—such as when you're filling out college applications or creating a resume.

Start learning about colleges and careers

Look at the college and career information available in your counselor's office, school, and public libraries. Use the internet to check out college and career websites. Use a college search site such as <http://bigfuture.collegeboard.org/> to view college profiles. You may even want to start a list of colleges that might interest you.

Make summer count

There are plenty of ways to have fun and build your credentials during the summer, such as volunteering, getting a job, or signing up for an enrichment program.

10TH GRADE CHECKLIST

Sophomore year, you'll want to stay on track with your high school classes and activities and begin to narrow down the plan for your future.

FALL

- Take a practice PSAT**
Taking the PSAT as a sophomore will help prepare you for the real thing next year. Albany ISD administers the PSAT to all 11th graders. During the 10th grade year, students are encouraged to sign up to take the PSAT/NMSQT. Students taking the PSAT/NMSQT during their 11th grade year have the opportunity to compete for scholarships through the National Merit Corporation if they earn qualifying scores on the exam.
- Stay on track with your courses**
Work with your school counselor to make sure you are enrolled in the courses you need to prepare you for college or a career.
- Begin learning about the college admissions process**
Get familiar with general college entrance requirements. The school counselor's office, the library, college websites, and advice articles are all good sources of information.
- Continue exploring potential careers**
Explore your career options in more detail—research possible careers to learn about the tasks, education, and training necessary for each occupation. <https://bigfuture.collegeboard.org/>

WINTER

- Take on new roles**
Stay involved with your extracurricular activities and work toward leadership positions in the activities you like best. Become involved in community service and other volunteer activities.
- Read, read, read**
Developing your reading skills will help prepare you for tests and make you a well-rounded individual. Read as many books as you can including articles on current events.
- Practice your writing**
You'll need good writing skills no matter what path you pursue, so work on those skills now to get prepared. Find a teacher or another adult who can advise and encourage you to write well.
- Get advice from your counselor**
Meet with your school counselor to make sure you're staying on track. You can also discuss your PSAT scores and ask about postsecondary enrollment options and Advanced Placement (AP) courses.

SPRING/SUMMER

- Keep your grades up**
It is important to remain focused on doing well in your classes. Remember that your grades affect your GPA and class rank—two factors that colleges consider in the admissions process.
- Start your college search**
Use college search tools to decide what factors are important to you and see a list of colleges that matches your criteria. Attend college fairs and read the material you get from all types of schools—you may see something you like.
- Contact colleges that interest you**
Write to schools and ask for more information about their academic requirements and any programs or activities that you're interested in. It's especially important to start this process now if you think you want to attend a military academy.
- Get a summer job**
Finding steady summer work will look good to prospective colleges and employers. Putting the money you earn away for college will also help you get a head start on a personal savings plan.

11TH GRADE CHECKLIST

Junior year is a key year in the college planning process because you will be taking standardized tests, narrowing down your college list, and learning more about financial aid. In addition, you will need to stay involved in your high school courses and activities.

FALL

Stay on track with your classes and grades

Meet with your counselor to see what you still need to take. Check on your class rank and your GPA. Even if your grades haven't been that good so far, it's never too late to improve. Colleges like to see an upward trend.

Take the PSAT

Taking the test qualifies you for the National Merit Scholarship program, which means you could earn money for college. In addition, it is a good way to practice for the SAT. Albany ISD administers the PSAT to all 11th graders. The PSAT/NMSQT is the National Merit Scholarship Qualifying Test. Students earning a qualifying score on the exam may be eligible to participate in the scholarship program.

Evaluate your education options

Now is the time to follow a more specific path. Decide whether you want to pursue full-time employment, further education or training (such as a vocational-technical school, career college, or two-year or four-year college), or a military career. If you're interested in attending a military academy, talk to your school counselor about starting the application process now.

Make a college list

Your list of colleges should include schools that meet your most important criteria (for example, size, location, cost, academic majors, or special programs). Weigh each of the factors according to their importance to you and develop a preliminary ranking of the schools on your list.

Continue gathering college information

Attend the local college fair and speak with college and career representatives. Use an online college finder and search top college lists. You may be able to narrow your choices or add a school to your list.

