



FRANKSTON ISD

PROGRAMS OF STUDY GUIDEBOOK

2024 - 2025

TABLE OF CONTENTS

Welcome	2
Planning Your High School Program	3
High School Graduation Requirements	4
Academic Recognitions	5-7
Additional Graduation Information	8
Exit Level Test Requirements	8
Career & Technical Education (CTE)	9
Endorsement Choices	10
TJC Career Cluster Interest Inventory & Goal Setting	11-13
Agriculture	14-15
Arts, A/V Technology, & Communications	16-17
Health Science	18-19
Dual Credit	20
TVCC / Frankston Pathway	21
Personal Graduation Plan	24
CTE Non-Discrimination Statement	25

This catalog is subject to change based on student interest / enrollment, state requirements, course availability, and industry-based certification recommendations.





WELCOME

WELCOME TO FRANKSTON HIGH SCHOOL!

The high school experience is an exciting step as you begin to explore the pathways that will take you on your life's journey after graduation. The Career & Technical Education (CTE) Programs of Study guidebook will help you make wise and thoughtful decisions that will put you in the best position for success in the world after high school.

Parents and students are urged to carefully review the information contained in this guide and to work closely with school counselors to develop a quality personal graduation plan. The guidebook showcases the endorsements available and highlights the Career & Technical Education (CTE) programs of study.

High school is about preparing for life after graduation. The experiences you gain through CTE courses will provide opportunities to obtain valuable knowledge about specific programs of study that interest you. Frankston ISD offers a wide variety of CTE courses that will help you explore various career opportunities and certification programs designed to prepare you for life after high school.

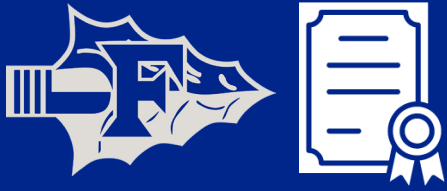
It is important to know that in our global society, and with your qualifications and experiences, you will no longer just be competing with your friends and neighbors here in Frankston or Anderson County. You need to be prepared to be compared and measured against competitors for jobs locally, across our nation, and from around the world. Our goal is to provide you with a world-class education that positions you for success beyond your senior year.

Explore the guidebook and ask questions of your parents, teachers, and counselors so that you can find the program that will best fit your needs and help you meet your educational goals. Now is the time to dream and explore the possibilities that life holds. We wish you all the best of luck on this exciting time in your life.

“The best way to predict your future is to create it.”
- Abraham Lincoln



PLANNING YOUR HIGH SCHOOL PROGRAM



Frankston Independent School District's Programs of Study Guide is designed to assist students, parents, teachers, and school personnel in making informed decisions while planning individual student's educational goals.

The intention of a program of study is to provide a sequence of courses that prepare students for success in high demand, high wage, high skill careers in Texas. Students gain focused knowledge and skills aligned to career and industry standards through multiple years of scaffolded educational experiences.

Planning a four-year high school program is a serious undertaking. The selection of your graduation plan is dependent on your interests and plans for future careers. Some questions to consider when making your plans are the following:

- Will you continue your education at a university, college, or in a trade or technical school?
- Do you want to learn academic or career skills in order to enter the full-time work force immediately after high school?
- Are you interested in mathematics, science, technology, engineering, or any other specialized field of study?
- Are you thinking of entering a profession that requires specialized education, such as teaching, medicine, or law?

Answering these questions is extremely important when making decisions about your course selections for all four years in high school. Take some time to answer the questions before you begin. Your interests and desire to work hard should also guide your answers. It is common for young people to change their minds about what their course of study or career choice will be; others are still considering their options. As you consider your options, immediate decisions regarding your graduation plans may affect your future career choices. For that reason, we recommend that you plan a diverse and challenging academic program. By taking the most diverse and challenging academic program available to you, your options will remain open in the event your career plans should change.

By making sure you have options, Frankston ISD offers many ways to prepare for your future. A wide range of programs prepare students for post-high school experiences, college, business school, technical school, military service, fine arts participation, and full-time employment. Additional opportunities are made available through the high school experience.

