

2025 - 2026

Taylor High School

Course Selection Guide



MISSION

Inspire, Equip, and Empower Every Student
to Achieve Their Unique Potential.

VISION

Intentionally Empowering the Whole Child

2025 - 2026 Taylor High School
Course Selection Guide

IN TAYLOR ISD WE BELIEVE...

... EVERY student has unique potential and shall engage in opportunities to grow in a safe environment through multiple approaches to learning.

... families are partners who will be informed and supported in the educational process to help students discover their unique potential.

... our empowered faculty and staff utilize their respected skills to serve as student advocates for the whole child.

... our accessible campus leaders foster community relationships and demonstrate effective communication, servant leadership, and instructional leadership to guide faculty and staff toward our vision.

... the Superintendent and district leaders are forward-thinking, strategic, and accessible partners to our community that empower staff to help students achieve their unique potential.

... the Board of Trustees is a collaborative team, anchored in tradition, with a vision towards the future and a connection to the community, inspiring exceptional workplaces and excellence in student outcomes.

Welcome Students and Families!

The purpose of this guide is to assist students and their families in planning a course of study tailored to individual student needs, interests, and aspirations. After an introductory section on general requirements, grades, academic placement, and student classification, the program of studies provides a brief description of the prerequisites and content of the courses Taylor High School offers. These descriptions should be consulted in selecting courses for next year. Students and families with questions regarding courses and their implications of selecting them are encouraged to consult with their school counselor.

Information in this guide is accurate as of the date of printing and is subject to change at any time due to updates in local, state, and federal policies. Please refer to the online version of this guide, found on the Taylor ISD website, for the most up-to-date information.

Students and Families:

- Review the state and local course requirements included in the guide.
- Review the graduation requirements for the Foundation with Endorsement Graduation Plan.
- Consider your post-secondary plans and career interests. Begin exploring which college or post-secondary programs you might attend.
- Review the core course and elective offerings.
- Complete the course selection process as directed by your school counselor.

Please Note: The availability of the courses listed in this program guide depends on student requests, staffing, and other resources available on campus. For some courses, other formats such as online learning may be utilized to provide a course to meet student requests within district procedures. Taylor ISD provides equal educational opportunities without regard for race, color, religion, national origin, sex, gender, disability, and/or age.



2025 - 2026 Taylor High School
Course Selection Guide

Table of Contents

Academic Planning Overview

| | |
|--------------------------------|--------|
| CCR Statement | pg. 4 |
| General Information | pg. 5 |
| Alternative Credit | pg. 5 |
| Attendance for Credit | pg. 5 |
| Class Rank | pg. 6 |
| Classification | pg. 6 |
| GPA & Weighting | pg. 6 |
| Chart | pg. 7 |
| Grading Policy | pg. 8 |
| Academic Honors | pg. 8 |
| PE Substitutions | pg. 8 |
| Schedule Changes | pg. 9 |
| State Credit | pg. 9 |
| Subject Load | pg. 9 |
| Graduation Information | pg. 10 |
| Required Coursework | pg. 11 |
| Distinguished Level | pg. 12 |
| Automatic Admissions | pg. 13 |
| Academic Advising & Sequencing | pg. 14 |
| Advanced Academics | pg. 14 |
| Performance Acknowledgements | pg. 15 |
| Math/Science Sequence Chart | pg. 17 |
| Off Campus Periods | pg. 18 |
| Credit Options | pg. 18 |
| Special Education | pg. 19 |
| Testing | pg. 20 |

Endorsements

| | |
|-----------------------|--------|
| Overview | pg. 22 |
| PGPs | pg. 22 |
| Programs of Study | pg. 23 |
| Choices | pg. 24 |
| FAQs | pg. 25 |
| Endorsement/POS Chart | pg. 26 |
| POS Sequence Chart | pg. 27 |

Course Offerings

| | |
|-------------------------------------|--------|
| Key | pg. 30 |
| English | pg. 31 |
| Math | pg. 33 |
| Science | pg. 35 |
| Social Studies | pg. 40 |
| Fine Arts | pg. 43 |
| Languages other than English (LOTE) | pg. 47 |
| PE & Substitute Credits | pg. 49 |
| Additional Electives | pg. 51 |

Career & Technical Education (CTE)

| | |
|---------------------------------|--------|
| Animal Science | pg. 54 |
| Plant Science | pg. 55 |
| Audio/Video Tech | pg. 56 |
| Graphic Design | pg. 57 |
| Digital Animation | pg. 58 |
| Yearbook | pg. 59 |
| Health Science | pg. 60 |
| Culinary | pg. 62 |
| Welding | pg. 63 |
| Dual Credit Semiconductor | pg. 64 |
| Automotive | pg. 65 |
| Dual Credit Business Management | pg. 66 |
| Marketing and Sales | pg. 67 |

Dual Credit

| | |
|----------------------------------|--------|
| Explanation | pg. 69 |
| Guidelines | pg. 69 |
| Texas Bioscience Institute (TBI) | pg. 70 |

A top-down view of a dark wooden desk. A person's arm is visible, typing on a laptop. A black USB drive lies on the desk. A notebook with a colorful geometric pattern is in the bottom left corner.

ACADEMIC PLANNING OVERVIEW

2025 - 2026 Taylor High School
Course Selection Guide

Taylor ISD Students are College and Career Ready!

Taylor ISD offers an array of high school programs that prepare students for their unique post-high school pursuits. It is recommended that students and parents think in terms of a six-year plan that carries students through their first two years beyond high school. Taylor ISD offers many different pathways toward post-secondary success including, but not limited to a four - year college, a two - year junior college, a two - year technical school, industry-based certifications, and military readiness.