Make sure you are meeting any special requirements

If you want to play Division I or II sports in college, start the certification process and check with your counselor to make sure you're taking a core curriculum that meets NCAA requirements.

<https://web3.ncaa.org/ecwr3/>

WINTER

Stay involved with extracurricular activities

Colleges look for consistency and depth in the non-academic activities you pursue. Taking on leadership roles and making a commitment to the same groups are more important than trying out tons of new activities each year.

Begin narrowing down your college choices

Make sure you have all the information you need about the colleges you're interested in (entrance requirements, tuition, room and board costs, course offerings, student activities, financial aid, etc.). Then begin comparing the schools by the factors that are most important to you and rank your choices.

Take standardized tests

Register for and take the ACT, SAT, or SAT Subject Tests as necessary.

ACT – <https://www.act.org/content/act/en/products-and-services/the-act/registration.html> SAT – <https://collegereadiness.collegeboard.org/sat/register>

Be sure you have requested (either by mail or online) that your test scores be sent to the colleges of your choice.

Prepare a challenging schedule for senior year

Meet with your counselor to determine what classes you'll take next year and to make sure you're on track for graduation. When you pick your classes, don't load up on easy electives. Colleges do consider your senior year courses and grades, so stick with a schedule that challenges you.

11TH GRADE CHECKLIST CONTINUED

SPRING

Apply for a summer job or internship

Summer employment and internships in fields you are interested in will look appealing on a college application or resume. The money you earn can also be used to help pay application and testing fees in the fall.

Set up appointments at your top college choices

You'll often have to plan ahead when visiting colleges. Call the admissions office to set up a personal interview, tour, and a meeting with a professor or coach if you're interested. You can also ask them to send you an application.

SUMMER

Visit colleges

Visit the campuses of your top five college choices. Take a tour and speak with the admissions and financial aid staff. You may also be able to talk to students if some classes are in session. If you have an interview, be sure to send a thank-you letter to the interviewer once you return home.

Get advice from other college students

If you have friends or relatives in college, talk to them about what college life is like, especially if they attend a school you're interested in. Although it's important to hear what the admissions staff has to say about a school, it's also important to get the students' perspective.

Start working on your application essays

Compose rough drafts of the essays you'll need for your college applications. Have a teacher read and discuss them with you so you can see what to work on. Make any revisions to your application essays and prepare final drafts. Don't forget to proofread your final essays a few times.

Make early decision preparations

If you plan to apply early decision to any school, take the time to visit the school again and make sure you're willing to commit. If you elect to apply early decision, you should start working on your application as soon as possible because its deadline will be earlier than others.

Complete applications

Most Texas public schools will open applications on July 1. You may use applytexas.org to set up a profile and apply to most two-year and four-year colleges in Texas. Finish the application forms for the schools you are interested in. Proofread them and make extra copies before you send them. Make sure you and your school's counseling office have sent all necessary materials, including test scores, recommendations, transcripts, and application essays. You should plan to get all this done before winter break, so you won't be rushing to make deadlines.

12TH GRADE CHECKLIST

Be sure to stay on track with the college admissions process. Get organized, be aware of deadlines, and do not procrastinate.