The programs offered allow a student to choose the high school program best for him/her. Outlined on the following pages are the graduation requirements for each of the state's graduation programs. Counselors and teachers will be helpful in advising you more specifically about programs offered through Frankston ISD.



HIGH SCHOOL GRADUATION REQUIREMENTS

Students Entering High School at Frankston ISD

During each year in high school at FISD, it is the expectation that all students enroll and complete courses in the four core subject areas. This excludes courses taken for high school credit in middle school. Parents and students are encouraged to carefully consider college entrance requirements and career readiness standards set by institutions of higher education. In addition to completing the required coursework, the state of Texas also requires each graduate to complete the Free Application for Federal Student Aid (FAFSA) or a signed opt-out form to be filed in the counselor's office prior to graduation.

Foundation (basic course credits) + Endorsement (additional credits required to pursue college and career)

Foundation High School Program 22 Credits	Foundation High School Program with Endorsements 26 Credits	Foundation High School Program with Endorsements Distinguished Level of Achievement 26 Credits
<p>4 Credits English - ELA I, II, III, one credit in any advanced English course</p> <p>3 Credits Mathematics - Algebra I, Geometry, and one credit in any advanced math course</p> <p>3 Credits Science - Biology, Chemistry or IPC, plus one additional advanced science course</p> <p>3 Credits Social Studies - World Geography or World History, US History, Gov't (.5), Economics (.5)</p> <p>2 Credits Language other than English in the same language</p> <p>1 Credit Physical Education</p> <p>1 Credit Fine Arts</p> <p>5 Credits in Electives</p> <p>Credit requirements specific to at least one endorsement</p>	<p>4 Credits English - ELA I, II, III, one credit in any advanced English course</p> <p>4 Credits Mathematics - Algebra I, Geometry, and two credits in any two advanced math courses</p> <p>4 Credits Science - Biology, Chemistry or IPC, plus two additional advanced science courses</p> <p>3 Credits Social Studies - World Geography or World History, US History, Gov't (.5), Economics (.5)</p> <p>2 Credits Language other than English in the same language</p> <p>1 Credit Physical Education</p> <p>1 Credit Fine Arts</p> <p>7 Credits in Electives</p> <p>Credit requirements specific to at least one endorsement</p>	<p>4 Credits English - ELA I, II, III, one credit in any advanced English course</p> <p>4 Credits Mathematics - Algebra I, Geometry, Algebra II, and one credit in any advanced math course</p> <p>4 Credits Science - Biology, Chemistry or IPC, plus two additional advanced science courses</p> <p>4 Credits Social Studies - World Geography, World History, US History, Gov't (.5), Economics (.5)</p> <p><small>*Local policy requires four years of Social Studies.</small></p> <p>2 Credits Language other than English in the same language</p> <p>1 Credit Physical Education</p> <p>1 Credit Fine Arts</p> <p>6 Credits in Electives</p> <p>Credit requirements specific to at least one endorsement</p>

ACADEMIC RECOGNITIONS

STUDENTS HAVE THE OPPORTUNITY TO EARN ADDITIONAL RECOGNITIONS IN THE FOLLOWING AREAS:

Distinguished Level of Achievement

The Distinguished Level of Achievement opens a world of educational and employment opportunities for you beyond high school. Earning the Distinguished Level of Achievement requires more math and more science than the Foundation High School Program.

The Distinguished Level of Achievement (DLA) will:

- Allow a student to compete for Top 10% automatic admissions eligibility at any Texas public university, except University of Texas which has more stringent admission requirements;
- Ensure the student is a more competitive applicant at the most selective colleges and universities

The Distinguished Level of Achievement Requires:

- A total of 26 graduation credits
- Algebra II
- Successful completion of at least one endorsement

Performance Acknowledgements

There are four ways a student may earn the acknowledgement for outstanding performance by successfully completing the following:



Dual Credit



Bilingualism & Biliteracy



**Outstanding Performance on
College Entrance Exams**



**Professional License or
Certifications**



Dual Credit

A student may earn a performance acknowledgement on the student's diploma and transcript for outstanding performance in a dual credit course by successfully completing:

- 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0 or
- An associate degree while in high school