College and career-ready high school graduates have the skills, knowledge, and abilities needed to succeed in life, whether they plan to attend college (two-year, four-year, or technical school) or go directly into the workforce. This means that, since elementary school, students have been academically prepared and provided with the knowledge and skills necessary to plan their careers and live their lives successfully.

In Taylor ISD, all of our efforts across the district from Pre-K to Graduation are made with the ultimate goal of ensuring each student becomes a successful and productive citizen in our community and society. We believe that students who are College and Career Ready can have a positive influence on their neighborhood and be successful in the workplace.

The Texas Education Agency (TEA) has set forth the standards for College and Career Readiness (CCR) in Texas. Most of the indicators for CCR, as they apply to Taylor ISD, are below.* A student only needs to be able to check one box to be considered "College and Career Ready."

Evidence of College, Career, & Military Readiness

- ☐ AP Exam - Score of 3 or higher on an AP exam
- ☐ ACT Exam - Minimum composite score of 23; minimum 19 on English, minimum 19 on math
- ☐ SAT Exam - Minimum score of 480 on EBRW and a minimum score of 530 on math
- ☐ TSIA2 Exam - ELAR Section: CRC score of a 945-990 w/Essay of 5-8 OR
CRC of a 910-944 with a Diagnostic Level of 5-6 and an Essay of 5-8
Math Section: CRC score of 950-990 OR
CRC score of 910-949 with a Diagnostic Level of 6
- ☐ College Prep Course - Take and pass the College Prep courses in English and math during Senior Year
- ☐ Dual Credit - Earn 3 college credit hours or more in ELAR or mathematics OR earn 9 college credits in any subject area.
- ☐ Earn an industry-based certification in a Career and Technical Education course (i.e. Microsoft Office Certifications, Adobe Certified Associate, CompTIA+, Certified Clinical Medical Assistant, Pharmacy Technician, AWS D1.1, AWS D9.1, NCCER Core, TSFA Level 1 Floral)
- ☐ Provide a signed DD4 to campus counselor after completing enlistment procedures in any branch of the United States Military

Evidence of College and Career Readiness must be earned while the student is in high school or immediately following graduation. Scores, credits, or certifications earned prior to enrollment in high school will not count for the purposes of this indicator.

*Not all indicators are listed. Indicators for students receiving special services will be identified during the IEP.

Section I: General Information

Alternative Credit Opportunities

Virtual Learning: A Taylor ISD student may be enrolled in an approved online course while in attendance at our high school. While we do our best to offer all courses that our students may want or need to take, occasionally we do not have a course or the staff to teach a course that a student requires. In these instances, we may explore the possibility of enrolling a student in a virtual / online course in order to ensure they stay on - target to graduate.

Credit by Examination for Acceleration: Students may take exams for credit in courses in which no prior instruction has been received. A score of 80% or higher must be achieved to receive credit for the course. There are four designated testing windows for examination for acceleration testing as listed on the district website. Students should contact a counselor for registration information and testing dates. These tests will be administered by the campus for students meeting the requirements and testing registration deadlines.

Credit by Examination with Prior Instruction: A student must have had formal prior instruction in a semester course to be eligible to gain credit by examination. Credit by examination may not be used to gain eligibility for participation in extracurricular activities. A score of 70% or above is required on the credit by examination tests.

Attendance for Credit

To receive credit, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit if he or she completes a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit. [See Taylor ISD [Board Policy FEC](#) for more information.] With the exception of absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences listed under Compulsory Attendance— Exemptions on page 26 of the [District Handbook](#) will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the student or the student's parent had any control over the absences.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and discuss ways to earn or regain credit or a final grade. The student or parent may appeal the committee's decision to the board by following policy [FNG\(LOCAL\)](#).

For more information regarding district attendance policies, please refer to the [District Handbook](#).

2025 - 2026 Taylor High School
Course Selection Guide

Class Rank

The semester average shall be used in each of the courses listed below for the purpose of determining class rank in grades 9 - 12. Students will begin receiving an academic achievement record, or transcript, after their first 2 semesters on campus. Class rank will be included and calculated each semester, after the student's first semester. Official rank and GPA will be determined in September (for seniors only), January, and June of each academic year. Students will be notified of their class rank and GPA during subsequent advising conversations each semester.

For the purpose of determining honors to be conferred during graduation activities, the district shall calculate rank by using grades available at the time of calculation at the end of the fifth six-week grading period of the senior year. Grades received in May for dual credit courses shall be included in the calculation. For more information regarding class ranking policies, please refer to the [District Handbook](#)

Classification of Students

| Grade Level | Minimum Number of Credits & Year in school | Special Considerations |
|-------------|--|--|
| 9th Grade | 0 & 1st year | <ul style="list-style-type: none">Grade reclassification is addressed upon completion of each academic semester for sophomore and junior classes. For the senior class, grade will be reclassified as requirements are met.The number of credits required for the beginning of the year UIL eligibility may differ. Please refer to the UIL handbook for official eligibility guidelines. |
| 10th Grade | 6 & 2nd year | |
| 11th Grade | 12 & 3rd year | |
| 12th Grade | 18 & 4th year | |

Grade Point Average and Course Weights

Each course a student takes throughout their high school career counts towards their cumulative grade point average, or GPA. GPA is used for a variety of purposes including class rank, scholarship qualifications, and eligibility to participate in dual credit courses. The GPA is calculated by adding up all of the numeric grades issued to a student and dividing that sum by the total number of courses attempted. "Core GPA" includes the average of all courses listed below. Please note that not all courses a student takes will count toward their "Core GPA". Their "Core GPA" is an important number, as it is what is used to generate class rank (See Below for more information), and is reported to many post-secondary entrance applications.