FALL

- Continue to visit schools**
Fall is a great time to look at the schools on your college lists because classes are in session and you are better able to meet and talk with students and professors. You may even be able to sit in on a class or two.
- Finalize your college list**
Use the information you've gathered from college visits, interviews, and your own research to decide which schools you will apply to. It is okay to apply to colleges that you think will be more difficult to get into. But it's also important to put a few safety schools (where you are sure you will get in) on your list. Talk to counselors, teachers, and parents about your final choices.
- Stay on track with your grades and extracurricular activities**
Colleges will look at what you've done in your senior year, so stay focused on doing well in your classes and maintaining a commitment to extracurricular activities.
- Submit financial aid forms**
Fill out the FAFSA*, no matter what your family's income level is, the FAFSA is your main priority for financial aid purposes because it will determine how much you're expected to pay. FAFSA opens October 1st every year. <https://studentaid.ed.gov/sa/>
- Take standardized tests**
Register for and take the ACT, SAT, or SAT Subject Tests as necessary.
ACT - <https://www.act.org/content/act/en/products-and-services/the-act/registration.html>
SAT - <https://collegereadiness.collegeboard.org/sat/register>
Be sure you have requested (either by mail or online) that your test scores be sent to the colleges of your choice.
- Keep track of deadlines**
You will be filling out lots of forms this year, so it is important to know what form is due when. Make a calendar showing the application deadlines for admission, financial aid, and scholarships.
- Ask for letters of recommendation**
REQUEST LETTERS EARLY. Give letter of recommendation forms to the teachers you have chosen, along with stamped, addressed envelopes so your teachers can send them directly to the colleges. Be sure to fill out your name and address and the school name on each form. Discuss your goals and ambitions with your teachers so they will be more prepared to write about you.
- Meet with your counselor**
Your counselor can help you stay on track with admissions requirements. Make sure they know which colleges you want transcripts, score reports, and letters sent to. Give your counselor any necessary forms much earlier than the actual deadlines so they'll have time to send the forms in.
- Complete applications**
Finish the application forms for the schools you are interested in. Proofread them and make extra copies before you send them. Make sure you and your school's counseling office have sent all necessary materials, including test scores, recommendations, transcripts, and application essays. You should plan to get all this done before winter break, so you won't be rushing to make deadlines.

12TH GRADE CHECKLIST CONTINUED

WINTER

Scholarship search

Apply for scholarships whose deadlines are approaching and keep searching for more scholarship and grant opportunities. Using online scholarship search tools is a great way to find potential aid. <https://www.fastweb.com/> Ask colleges about what scholarships you may qualify for. Albany ISD local scholarship applications will be available in March each year.

Send mid-year grade reports

Ask your counselor to send your mid-year grade reports to the colleges that you applied to. Remember that the schools will continue to keep track of your grades, so it's important to keep working hard throughout your senior year.

SPRING

Watch your mail and email for notification from colleges

If you applied under the regular application process, you should receive an admissions decision by March or April. Notifications of financial aid awards should arrive by the end of April.

Compare financial aid packages

Make sure to consider each financial aid award carefully. If you have questions, don't hesitate to contact the financial aid office of the college to get more information. Financial aid is a key factor in deciding where you will attend.

Prepare for any last standardized tests

You may be taking AP exams to earn some college credit as the school year winds down. A score of 3 or higher may earn college credit so be sure to do your best on the exam. Scores should be sent directly to the college of your choice for them to evaluate for credit.

Make your final college and career decisions

Notify all schools of your intent by May 1. If you are not sure which offer to accept, make one more campus visit to the schools you are considering. Make sure to send your deposit to your chosen school and ask your school counselor to send your final transcript to the college in June.

GRADUATION PLAN

The goal of Albany ISD is that all students will graduate on the Foundation + Endorsement or Distinguished Level of Achievement graduation plan and that all students will be college and career ready.

	Foundation with Endorsement(s) Or Distinguished Achievement	Foundation HS Program <i>(student may only consider at the conclusion of the 11th grade year)</i>
English Language Arts	4 Credits English I English II English III Advanced English course	4 Credits English I English II English III Advanced English course
Mathematics	4 Credits Algebra I Geometry Algebra II An advanced Math Course	3 Credits Algebra I Geometry An advanced math course
Science	4 Credits Biology IPC Two additional advanced science courses (Chemistry and/or Physics required for some endorsements.)	3 Credits Biology IPC One additional advanced science courses
Social Studies	3 Credits World Geography and/or World History US History Government/Economics <i>(A 4th social studies is required for some endorsements)</i>	3 Credits World Geography and/or World History US History Government/Economics
Physical Education	1 Credit	1 Credit
Languages Other Than English (LOTE)	2 Credits from the same language	2 Credits from the same language
Fine Arts	1 Credit	1 Credit
Electives	6-7 Credits <i>(Includes the credit requirements of the student's declared endorsement)</i>	5 Elective Credits
Total Credits	26	22

Business & Industry Endorsement Pathways Leading to Certification

An endorsement requires four or more credits in one career cluster, with two of the courses in the same pathway and one advanced course from the pathway.