Bilingualism & Biliteracy

A student may earn a performance acknowledgement on the student's transcript for outstanding performance in Bilingualism and Biliteracy as follows:

- A student may earn a performance acknowledgement by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:
 - Completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and
- Satisfying one of the following:
 - Completion of a minimum of three credits in the same language in a language other than English with a minimum GPA equivalent to 80 on a scale of 100; or
 - Demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA equivalent to 80 on a scale of 100; or
 - Completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
 - Demonstrated proficiency in one or more languages other than English through one of the following methods:
 - A score of 3 or higher on a College Board Advanced Placement examination for a language other than English; or
 - A score of 4 or higher on an International Baccalaureate examination for higher-level languages other than English course; or
 - Performance on a national assessment of language proficiency in a language other than English of at least intermediate high or its equivalent.
- In addition to meeting the requirements of paragraph (1) of this subsection, to earn a performance acknowledgement in Bilingualism and Biliteracy, an English language Learner must also have:
 - Participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and
 - Scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).



Outstanding Performance on College Entrance Exams

A student may earn a performance acknowledgement on the student's diploma and transcript for outstanding performance on the PSAT, the ACT-Aspire, the SAT, or the ACT, by:

- Earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the National Merit Scholarship Corporation or as an awardee of the National Recognition Programs of the College Board;
- Earning a composite score of 442 on the ACT Aspire™ examination;
- Earning a composite score of 29 on the ACT PreACT® examination;
- Earning a composite score of at least 1350 on the SAT®; or
- Earning a composite score on the ACT® examination of 29 (excluding the writing subscore)



Professional License or Certifications

A student may earn a performance acknowledgement on the student's diploma and transcript for earning a nationally or internationally recognized business or industry certification or license with:

- Performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification or
- Performance on an examination or series of examinations sufficient to obtain a government-required credential to practice a profession

Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular professional or occupation that is issued by or endorsed by:

- A national or international business, industry, or professional organization
- A state agency or other government entity or
- A state-based industry association

Certifications or licensures for performance acknowledgements shall:

- Be age appropriate for high school students
- Represent a student's substantial course of study and/or end-of-program knowledge and skills
- Include an industry recognized examination or series of examinations, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience and
- Represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

ADDITIONAL GRADUATION INFORMATION



IMPORTANT ENDORSEMENT INFORMATION

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.

- All endorsements require the completion of four (4) math and four (4) science credits.
- Endorsements are originally decided in 8th grade and must be declared in writing.
- Students have until their sophomore year to change endorsements.

PERSONAL GRADUATION PLAN

- Each student will have a 4-year Personal Graduation Plan created during the spring of 8th grade with the help of a guidance counselor.
- Parent participation is VITAL! Parents should meet with their child's counselor to discuss the plan and are required to approve the plan in writing before students register for their high school courses.
- Each year after, the PGP will be revised with the student, parent, and counselor, according to the student's interests and needs.

EXIT LEVEL TEST REQUIREMENTS

Students who entered 9th grade in 2011-2012 and thereafter will take the State of Texas Assessments of Academic Readiness (STAAR). This assessment will replace the Texas Assessment of Knowledge and Skills (TAKS). Students take the assessments when they complete the course.

For additional information on requirements for STAAR and End of Course, please visit www.tea.state.tx.us/studentassessment/staar.

CAREER & TECHNICAL EDUCATION (CTE)

EXPLORING YOUR CAREER OPTIONS:

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. Participation in CTE programs increase wages, probability, and consistency of employment, and leads to higher quality jobs. CTE WORKS!

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 and use labor market resources at www.texasrealitycheck.com



ENDORSEMENT CHOICES

Career and technical education programs offer a sequence of courses that provide students with coherent and rigorous content. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

BUSINESS & INDUSTRY

Includes highly varied occupations in both service and manufacturing industries. These endorsements range from industrial and technical trades, business, marketing & finance, graphic design occupations, to information technology.

Programs of Study Include:

- Animal Science
- Agricultural Technology & Mechanical Systems
- Food Science & Technology
- Graphic Design & Interactive Media
- Plant Science

PUBLIC SERVICES

Includes service-oriented occupations for both private and public sector industries, including human service and healthcare fields.