Additionally, courses receive different weights or "levels" based on their level of rigor. Some courses receive more weight than others if they include coursework that is more challenging than traditional coursework. The weighting of courses are included below and can be identified in [Taylor ISD Board Policy EIC \(Local\)](#). For detailed information regarding a course's potential "weighting" see the course descriptions included in this course guide. For more information regarding district grade point average policies, please refer to the [District Handbook](#)

For a complete listing of courses and their core GPA considerations, please refer to the chart below for general guidelines. More specific language can be found on the Taylor ISD website ([Taylor ISD Board Policy EIC \(Local\)](#)).

Chart - Weighted GPA Courses

2025 - 2026 Taylor High School

Course Selection Guide

The courses eligible for inclusion in the weighted GPA are semester grades earned for high school credit in the following subjects only: English, mathematics, science, social studies, languages other than English, and Academic Decathlon. The weighted GPA is calculated by multiplying each semester grade by a multiplier, as indicated in the chart below.

| Weighted Multiplier | Courses Included Weighted GPA Computation* |
|---------------------|--|
| Level 1 1.0 | <ul style="list-style-type: none"> ❖ English I - IV ❖ Algebra I, Geometry, Algebra II, Pre-Calculus, Advanced Quantitative Reasoning, Algebraic Reasoning, College Preparation Math, Statistics, <i>Financial Math</i> ❖ Biology, Chemistry, Physics, Environmental Systems, <i>Earth Systems Science</i>, Aquatic Science, Astronomy, Anatomy and Physiology, Medical Microbiology, Engineering Design & Problem Solving, Advanced Animal Science, Advanced Plant & Soil Science, <i>IPC</i> ❖ World Geography, World History, US History, Economics, Government, <i>AP Human Geography</i> ❖ Spanish I & II, <i>Spanish III & IV</i> ❖ American Sign Language I - IV ❖ Computer Science I & II (satisfy LOTE requirement) |
| Level 2 1.05 | <ul style="list-style-type: none"> ❖ Honors English I & II ❖ Dual Credit English III & IV ❖ Honors Spanish 3 ❖ Honors Geometry, Honors (OnRamps) Algebra II, Honors (OnRamps) PreCalculus ❖ Any Dual Credit Math course ❖ Honors Biology, Honors Chemistry ❖ Honors World Geography ❖ Dual Credit US History, Economics, Government ❖ Academic Decathlon 1 (Independent Speech), 2 (Humanities 1) and 3 (Humanities 2) |
| Level 3 1.1 | <ul style="list-style-type: none"> ❖ AP English III & IV ❖ AP Calculus, AP Statistics ❖ AP Biology, AP Physics I, AP Environmental Systems, <i>AP Chemistry</i> ❖ AP World History, AP US History, AP Government, AP Economics (Macro), AP European History ❖ AP Spanish IV ❖ AP Computer Science ❖ Academic Decathlon 4 (AP Art History) |

Note: Italicized courses are not currently offered by THS.

*Additional courses that are approved by the Texas Education Agency (TEA) in Chapter 74 of the Texas Administrative Code may be included for transfer students in the Taylor ISD weighted GPA and Rank calculations. When a student transfers grades for properly documented and eligible courses, the District shall assign weight to those grades based on the categories and grade weight system used by the District if similar courses are offered to the same class of students in the District.

2025 - 2026 Taylor High School
Course Selection Guide

Grading Policy & Awarding Credits

The lowest passing grade a student may receive is a 70, as mandated by the Texas Education Agency. It is important that all students and parents understand the THS grading policy for the semester criteria. **Students will receive no credit for any semester average below a 70 unless a student's average for both semesters of a two-semester course is 70 or above.**

EXAMPLES OF GRADING POLICY:

| | | | | | |
|-----------|--------------|----|-----------|--------------|----|
| Example 1 | 1st Semester | 64 | Example 2 | 1st Semester | 63 |
| | 2nd Semester | 70 | | 2nd Semester | 79 |
| | Year Average | 67 | | Year Average | 71 |

**0.5 Credit awarded for 2nd semester only.

**1 credit awarded for both semesters

Graduation with Academic Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with EIC Local and administrative regulations by using grades available at the time of calculation at the end of the fifth six-week grading period of the senior year, and final grades received in May (end of year) for dual credit courses.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognition and shall not restrict class rank for the purpose of automatic admission under state law. [See [EIC\(LEGAL\)](#)]

Valedictorian and Salutatorian: The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must:

- Have been continuously enrolled in the District high school for the four semesters immediately preceding graduation;
- Be graduating after exactly eight semesters of enrollment in high school; and
- Have completed the foundation program with the distinguished level of achievement.

Breaking Ties: In case of a tie in weighted numerical grade averages after calculation to the ten-thousandths place, the District shall recognize co-valedictorians if a tie exists for valedictorian, and the position of salutatorian shall be vacant. In the case of a tie for salutatorian, co-salutatorians shall be recognized.