National Career Cluster	Pathway/Program of Study	9 th	10 th	11 th	12 th	Certification Opportunities
Agriculture, Food, & Natural Resources	Animal Science	Principles of Agriculture, Food & Natural Resources (1 credit)	Small Animal Management (1 credit)	Livestock Production (1 credit)	Advanced Animal Science (1 credit) and/or Practicum of Agriculture (2 credits)	Certified Veterinary Assistant
	Applied Agricultural Engineering	Principles of Agriculture, Food & Natural Resources (1 credit)	Ag Mechanics and Metal Technologies (1 credit)	Ag Structures Design & Fabrication/ or Ag Equipment Design & Fabrication (1 credit)	Ag Structures Design & Fabrication/ or Ag Equipment Design & Fabrication (1 credit)	AWS D9.1 Sheet Metal Welding
Animation, Arts, Audio Video Technology &	Graphic Design & Animation	Journalism (1 credit)	Graphic Design I (1 credit)	Graphic Design II (1 credit)	Practicum in Graphic Design or Career Prep (2 credits)	Adobe Certified Associate Photoshop
Business, Marketing, and Finance	Entrepreneurship	Principles of Business, Marketing, and Finance (1 credit) or BIM 1 w/ Lab (1 credit)	Entrepreneurs hip (1 credit)	Mobile Application Development (1 credit) or Entpreneurs hip II (1 credit)	Practicum in Entrepreneurs hip or Career Prep 1 (2 credits)	Microsoft Office Expert – Excel Microsoft Office Expert – Word

Public Service Endorsement Pathways Leading to Certification

National Career Cluster	Pathway/ Program of Study	9 th	10 th	11 th	12 th	Certification Opportunities
Education & Training	Teaching & Training	Principles of Human Services (1 credit)	Human Growth or Child Development (1 credit)	Teacher Intern 1 (Instructional Practices) (2 credits)	Teacher Intern II (Instructional Practices II) (2 credits)	

AGRICULTURE, FOOD & NATURAL RESOURCES

PRINCIPLES OF AGRICULTURE, FOOD & NATURAL RESOURCES Grade Placement: 9 | Prerequisite: None | Credit: 1.0

This course introduces students to the National FFA Organization by explaining the history and opportunities offered in the Agriculture field. Discussed in this course will be topics covering leadership skills, the agriculture industry and skills needed to be successful in the agriculture industry. Students taking the class will develop public speaking skills and increase their knowledge of parliamentary procedure. This course is an introduction to global agriculture and includes topics in leadership development, communications, personal finance and mechanized agriculture.

SMALL ANIMAL MANAGEMENT

Grade Placement: 10, 11, 12 | Prerequisite: None | Credit: 1.0

Students acquire knowledge and skills related to small animals and the small animal management industry. The course may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds.

LIVESTOCK PRODUCTION

Grade Placement: 10, 11, 12 | Prerequisite: None | Credit: 1.0

This course introduces the common veterinary skills and procedures used on livestock, anatomy of livestock, genetics and reproduction, and diseases that can affect all livestock animals. This course is recommended for those that have an interest in the Veterinary Science field.

ADVANCED ANIMAL SCIENCE

Grade Placement: 11, 12 | Prerequisite: In addition to credit for Livestock or Equine Science, students must also have credit for Algebra I, Biology, and Chemistry or IPC before taking this course | Credit: 1.0

This course examines the interrelatedness of human, scientific and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. Develop and investigate the scientific and technological dimensions of scientific animal agriculture, genetics, and reproduction, anatomy and physiology of various livestock species, nutritional requirements and disease and parasites of livestock.

CAREER PREPARATION (WORK CO-OP)

CAREER PREPARATION I

Grade Placement: 11, 12 | Credits: 2.0-3.0

This course provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

PRACTICUM OF AGRICULTURE

Grade Placement: 11, 12 | Prerequisite: Minimum of one credit from the Agriculture Cluster | Credit: 2.0

This course gives students supervised practical application of knowledge and skills such as employment, independent study, internships, assistantships, mentorships or laboratories. The practicum course is a paid or unpaid capstone experience for students.