Programs of Study Include:

- Exercise Science, Wellness & Restoration
- Nursing Science



CAREER CLUSTER INTEREST INVENTORY

Consider how you like to spend your time and what you think is interesting. Rate each activity according to your interest level with a 0, 1 or 2. Add the numbers in each box. The highest totals reveal the career fields in which you are most interested. Circle 3 boxes with the highest totals to research for specific jobs.

- ___ Provide medical care for sick or injured people
- ___ Learn/read about healthcare topics
- ___ Deal with bodily fluids
- ___ Work in a hospital, ER or clinical environment
- ___ Assist with medical procedures/operations
- ___ Perform first aid in an emergency situation

___ **TOTAL FOR HEALTH SCIENCE CAREERS**

- ___ Farming with vegetables, fruits or plants
- ___ Spend time at state parks
- ___ Spend time caring for the environment
- ___ Ranching/raising animals
- ___ Provide daily care for animals
- ___ Provide medical care for animals

___ **TOTAL FOR AGRICULTURAL CAREERS**

- ___ Work in a creative/competitive environment
- ___ Budget, track, oversee funds and expenditures
- ___ Use information technology programs
- ___ In charge of committees and people
- ___ Develop and present information and campaigns
- ___ Provide customer service

___ **TOTAL FOR BUSINESS/FINANCE/MARKETING CAREERS**

- ___ Tutor, instruct and help others learn
- ___ Assist others with technology, academics and skills
- ___ Present information to a group
- ___ Manage a classroom or group
- ___ Work in a group or classroom setting
- ___ Plan curriculum and materials for a group

___ **TOTAL FOR EDUCATION AND TRAINING CAREERS**

- ___ Enjoys food prep, cooking, baking, serving, tourism or hospitality activities
- ___ Oversee recreation or manage a hotel/restaurant
- ___ Cosmetology, barbering or spa services
- ___ Work with public and support their needs
- ___ Plan educational or rec activities, trips or services
- ___ Provide guided tours or lessons, instruction or service

___ **TOTAL FOR HOSPITALITY, TOURISM AND RECREATIONAL CAREERS**

- ___ Learn about scientific events and topics
- ___ Visit museums, planetariums or tech forums
- ___ Study elements of numbers or computers
- ___ Perform experiments, projects or figure equations
- ___ Study space, motion, chemicals, elements, numbers or coding
- ___ Excel in comparison to peers in science, technology, engineering and math (STEM) areas

___ **TOTAL FOR SCIENCE, ENGINEERING AND MATH CAREERS**

- ___ Coordinate services or assistance for others
- ___ Provide counseling or guidance
- ___ Listen and care about others' difficulties
- ___ Provide solutions to others' difficulties
- ___ Learn about human behavior and life stages
- ___ Work with families and/or children

___ **TOTAL FOR HUMAN SERVICES CAREERS**

- ___ Write/read virtual information, articles or reviews
- ___ Utilize talents to communicate info to others
- ___ Attend public events or perform in them
- ___ Create media projects, campaigns or productions
- ___ Dancing, acting, singing, painting, sculpting or creating
- ___ Gaining inspiration from graphics, art or other media elements

___ **TOTAL FOR ARTS AND COMMUNICATION CAREERS**



- ___ Repair computers or devices
- ___ Develop or install computer programming
- ___ Design apps or webpages
- ___ Learn about cybersecurity or computer systems
- ___ Utilize computer animation and graphics
- ___ Design graphic layouts with computer programs

___ **TOTAL FOR INFORMATION TECHNOLOGY CAREERS**

- ___ Safely operate equipment and industrial tools
- ___ Weld or build items/projects to standard code
- ___ Remodel or build according to blueprints
- ___ Use computer software to create designs
- ___ Able to perform construction math
- ___ Oversee purchase/use of project materials

___ **TOTAL FOR ARCHITECTURE AND CONSTRUCTION CAREERS**

- ___ Awareness of effects and causes of the energy industry market's status
- ___ Use physical labor to work on natural energy sites
- ___ Learn about the equipment/process related to energy
- ___ Comply with inspection requirements at sites
- ___ Run or be a part of a crew related to an energy site