Physical Education Substitutions

The district shall allow students to substitute certain physical activities for the 1.0 required credit of physical education. Such substitutions shall be based on the physical activity involved in:

- Drill team and Cheerleading
- Marching Band during the fall semester for .5 credit
- Athletics
- Approved Off - Campus Physical Education requests (see campus forms for approval)

2025 - 2026 Taylor High School Course Selection Guide

Schedule Changes

One of the most important decisions facing our students is selecting courses within the high school curriculum to provide a foundation for college and career readiness after graduation. Careful planning and discussions are an important part of the scheduling process, and we encourage families to log in at home to review four-year planning choices using Eduthings. **Students who register for a course are committed to that course.** Class creation, campus scheduling, and teacher assignments are based on student course requests, therefore we can only honor schedule change requests that meet certain criteria. **Importantly, course changes will be made only if an educational need is demonstrated and space is available in the subsequent course.**

Specifically, schedule corrections will be considered in the first few days of school for the following reasons only:

- The student is a senior and does not have a course required for graduation.
- The student does not have the prerequisites for a course.
- The student has already earned credit for the scheduled course.
- A data-entry error made by the school (ie - two first-period classes or a schedule that does not have the full number of classes)
- The student previously failed the course with the same teacher.

For a semester or year-long course, a student may not withdraw after the third week of the course. However, to meet the individual student's needs, the principal may use his or her discretion to approve a course change. A student who withdraws from a course will have the grade in that course applied to the new course. It is highly recommended that the replacement course is in the same discipline. A student who changes courses assumes responsibility for the full content of the new course on the final exam. **If a student changes to a new course with a failing grade in the old course they become automatically ineligible for any UIL activity.**

Students who enroll in honors or AP courses commit to completing the course. Due to the rigorous nature, students should remain in the chosen course for the first three weeks of school in order to acclimate to the expectations and provide adequate time for both the teacher and students to gauge the appropriateness of the course selection. Advanced course exit changes will not occur until after the fourth week and no later than the end of the seventh week of the semester.

Students and parents enrolled in an AP class will complete a contract for EACH course with expectations and requirements clearly outlined. To initiate a change out of an Honors or AP class, the student is required to show effort, attend tutorials, and a conference must occur between the student, parent/guardian, and teacher. An Advanced Course Exit Form must be completed and submitted to the student's counselor before that change will be considered. If the course is changed, the student's grade (without weighing) will transfer to the new course. [Advanced Course Exit Form](#)

State Credit Courses

All courses that are to be counted toward graduation must be approved by the state of Texas. Only under certain circumstances and with administrative approval, will a student be considered for graduation under the Foundation without Endorsement plan. All students in TISD are expected to graduate on the Foundation with Endorsement, Distinguished plan. Four year planning should be done with that goal in mind.

Subject Load for Students

Students in grades 9 - 12 are required to be enrolled in 8 classes each semester. Off - periods are not a right and will be at the discretion of THS staff. Students who plan to work off campus during the school day must be enrolled in the Career Prep Course. Eligibility requirements for an off period are detailed on page 17 and the permission form linked here. [Off Period Permission Form](#)

Section 2 - Graduation Information & Required Coursework

Graduation Considerations

All units of credit for graduation shall be earned in grades 9 – 12, other than the few courses available at the middle school for high school credit. The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only. ([Board Policy EIC - Local](#)). Any changes to this would be updated in Board Policy.

The student and his/her parents must determine a specific graduation option. Students have the following options: Foundation, Foundation with Endorsement(s), or Foundation with Endorsement(s) Distinguished. Graduates of Taylor ISD are awarded the same type of diploma. The academic achievement record (transcript), rather than the diploma, records individual accomplishments, achievements and courses completed.

It is the responsibility of students and their families to ensure each student is prepared for specific post-secondary education programs. Please check course choices carefully to be sure specific entrance requirements are met during your child's high school program. Specific requirements vary with the college and the proposed minimum requirements for admission. Counselors will assist students in locating information on college requirements and career fields.

A student's four-year plan and Program of Study should reflect a student's career goals. The student who plans for employment or advanced career training after graduating from high school should be careful in his/her selection of 8 high school courses. Even though every course studied cannot be applied for use on a specific job, many high school courses are important because they provide general background knowledge and develop abilities needed by all citizens. The aim of specific career/technical programs is to provide the student with occupational skills, which will enable him/her to enter a related job.

In accordance with House Bill 1416, any student who has not met the standards on the statewide assessment test will be required to attend accelerated instruction in each subject area.

Completion of the online registration and Personal Graduation Plan (PGP) is most important. Be sure to complete both. The following guidelines will be of assistance:

- All students will take courses within their classifications. Any exceptions must have special permission from the principal's office.
- Review the sequence and entry grade level guide on subsequent pages for each subject area.
- Review the course descriptions for each course.
- Be sure all graduation requirements are met in your child's Personal Graduation Plan & Program of Study.
- Consider the provisions for additional study.
- The Taylor High School counseling staff will assist students with their course selections.
- A Personal Graduation Plan (PGP) will be developed and on file for all students.

Taylor ISD Required Coursework Overview

Foundation - Only 22 Credits*

- **English** (4 Credits) - ELA 1, 2, 3, 4, or one credit in any authorized advanced English course.
- **Mathematics** (3 credits) - Algebra 1, Geometry, & one credit in any authorized advanced math course.
- **Science** (3 credits) - Biology, IPC / Chemistry / Physics, & one credit in any authorized advanced science course.
- **Social Studies** (3 credits) - US History, Government, Economics, World Geography OR World History
- **LOTE** (2 credits) - world language or computer science
- **Physical Education** (1 credit)
- **Fine Arts** (1 credit)
- **Electives** (5 credits) - may include CTE or certification courses.