AG MECHANICS & METAL TECHNOLOGIES Grade Placement: 10, 11, 12 | Prerequisite: Principles of Agriculture | Credit:

This lab course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete and metal working techniques. Students will develop skills in metal equipment construction and joining processes. Emphasis will be placed on the use of stick welders, wire feed welders and oxygen-acetylene torches.

AG STRUCTURES DESIGN & FABRICATION Grade Placement: 11, 12 | Prerequisite: Ag Mechanics and Metal Technologies | Credit: 1.0

This lab course prepares for careers in mechanized agriculture and technical systems, students attain knowledge and skills related to agricultural facilities design and fabrication. Students explore career opportunities, entry requirements and industry expectations. To prepare for success, students reinforce, apply and transfer their academic knowledge and technical skills in a variety of settings.

AG EQUIPMENT DESIGN & FABRICATION Grade Placement: 11, 12 | Prerequisite: Ag Mechanics and Metal Technologies | Credit: 1.0

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

WILDLIFE, FISHERIES & ECO MANAGEMENT

Grade Placement: 10, 11, 12 | Credit: 1.0

This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. Develop and investigate the scientific and technological dimensions of scientific animal agriculture, genetics and reproduction, anatomy and physiology of various livestock species, nutritional requirements and disease and parasites of livestock

CAREER PREPARATION II

Grade Placement: 11, 12 | Prerequisite: Career Preparation I | Credits: 2.0-3.0

This course is designed to build on Career Prep I classroom instructions, preparing students with a variety of skills for a changing workplace

GRAPHIC DESIGN AND JOURNALISM

JOURNALISM Grade Placement: 9 | Prerequisite: None | Credit: 1.0

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

GRAPHIC DESIGN AND ILLUSTRATION I (Lion's Roar)

Grade Placement: 10, 11, 12 | Recommended Prerequisite: Principles of Audio Video Production | Credit: 1.0

Students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

GRAPHIC DESIGN AND ILLUSTRATION II (Lion's Roar 2) Grade Placement: 11 | Prerequisite: Graphic Design and Illustration I | Credit: 1.0

Students will build on the knowledge from graphic design and more fully explore the interaction of text and image. Emphasis is placed on page layout and design.

PRACTICUM IN GRAPHIC DESIGN

(Lion's Roar III)

Grade Placement: 12 | Prerequisite: Graphic Design II | Credit: 1.0

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/ Video Technology, and Communications Career Cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

COMMERCIAL PHOTOGRAPHY I

Grade Placement: 10, 11, 12 | Prerequisite: None | Credit: 1.0

Students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

HEALTH SCIENCES

ANATOMY & PHYSIOLOGY

Grade Placement: 11, 12 | Prerequisite: Biology and a second science | Credit: 1.0

This course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

EDUCATION & TRAINING

PRINCIPLES OF HUMAN SERVICES

Grade Placement: 9 | Prerequisite: None | Credit: 1.0

This course will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

HUMAN GROWTH & DEVELOPMENT

Grade Placement: 10, 11, 12 | Recommended Prerequisite: Principles of Human Services | Credit: 1.0

This course is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.

CHILD DEVELOPMENT

Grade Placement: 10, 11, 12 | Recommended Prerequisite: Principles of Human Services | Credits: 1.0

Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

TEACHER INTERN I

Grade Placement: 10, 11, 12 | Prerequisite: None | Credits: 2.0

This course is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary, middle school, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teacher trainers, paraprofessionals, or other educational personnel.

TEACHER INTERN 2

Grade Placement: 11,12 Prerequisite: Teacher Intern I Credits: 2.0

This course is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary, middle school, and high school-aged students.

BUSINESS, MARKETING, & FINANCE

PRINCIPLES OF BUSINESS, MARKETING & FINANCE

Grade Placement: 9 | Prerequisite: None | Credit: 1.0

In this course, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the 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.