___ **TOTAL FOR ENERGY AND NATURAL RESOURCES CAREERS**

- ___ Set up or repair electrical controls/wiring
- ___ Fix appliances, electrical monitors or electronics
- ___ Build robots/electronic devices
- ___ Make or use blueprints/instructions
- ___ Operate machinery
- ___ Work with hands-on tools and items

___ **TOTAL FOR MANUFACTURING CAREERS**

- ___ Learn about city, state or federal laws/policies
- ___ Enforce or perform methods that serve the public
- ___ Protect and/or serve the public over yourself
- ___ Write reports that document public services given
- ___ Learn about historical court cases
- ___ Use technology equipment related to public service

___ **TOTAL FOR LAW ENFORCEMENT AND PUBLIC SERVICE CAREERS**

- ___ Work on vehicles, boats, planes or equipment
- ___ Arrange transportation of products or people
- ___ Drive vehicles, boats, planes or equipment
- ___ Learn about computers used to repair vehicles
- ___ Personally deliver products or items
- ___ Drive heavy equipment or lifts

___ **TOTAL FOR TRANSPORTATION AND DISTRIBUTION/LOGISTICS CAREERS**

REFLECTION QUESTIONS

● List your three highest-ranking career fields below.

1. _____
2. _____
3. _____

● Within those career fields, what specific jobs are you interested in? _____

GOAL SETTING

Student's name: _____

THINGS TO THINK ABOUT

- Review your results from all your inventories
- The reason I am interested in this program of study is _____
- Research two programs of study using the charts and resources provided

www.texasrealitycheck.com www.texascareercheck.com www.careeronestop.org/videos www.txcrews.org

CHOICE #1

Program of study: _____

Specific job in the future: _____

Does it match your values, strengths and interests?

- Yes No

Wage per year? _____

Will it provide the lifestyle you want?

- Yes No

How many job openings were in this career last year in the area you want to live in? _____

How many years/months of education required after high school? _____

What college major or certificate will it require?

With whom can you talk to gain more information?

Where can you get this degree/certificate?

Other information: _____

CHOICE #2

Program of study: _____

Specific job in the future: _____

Does it match your values, strengths and interests?

- Yes No

Wage per year? _____

Will it provide the lifestyle you want?

- Yes No

How many job openings were in this career last year in the area you want to live in? _____

How many years/months of education required after high school? _____

What college major or certificate will it require?

With whom can you talk to gain more information?

Where can you get this degree/certificate?

Other information: _____

FINAL REFLECTION

What are your next steps? _____

What are your goals? _____

“CTE classes helped me develop a new appreciation for learning about new subjects.” *Josh, TJC student*

AGRICULTURE

The Agriculture program of study explores occupations and educational opportunities associated with the business of farming and agricultural-related businesses that include farm inputs, such as machinery and seeds. This program of study may also include exploration into the marketing of farm products, the purchase of farm products either for further processing or resale, and grading or classifying unprocessed food or other agricultural products.