****Students may opt to Foundation - only after completing the sophomore year with parent and campus approval.**

Foundation + Endorsement 26 Credits

- **English** (4 Credits) - ELA 1, 2, 3, 4, or one credit in any authorized advanced English course.
- **Mathematics** (4 credits) - Algebra 1, Geometry, & two credits in any authorized advanced math course.
- **Science** (4 credits) - Biology, IPC / Chemistry / Physics, & two credits in any authorized advanced science course.
- **Social Studies** (4 credits) - US History, Government, Economics, World Geography, World History
- **LOTE** (2 credits) - world language or computer science
- **Physical Education** (1 credit)
- **Fine Arts** (1 credit)
- **Electives** (6 credits) - may include CTE or certification courses.

CTE credit requirements specific to at least one endorsement.

Distinguished Level of Achievement 26 Credits

- **English** (4 Credits) - ELA 1, 2, 3, 4, or one credit in any authorized advanced English course.
- **Mathematics** (4 credits) - Algebra 1, Geometry, Algebra 2, & one credit in any authorized advanced math course.
- **Science** (4 credits) - Biology, IPC / Chemistry / Physics, & two credits in any authorized advanced science course.
- **Social Studies** (4 credits) - US History, Government, Economics, World Geography, World History
- **LOTE** (2 credits) - world language or computer science
- **Physical Education** (1 credit)
- **Fine Arts** (1 credit)
- **Electives** (6 credits) - may include CTE or certification courses.

CTE credit requirements specific to at least one endorsement.

State Assessments Required for Graduation

English I
English II
Algebra I
US History
Biology

Performance Acknowledgements

- Outstanding Performance: Dual credit coursework, bilingualism/biliteracy, College AP or IB exam, PSAT, ACT - Plan, SAT, or ACT
- Certification: Nationally or internationally recognized business or industry certificate or license.

Texas Education Agency Graduation Toolkit

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
www.tea.state.tx.us

Texas Higher Education Coordinating Board
www.theccb.state.tx.us

Texas Workforce Commission
www.twc.state.tx.us



BR14-130-02

2025 - 2026 Taylor High School
Course Selection Guide

Automatic Admissions Requirements

In accordance with the Texas Education Code (TEC), Section 51.803, a student is eligible for automatic admission to a college or university as an undergraduate student if the applicant earned a grade point average in the top 10 percent of the student's high school graduating class or in the percentage of qualified applicants that are anticipated to be offered admission to the University of Texas at Austin, and the applicant earned the distinguished level of achievement under the Foundation High School Program; or satisfied SAT's or ACT's College Readiness Benchmarks.

High school rank for students seeking automatic admission to a general academic teaching institution is determined and reported as follows:

- Class rank shall be based on the end of the 11th grade, middle of the 12th grade, or at high school graduation, whichever is most recent at the application deadline,
- The top 10 percent of a high school class shall not contain more than 10 percent of the total class size,
- The student's rank shall be reported by the applicant's high school or school district as a specific number out of a specific number total class size,
- Class rank shall be determined by the school or school district from which the student graduated or is expected to graduate (TEC 5.5(e)).

A student is considered to have satisfied the course requirements if the student completed the portion of the distinguished level of achievement under the Foundation High School Program that was not available to the students but was unable to complete the remainder of the coursework because courses were unavailable as a result of circumstances not within the student's control. To qualify for automatic admission an applicant must:

- Submit an application before the deadline established by the college or university to which the student seeks admissions; and
- Provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the Distinguished Level of Achievement under the Foundation High School Program or the portion of the requirements that was available to the student.

College and universities are required to admit an application for admission as an undergraduate student if the applicant is the child of a public servant who was killed or sustained a fatal injury in the line of duty and meets the minimum requirements, if any, established by the governing board of the college or university for high school or prior college level grade point average and performance on standardized testing.

*The University of Texas at Austin (UT) is not required to automatically admit applicants in excess of 75% of its enrollment capacity for the first time resident undergraduate students. Should the number of applicants who qualify for automatic admission exceed 75% of enrollment capacity, UT shall provide notice of the percentage of qualified applicants that are anticipated to be offered admission. UT announces its eligibility in the early fall for all summer / fall freshman applicants for admission to the University of Texas at Austin. In recent years this has been 6%.

Section 3 - Academic Advising & Course Sequencing

Advanced Academics

Taylor High School offers a variety of advanced coursework options to help students receive a rigorous curriculum and challenge themselves accordingly. Students are encouraged to challenge themselves but also find a balance among advanced courses, extracurricular activities, and outside activities. Students should select Honors or AP courses in their area(s) of strength. The decision about the number of Honors or AP courses should be an individual decision based on the schedule, out-of-school commitments, and interests of each student. Below are a few considerations and considerations for advanced coursework options.

Advanced Placement (AP) courses:

AP courses provide students the opportunity to dive deeply into selected content and often provide a specialized curriculum on specific topics. These courses are considered college level and will require extensive reading and writing. Students enrolled in AP courses are expected to take the associated AP exam. AP exam scores of three or higher count as a Performance Acknowledgement and may earn college credit at many universities. Specific university policies are available at www.collegeboard.com.

Honors courses:

Honors courses include specific content and activities designed to prepare students for both STAAR EOCs and success in college-level Advanced Placement courses. Depth of material requires students to read and write extensively in and out of class. These courses do not offer college credit, but provide a higher grade weight than standard coursework and prepare students for AP courses.