BUSINESS INFORMATION MANAGEMENT I

1626A/1626B Grade Placement: 10, 11, 12 | Prerequisite: None | Credit: 1.0

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

ENTREPRENEURSHIP

Grade Placement: 10, 11, 12 | Recommended

Prerequisite:

Principles of Business, Marketing & Finance | Credit: 1.0

This course, students gain the knowledge and skills needed to become an entrepreneur. Students learn the principles necessary to begin and operate a business. The focus of the course is to understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students will understand the capital required, the return on investment desired, and the potential for profit.

PRACTICUM IN ENTREPRENEURSHIP Grade Placement: 11-12 | Prerequisite: Minimum of one credit from the Business cluster | Credit: 2.0

Designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in an unpaid arrangement of 10 or more hours and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or post-secondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international and social and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical and international dimensions of business to make appropriate business decisions. Students must provide their own transportation.

FINANCIAL MATH

Grade Placement: 11, 12 | Prerequisite: Algebra I |

Recommended Prerequisite: Accounting I | Credit: 1.0

This course is about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors.

This course meets graduation requirements for a mathematics credit.

DUAL-CREDIT COURSES (CISCO COLLEGE)

ENGLISH 1301 (COMPOSITION)
HIGH SCHOOL EQUIVALENT: ENGLISH 4 A
Grade Placement: 12

ENGLISH 1302 (COMPOSITION)
HIGH SCHOOL EQUIVALENT: ENGLISH 4 B
Grade Placement: 12

HISTORY 1301 (US HISTORY 1)
HIGH SCHOOL EQUIVALENT: US HISTORY A
Grade Placement: 11

HISTORY 1302 (US HISTORY II)
HIGH SCHOOL EQUIVALENT: US HISTORY B
Grade Placement: 11

ECON 2301 (MACROECONOMICS)
HIGH SCHOOL EQUIVALENT: ECONOMICS
Grade Placement: 12 Offered Online Only

GOVT 2305 (FEDERAL GOVERNMENT)
HIGH SCHOOL EQUIVALENT: U.S. GOVERNMENT
Grade Placement: 12

BIOL 1406 (Biology for Science Majors)
HIGH SCHOOL EQUIVALENT: BIOLOGY II A
Grade Placement: 11-12

BIOL 1407 (Biology for Science Majors)
HIGH SCHOOL EQUIVALENT: BIOLOGY II B
Grade Placement: 11-12

BIOL 2401 (ANATOMY AND PHYSIOLOGY)
HIGH SCHOOL EQUIVALENT: Anatomy and Phys. A
Grade Placement: 11-12

BIOL 2402 (ANATOMY AND PHYSIOLOGY)
HIGH SCHOOL EQUIVALENT: Anatomy and Phys. B
Grade Placement: 11-12

CHEM 1411 (GENERAL CHEMISTRY)
HIGH SCHOOL EQUIVALENT: CHEMISTRY A
Grade Placement: 11-12

CHEM 1412 (GENERAL CHEMISTRY)
HIGH SCHOOL EQUIVALENT: CHEMISTRY B
Grade Placement: 11-12

ACNT 1303 (INTRODUCTION TO ACCOUNTING)
HIGH SCHOOL EQUIVALENT: ACCOUNTING 1 A
Grade Placement: 11-12 Offered Online Only

ACNT 1304 (INTRODUCTION TO ACCOUNTING II)
HIGH SCHOOL EQUIVALENT: ACCOUNTING 1B
Grade Placement: 11-12 Offered Online Only

DUAL-CREDIT COURSE (WESTERN TEXAS COLLEGE)

MATH 1314 (COLLEGE ALGEBRA)
HIGH SCHOOL EQUIVALENT: ALGEBRA 2 B
Grade Placement: 10-12 *Instructor Approval

FOR ALL DUAL-CREDIT CLASSES, YOU MUST PASS OR BE EXEMPT FROM THE TSI TEST AND YOU ARE RESPONSIBLE FOR PAYING TUITION AND COST OF BOOKS