CAREERS

Agricultural Advertising & Promotions Manager

Average Salary: **\$94,515**

Farmers, Ranchers, & Other Agricultural Managers

Average Salary: **\$59,134**

Buyers & Purchasing Agents, Farm Products

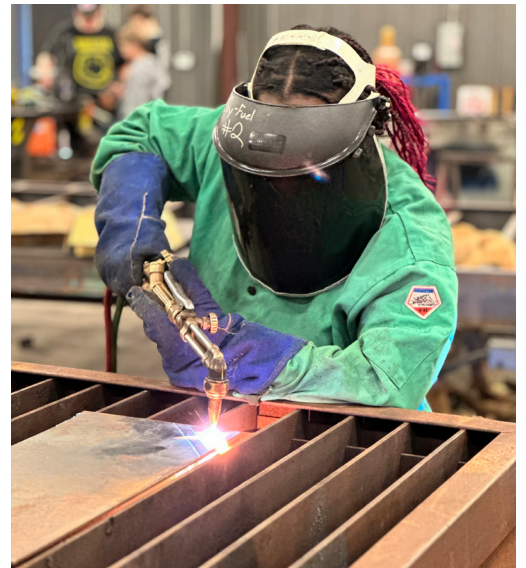
Average Salary: **\$46,488**

Agricultural and Food Science Technicians

Average Salary: **\$34,382**

Agricultural Engineers

Average Salary: **\$64,792**



AGRICULTURAL TECHNOLOGY & MECHANICAL SYSTEMS / ANIMAL SCIENCE / FOOD SCIENCE & TECHNOLOGY / PLANT SCIENCE



LEVEL	AGRICULTURAL TECHNOLOGY & MECHANICAL SYSTEMS	ANIMAL SCIENCE	FOOD SCIENCE & TECHNOLOGY	PLANT SCIENCE
8th Grade	Principles of Agriculture, Food, & Natural Resources	Principles of Agriculture, Food, & Natural Resources	Principles of Agriculture, Food, & Natural Resources	Principles of Agriculture, Food, & Natural Resources
1	Agricultural Mechanics & Metal Technologies / Lab	Small Animal Management Equine Science	Food Technology & Safety Lab	Greenhouse Operations & Production
2	Agricultural Structures Design & Fabrications / Lab	Livestock Production / Lab	Food Processing / Lab	Floral Design / Lab
3	Agricultural Equipment Design & Fabrication / Lab	Advanced Animal Science	Project Based Research	Advanced Floral Design
4	Practicum in AFNR Scientific Research & Design	Practicum in AFNR Scientific Research & Design	Practicum in AFNR Scientific Research & Design	Practicum in AFNR Scientific Research & Design
INDUSTRY BASED CERTIFICATION	AWS D9.1 Sheet Metal Welding	Elanco Fundamentals of Animal Science	Food Safety & Science	Texas State Florist's Association Level 1

Specific course offerings and availability are subject to change due to interest and enrollment. It is the policy of Frankston Independent School District not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services or activities and provides equal access to the Boy Scouts and other designated youth groups.

ARTS, A/V TECHNOLOGY & COMMUNICATIONS

The Arts, A/V 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

Graphic Designers

Average Salary: **\$44,824**

Multimedia Artists & Animators

Average Salary: **\$67,392**

Sound Engineering Technicians

Average Salary: **\$39,562**

Camera Operators, Television, Video, & Motion Picture

Average Salary: **\$50,024**

Audio & Video Equipment Technicians

Average Salary: **\$40,581**



GRAPHIC DESIGN & INTERACTIVE MEDIA



LEVEL	GRAPHIC DESIGN & INTERACTIVE MEDIA
1	Principles of Arts, Audio/Video Technology & Communications
2	Commercial Photography I
3	Commercial Photography II
4	Practicum in Commercial Photography
INDUSTRY BASED CERTIFICATION	Adobe Photoshop, Adobe Illustrator Pro, Adobe Premium Pro, Adobe Lightroom

Specific course offerings and availability are subject to change due to interest and enrollment. It is the policy of Frankston Independent School District not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services or activities and provides equal access to the Boy Scouts and other designated youth groups.

HEALTH SCIENCE

Students pursuing specialized careers in health fields or opportunities to work in a support occupation or internship toward degrees at affiliated universities thrive in a stimulating, supportive environment. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively.