On - Ramps Courses:

On - Ramps courses provide students the opportunity to dive deeply into selected content and often provide a specialized curriculum on specific topics. Students enrolled in On - Ramps courses are dually enrolled in college - level coursework through the University of Texas at Austin AND Taylor ISD. For more information regarding dual credit / dual enrollment, please review the "Dual Credit" section below.

Who Should Take Advanced Academic Courses:

Before enrolling in Honors or AP courses, students should consider:

- Interest in an intense exploration of the course material.
- Strong personal commitment to accomplishing objectives and requirements of the course.
- Strong academic history as demonstrated by STAAR scores and grades above 85%.
- Ability to dedicate appropriate time to coursework.
- Willingness to stretch academically.
- Willingness to work hard.
- Expectation to remain enrolled in the advanced course for a minimum of 3 to 4 weeks and opportunity to exit only if there is room in an on-level equivalent course and it works with the student's other scheduled courses.

2025 - 2026 Taylor High School
Course Selection Guide

Earning Performance Acknowledgements

Students may earn performance acknowledgments on their Academic Achievement Record or transcript for the following:

- **Outstanding performance in *Dual Credit* coursework by successfully completing:**
 - At least 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.
- **Outstanding performance in *Bilingualism and Biliteracy*.** A student may earn a performance acknowledgment by demonstrating proficiency 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 of the equivalent of 80 on a scale of 100; or
 - Demonstrated proficiency in the TEKS for level IV or higher in a Language Other Than English with a minimum GPA of the equivalent of 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 the equivalent of 80 on a scale of 100; or
 - Demonstrated proficiency in one or more Languages Other Than English through one of the following methods:
 - Score 3 or higher on an Advanced Placement exam for a Language Other Than English; or
 - Score 4 or higher on an International Baccalaureate exam for a higher level Language 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 the above subsection, to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have:
 - Participated in and met the exit criteria for a bilingual or ESL program; and
 - Scored at the Advanced level on the Texas English Language Proficiency Assessment System (TELPAS).
- **Outstanding performance in a *College Advanced Placement Exam* by earning:**
 - A score of 3 or above on a College Board Advanced Placement examination; or
- **Outstanding performance in the *PSAT, the ACT PLAN/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 College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation; or
 - Achieving the college readiness benchmark score on at least two of the four subject tests on the ACT PLAN Aspire examination; or
 - Earning a combined critical reading and mathematics score of at least 1310 on the SAT; or
 - A composite score on the ACT exam (without writing) of 28.
- **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 is sufficient to obtain a government-required credential to practice a profession.

2025 - 2026 Taylor High School
Course Selection Guide

- Nationally or internationally recognized business or industry certification shall be defined as an industry-validated credential that complies with knowledge and skills standards promoted by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession 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 acknowledgments 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.

2025 - 2026 Taylor High School
Course Selection Guide

Math Class Progressions (Suggested Sequences)

| 8th | 9th | 10th | 11th | 12th |
|-----------|---|--|---|---|
| Math 8 | Algebra I | <ul style="list-style-type: none"> - Geometry - Honors Geometry | <ul style="list-style-type: none"> - Algebra II - OnRamps Algebra II | <ul style="list-style-type: none"> - PreCalculus - OnRamps PreCalculus - College Prep Math - Statistics - AQR - Dual Credit Math |
| Algebra I | <ul style="list-style-type: none"> - Geometry - Honors Geometry | <ul style="list-style-type: none"> - Algebra II - OnRamps Algebra II | <ul style="list-style-type: none"> - PreCalculus - OnRamps PreCalculus - Statistics - AQR - Dual Credit Math | <ul style="list-style-type: none"> - PreCalculus - OnRamps PreCalculus - College Prep Math - Statistics - AQR - Dual Credit Math - AP Calculus |

*If a student fails the Algebra I course or EOC in 9th grade, an intervention math course will be assigned for 10th grade. Students might also be placed in Algebra I again in addition to the intervention course. The suggested course sequence above will then resume with Geometry in 11th and Algebra II in 12th.

Science Class Progressions (Suggested Sequences)

| 9th | 10th | 11th | 12th |
|---|---|---|--|
| <ul style="list-style-type: none"> - Biology - Honors Biology | <ul style="list-style-type: none"> - Chemistry - Honors Chemistry | <ul style="list-style-type: none"> - Physics - AP Physics (Physics is required for STEM endorsement) - Anatomy & Physiology (required in 11th for Health Science POS) - Earth Systems Science - Aquatic Science - Environmental Systems - AP Environmental - AP Biology | <ul style="list-style-type: none"> - Physics - AP Physics - Anatomy & Physiology - Earth Systems Science - Aquatic Science - Environmental Systems - AP Environmental - AP Biology - Medical Microbiology (highly recommended and only for students in Health Science POS) - Advanced Animal Science (only for Animal Science POS) - Advanced Plant & Soil Science (only for Plant Science POS) |

*If a student fails the Biology course or EOC in 9th grade, an intervention science course will be assigned for 10th grade. Students might also be placed in Biology again in addition to the intervention course. The suggested course sequence above will then resume with Chemistry in 11th.