**ADVANCED ACADEMICS PROGRAM
 COMPARISON SIDE-BY-SIDE**

	Advanced Placement (AP)	Dual Credit
Description	The College Board AP program allows students to take college level courses and the related AP Exam to potentially earn college credit in high school.	Dual Credit courses for core & some CTE subjects are offered through a partnership with Cisco College and WTC.
College Credit	College credit is granted when students pass the AP examination. Individual colleges and universities, not College Board or AP Program, grant course credit and placement. Requires a score of 3 (Out of 1-5) or higher. See individual college/university for their specific policy.	College credit is granted based off of the grade earned by the student through the participating College Institution. College credit is shown on the college transcript. Students abide by all college drop and withdrawal deadlines. All grades posted by the college will be on the college transcript and high school transcript. Earned academic credit is guaranteed to be accepted for credit at any public university in Texas. Technical Dual Credit courses may not transfer to a university towards a four-year degree.
Teachers/Instructors	Courses are taught by Albany High School teachers trained by College Board.	Courses are taught by AHS teachers who are also employed by Cisco College or WTC or by professors employed by the participating college institution.

FINE ARTS

BAND 1

Grade Placement: 9, 10, 11, 12 | Credit: 1.0

COURSE NOTE: Director Approval Required

Fulfills ½ credit of PE in fall semester

Marching band season is the first part of the fall semester, and concert season is the second part. Performances include football game half-time shows, concerts throughout the year, and competitions both for the individual student and the band as a whole

BAND 2

Grade Placement: 10, 11, 12 | Credit: 1.0

COURSE NOTE: Director Approval Required

Fulfills ½ credit of PE in fall semester

Marching band season is the first part of the fall semester, and concert season is the second part. Performances include football game half-time shows, concerts throughout the year, and competitions both for the individual student and the band as a whole.

BAND 3

Grade Placement: 10, 11, 12 | Credit: 1.0

COURSE NOTE: Director Approval Required

Marching band season is the first part of the fall semester, and concert season is the second part. Performances include football game half-time shows, concerts throughout the year, and competitions both for the individual student and the band as a whole.

BAND 4

Grade Placement: 11, 12 | Credit: 1.0

COURSE NOTE: Director Approval Required

Marching band season is the first part of the fall semester, and concert season is the second part. Performances include football game half-time shows, concerts throughout the year, and competitions both for the individual student and the band as a whole.

THEATRE 1

Grade Placement: 9, 10, 11, 12 | Credit: 1.0

Theatre I incorporates basic acting technique, the role of the actor in interpreting dramatic literature, the historical evolution of performance styles and introduction to technical theatre.

PHYSICAL EDUCATION/ATHLETICS

PE BOYS – AHS

Grade Placement: 9, 10, 11, 12 | Credit: 0.5-1.0

BOYS ATHLETICS 1

Grade Placement: 9

BOYS ATHLETICS 2

Grade Placement: 10

BOYS ATHLETICS 3

Grade Placement: 11

BOYS ATHLETICS 4

Grade Placement 12

PE GIRLS – AHS

Grade Placement: 9, 10, 11, 12 | Credit: 0.5-1.0

GIRLS ATHLETICS 1

Grade Placement: 9

GIRLS ATHLETICS 2

Grade Placement: 10

GIRLS ATHLETICS 3

Grade Placement: 11

GIRLS ATHLETICS 4

Grade Placement: 12

YEARBOOK

YEARBOOK 1

Grade Placement: 9, 10, 11, 12 | Credit: 1.0

This course will produce the yearbook for Albany High School utilizing English, journalism, photography, design and computer skills. Writing, editing, advertising, graphics, design and layout are reinforced in this class. Approval of sponsor is required for this class.

LOCAL ELECTIVES

CREDIT RECOVERY (ARC)

Grade Placement: 10, 11, 12 | Prerequisite: Counselor recommendation/approval | Credit: Varies

Students needing to recover credit in courses needed for graduation may re-take these courses through Edmentum. This is not a program for acceleration, so only courses being repeated for credit will qualify.

LIBRARY AIDE

Grade Placement: 12 | Credit: Local

Students will assist the librarian with shelving books, checking out and checking in books and other materials, and other duties as assigned by the librarian.

OFFICE AIDE

Grade Placement: 12 | Credit: Local

Students will assist with office tasks in the department to which they are assigned. These tasks may include: delivering passes, making copies, assembling projects, organizing materials, etc.