CAREERS

Medical Assistants

Average Salary: **\$29,598**

Exercise Physiologists

Average Salary: **\$41,662**

Surgical Technologists

Average Salary: **\$45,032**

Dental Hygienists

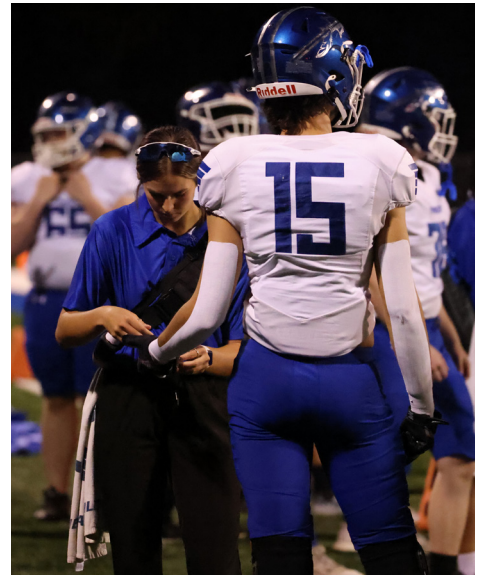
Average Salary: **\$73,507**

Speech Language Pathologists

Average Salary: **\$73,070**

Respiratory Therapists

Average Salary: **\$57,429**



EXERCISE SCIENCE, WELLNESS, & RESTORATION / NURSING SCIENCE

LEVEL	EXERCISE SCIENCE, WELLNESS, & RESTORATION	DIAGNOSTIC & THERAPEUTIC SERVICES
1	Principles of Exercise & Wellness	Principles of Health Science
2	Kinesiology I	Medical Terminology
3	Kinesiology II Anatomy & Physiology	Health Science Theory Anatomy & Physiology
4	Practicum in Entrepreneurship Project Based Research	Project Based Research
INDUSTRY BASED CERTIFICATION	Certified Personal Trainer	Certified Clinical Medical Assistant, Phlebotomy Technician

Specific course offerings and availability are subject to change due to interest and enrollment. It is the policy of Frankston Independent School District not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services or activities and provides equal access to the Boy Scouts and other designated youth groups.

DUAL CREDIT **OFFERINGS**

Available on Campus

ENGL 1301

ENGL 1302

ENGL 2322

ENGL 2323

PSYC 1301

PSYC 2314

AGAH 1353

AGAH 1401

AGAH 1447



TVCC/FRANKSTON HIGH SCHOOL PATHWAY TO ASSOCIATE DEGREE



TVCC COMPONENT AREA	TVCC COURSE <small>*CAN REPLACE HS COURSE</small>	TVCC COURSE NAME	COURSE DELIVERY	RECOMMENDED
Communications (6 Hours)	ENGL 1301* ENGL 1302*	Composition I Composition II	Embedded Embedded	Junior
Mathematics (3 Hours)	MATH 1314*	College Algebra	Embedded	Junior or Senior
Life and Physical Science (8 Hours) [Two Courses]	BIOL 1406, BIOL 1407 BIOL 1408, BIOL 1409 BIOL 2401, BIOL 2402 CHEM 1405, CHEM 1406 CHEM 1411, CHEM 1412 PHYS 1401, PHYS 1402 PHYS 1415, PHYS 1417 PHYS 2425, PHYS 2426	Biology Chemistry Physics	Internet-Based	Senior
Language Philosophy Culture (3 Hours) [One Course]	ENGL 2322* PHIL 2306 HUMA 1301 SPAN 2311	British Literature I Intro to Ethics Intro to Humanities Beginner Spanish	Embedded	Senior
Creative Arts (3 Hours) [One Course]	ARTS 1301 DRAM 1310 DRAM 2366 MUSI 1306	Art Appreciation Drama Appreciation Film Appreciation Music Appreciation	Internet-Based	
History (6 Hours)	HIST 1301 HIST 1302	US History I US History II	Internet-Based Internet-Based	
Government (6 Hours)	GOVT 2305* GOVT 2306	US Government TX Government	Internet-Based Internet-Based	
Social / Behavioral Science (3 Hours) [One Course]	ECON 2301, ECON 2302 PSYC 2301 SOC1 1301	Macroeconomics Microeconomics Intro to Psychology Intro to Sociology	Night Course	
COAE (6 Hours) [Two Courses]	SPCH 1315* BCIS 1305 MATH 1342* EDUC 1300	Speech Business Computer Applications Statistics Learning Framework	Internet-Based Embedded	
Electives (16 Hours)	ENGL 2323* PSYC 2314	British Literature II Human Growth & Development	Embedded Night Course	

NOTES

FRANKSTON HIGH SCHOOL

9TH GRADE COURSE SELECTION SHEET



Student Name: _____ Date: _____ Student ID: _____ Grade: _____ Cohort Year: _____