2025 - 2026 Taylor High School
Course Selection Guide

Off-Campus Periods

Juniors and seniors are eligible for **ONE** off period per school year under the following conditions:

- Must have at least 21 credits and be a fourth-year student OR
- Must have at least 14 credits and be a third-year student
- Students must be completing coursework for the state Distinguished or Foundation Plus Endorsement Graduation Plans. (exceptions may be given to students receiving special education services)
- Students must be enrolled in courses that complete graduation requirements at the end of their senior year.
- Students must have met the passing standard on all sections of the EOC STAAR examinations.
- Students must have met 90% of attendance requirements for each course during the previous year.
- Course changes will not be permitted simply to accommodate an early release request.
- Early release will only be considered for the last period of the day and late start will only be considered for the 1st period of the day.
- Students enrolled in Career Preparation can have up to 2 off-campus periods related to work. These work periods can NOT combine with off - periods.
- Students must have their own transportation to and from campus EACH DAY.

Additionally, Seniors are eligible for **TWO** off periods per school year under the following conditions:

- All criteria listed above AND:
- Must have completed and submitted the Apply Texas application process
- Must have completed and submitted the Federal Assistance For Student Aide (FAFSA)
- Must have passed both TSIA2 Math AND TSIA2 English and be deemed “TSI Ready”

The off-period privilege will be revoked for the remainder of the semester for any of the following reasons:

- The student is late to school more than five times in a semester.
- The student is absent more than five times in a semester and/or falls below the 90% attendance rule in any class.
- The student receives a failing grade on a report card.

Options for Earning High School / College Credit

Throughout their high school career, students have multiple opportunities to earn credits towards both graduation AND post-secondary plans. This can include but is not limited to post-secondary education, field experience and on-the-job training, acceleration, and remediation.

- **Credit by Examination (CBE)**
 - Students may take credit by examination for credit recovery or validation of credit to demonstrate proficiency in the subject matter. Taylor ISD offers multiple opportunities throughout the year to take CBEs, provided through the University of Texas. Information is posted on the district website throughout the school year.
- **Career Preparation (Work-Based Learning)**
 - Career Prep students may be employed during the school day for a maximum of two (2) periods as juniors and/or seniors. Career Prep class is a year-long program. Students must provide documentation of a minimum number of hours per week of employment. Students must supply their own transportation and a valid social security card. Students are responsible for securing their own employment. An application process is required for enrollment.
- **Credit Recovery**
 - Through computer-assisted instruction, students may gain credit for courses that were failed. Credit recovery is available during the day, as well as outside of school hours. Not all courses are eligible for recovery. Students should contact their school counselor or administrator for more information.

2025 - 2026 Taylor High School Course Selection Guide

- **Dual Credit**

- Dual credit courses are college-level courses that students can take for both high school graduation credit and college credit. Courses accepted for dual credit cover the TEKS for the high school course and meet college guidelines. Taylor High School offers a dual credit program that allows high school students to earn credit towards graduation and college credit at Temple College (TC) OR Texas State Technical College (TSTC) simultaneously while in high school. Students must have completed their sophomore year and are required to maintain a full-time student course load and meet eligibility requirements.
- For complete information on dual credit, please see page 73.

Special Education Graduation Requirements

Students complete the secondary program of special education either with graduation or when the student no longer meets the age requirement for eligibility in the Texas Education Code (TEC), §29.001 and §29.003. A student receiving special education services who is younger than 22 years of age on September 1 of a scholastic year shall be eligible for services through the end of that scholastic year or until graduation, whichever comes first.

(a) Graduation with a regular high school diploma terminates a student's eligibility for special education services under the Individuals with Disabilities Education Act of 2004.

(b) A student entering Grade 9 in the 2014–15 school year and thereafter who receives special education services may graduate and be awarded a regular high school diploma if the student meets one of the following conditions.

(1) A student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110–118, 126–128, and 130 and satisfactorily completed credit requirements for graduation under the Foundation High School Program specified in §74.12 of this title (relating to Foundation High School Program) applicable to students in all general education as well as satisfactory performance as established in TEC, Chapter 39, on the required state assessments, unless the student's admission, review, and dismissal (ARD) committee has determined that satisfactory performance on the required state assessments is not necessary for graduation.

(2) A student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110–118, 126–128, and 130 of this title and satisfactorily completed credit requirements for graduation under the Foundation High School Program specified in §74.12 of this title through courses, one or more of which contain modified curriculum that is aligned to the standards applicable to students in general education, as well as satisfactory performance as established in the TEC, Chapter 39, on the required state assessments, unless the student's ARD committee has that satisfactory performance on the required state assessment is not necessary for graduation. The student must also successfully complete the student's Individualized Education Program (IEP) and meet one of the following conditions:

(c) Consistent with the IEP, the student has obtained full-time employment, based on the student's abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain employment without the direct and ongoing educational support of the local school district.

(B) Consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of the local school district.

(C) The student has access to services that are not within the legal responsibility of the public education or employment or education options for which the student has been prepared by the academic program.

(D) The student no longer meets age eligibility requirements.

2025 - 2026 Taylor High School Course Selection Guide

House Bill (HB) 165, which relates to endorsements for public high school students enrolled in special education programs, passed in the 86th legislative session and amends Texas Education Code (TEC) §28.025 by adding Subsections (c-7) and (c-8). The Act applies to begin with the 2019–2020 school year. The amendments allow a student enrolled in a special education program to earn an endorsement on the student’s transcript by successfully completing, with or without modification of the curriculum:

- The curriculum requirements identified by the State Board of Education (SBOE) found under Subsection (a) of this statute;
- The additional endorsement curriculum requirements prescribed by the SBOE under Subsection (c-2) of this statute; and
- All curriculum requirements for that endorsement adopted by the SBOE without modification, or with modification provided that the curriculum, as modified, is sufficiently rigorous as determined by the student’s admission, review, and dismissal (ARD) committee. Likewise, the ARD committee determines whether the student is required to achieve satisfactory performance on an end-of-course assessment instrument to earn an endorsement on the student’s transcript.