MY GRADUATION PLAN TYPE IS:	MY POST HIGH SCHOOL PLANS WILL TAKE ME TO:	STAAR EOC DATA:
<input type="checkbox"/> Foundation = 22 Credits <input type="checkbox"/> With Endorsement = at least 26 Credits <input type="checkbox"/> Distinguished * Endorsement: <input type="checkbox"/> STEM <input type="checkbox"/> Business and Industry <input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Public Service <input type="checkbox"/> Multidisciplinary Studies	(Number in order of goals) <input type="checkbox"/> Two Year College <input type="checkbox"/> Four Year College <input type="checkbox"/> Technical Training <input type="checkbox"/> Employment <input type="checkbox"/> Military <input type="checkbox"/> Other	<input type="checkbox"/> English I <input type="checkbox"/> English II <input type="checkbox"/> Algebra I <input type="checkbox"/> US History <input type="checkbox"/> Biology

GRADUATION REQUIREMENT:	FOUNDATION:	ENDORSEMENT 4-YEAR COHERENT COURSE SEQUENCE:	CAREER PATH:
English			College or University 1. _____ 2. _____ Career 1. _____ 2. _____
Mathematics			
Science			
Social Studies			
Foreign Language			
Fine Arts			
PE			
CTE Course			
Elective			
Total Credit			

9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE

The benefits of a graduation plan that includes earning one or more endorsements and the distinguished level of achievement, postsecondary education opportunities, automatic admittance and eligibility for financial aid have been explained to me. (Chapter 74. Curriculum Requirements, Subchapter B. Graduation Requirements.)

Student Signature: _____ **Parent / Guardian Signature:** _____

Counselor Signature: _____ **Date:** _____

FRANKSTON

INDEPENDENT SCHOOL DISTRICT

CTE Non-Discrimination Statement

Frankston ISD offers career and technical education programs of study. Admission to these programs is based on admission standards.

It is the policy of Frankston ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Frankston ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Frankston ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX / 504 Coordinator, Kim McGuffey, at 903-876-2556 or kimmcguffey@frankstonisd.net

Notificación Pública De No Discriminación En Programas De Educación Técnica Y Vocacional

Frankston ISD ofrece programas de estudio de educación profesional y técnica. La admisión a estos programas se basa en los estándares de admisión.

La poliza de Frankston ISD es no discriminar por motivos de raza, color, origen nacional, sexo o discapacidad en sus programas, servicios o actividades vocacionales y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados según lo exige el Título VI. de la Ley de Derechos Civiles de 1964, según enmendada; Título IX de las Enmiendas Educativas de 1972; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmendada.

La poliza de Frankston ISD no discriminar por motivos de raza, color, origen nacional, sexo, discapacidad o edad en sus prácticas de empleo según lo exige el Título VI de la Ley de Derechos Civiles de 1964, enmendada; Título IX de las Enmiendas Educativas de 1972; la Ley de Discriminación por Edad de 1975, enmendada; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmendada.

Frankston ISD tomará medidas para garantizar que la falta de conocimientos del idioma inglés no sea una barrera para la admisión y participación en todos los programas educativos y vocacionales.

Para obtener información sobre sus derechos o procedimientos de queja, comuníquese con el Coordinador del Título IX / 504, Kim McGuffey, al 903-876-2556 o kimmcguffey@frankstonisd.net

FRANKSTON

INDEPENDENT SCHOOL DISTRICT

NICCI COOK | SUPERINTENDENT OF SCHOOLS

(903) 876-2556 | niccicook@frankstonisd.net

RILEY WEBB | CTE COORDINATOR

(903) 876-2556 | rileywebb@frankstonisd.net

EDGAR RODRIGUEZ | HIGH SCHOOL PRINCIPAL

(903) 876-2556 | edgarrodriguez@frankstonisd.net

CHELSEY VINZANT | COLLEGE & CAREER COUNSELOR

(903) 876-2556 | chelseyvinzant@frankstonisd.net

KIM MCGUFFEY | 504, DUAL CREDIT, SECONDARY COUNSELOR

(903) 876-2556 | kimmcguffey@frankstonisd.net

CONNECT WITH US!



www.frankstonisd.net



@Frankston ISD



@Frankston_ISD