For students receiving special education services who entered Grade 9 before the 2014–2015 school year, please refer to your child’s ARD paperwork.

All students graduating under this section shall be provided with a summary of academic achievement and functional performance as described in the 34 Code of Federal Regulations (CFR), §300.305(e) (3). This summary shall consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals. An evaluation as required by 34 CFR, §300.305(e)(1), shall be included as part of the summary for a student graduating under subsection (C) of this section.

Students who participate in graduation ceremonies but who are not graduating under subsection (c) of this section and who will remain in school to complete their education do not have to be evaluated in accordance with subsection (e) of this section.

Employability and self-help skills referenced under subsection (c) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.

For students who receive a diploma according to subsection (c) of this section, the ARD committee shall determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

For purposes of this section, modified curriculum and modified content refer to any reduction of the amount or complexity of the required knowledge and skills in Chapters 110–18, 126–128, and 130. Substitutions that are specifically authorized in statute or rule must not be considered modified curricula or modified content.

State of Texas Testing Requirements

Under House Bill 5 (HB5), passed by the 83rd Texas Legislature and signed by the governor, students entering high school under the 2011 - 2012 school year and following years are required to pass five State of Texas Assessments of Academic Readiness (STAAR) end - of - course exams to meet graduation requirements.

The five assessments required under HB5 are Algebra 1, English 1, English 2, Biology, and US History. Students must pass all five of these end-of-course assessments to be eligible to graduate from a Texas public high school. Students who are not successful on their first attempt will receive accelerated instruction and will have additional opportunities each school year to demonstrate satisfactory performance on that exam to meet the state’s graduation requirements.

Students identified with a disability or as limited English Proficiency and served through Special Education, 504, or Bilingual / ESL education may meet the state’s eligibility criteria for the specially designed STAAR exam. For details, please see your school counselor or an administrator.

A person in a white lab coat is shown from the chest up, looking down with their hand near their face in a thoughtful pose. The background is a chalkboard with the words 'JOB??' and 'CAREER??' written on it. Numerous colorful sticky notes are attached to the board, featuring various career titles such as 'SPORTS COACH', 'DOCTOR', 'CIVIL ENGINEER', 'IT MANAGER', 'CHIEF', and 'SYSTEM ANALYST'.

ENDORSEMENTS

2025 - 2026 Taylor High School Course Selection Guide

Endorsements Plan Overview

This section of the Course Guide is designed to provide you with information about the Texas Foundation Endorsement Graduation Plan for the Class of 2018 and beyond. The graduation plan is to provide students greater flexibility and choice in the selection of courses that will best prepare them for their individual postsecondary goals. Employers and leaders in the Texas workforce have encouraged career oriented training and certification at the high school level to help meet their growing demands.

Eighth graders are required to choose one of five endorsements as outlined in the graduation plan. The five endorsement areas are:

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

The earned Endorsement(s) will be reflected on the student's official transcript at the completion of their high school career.

How are the Endorsements organized?

Endorsements are organized into recommended Programs of Study (or coherent sequences of courses) by career clusters within each of the Endorsements. A career cluster is a grouping of occupations and broad industries based on commonalities.

These career clusters are part of the regional studies of workforce development that are designed to help students (and their parents) make informed education decisions. It is based on the idea that the education of the 21st century should combine rigorous academics with relevant career education. When schools integrate academic and technical education, students can see the "relevance" of what they are learning.

The Programs of Study allow students to study a particular field in depth and help to facilitate a seamless transition from secondary to postsecondary opportunities.

Personal Graduation Plans

Taylor ISD believes that, in order to be self-sufficient as adults, all students will generally need at least two years of postsecondary education and/or training after high school. Taylor ISD also believes that students need guidance in preparing for the world of work and encourages students (with guardian help) to begin creating their employment "tool box" that is part of a six-year plan for high school and at least two years beyond. All eighth graders will complete a draft Personal Graduation Plan which guardians will review, edit, and approve during a spring semester counselor meeting. This plan will be reviewed and updated annually with a counselor during the course selection process.

The Personal Graduation Plan includes the following elements:

- [Career Interest Profile](#) - Texas Career Check, additional resources from Texas Workforce Commission available [here](#)
- Goal setting for career and postsecondary training based on career interest profile
- Pathways to Endorsement selection - select based on a program of study that aligns to the student's career goal
- Details course selections for each grade level by subject areas and tracks credits earned
- Performance Acknowledgements - goals for demonstrating outstanding performance

2025 - 2026 Taylor High School Course Selection Guide

- Career, College, and Military Readiness (CCMR) Indicators - performance goals aligned to student's career goal
- Distinguished Level of Achievement - acknowledgement of intent to pursue 26 credits + endorsement

Guardians are encouraged to use the features available to assist students in exploring careers and postsecondary training options, developing their Personal Graduation Plan, and preparing for the required counselor meeting.

Tips to help you prepare for the meeting:

- Use this Course Guide to help your student learn more about available programs of study and courses
- Log in to review your student's Personal Graduation Plan and Course Plan, which details the student's course selections and course history
- Attend scheduled meeting with your student and Taylor ISD counselor, bring a list of any questions you may have

Personal Graduation Planning for high school and beyond should be thought of as an ongoing process; it is normal for a student to change their plan as new opportunities develop or roadblocks arise. Planning is extremely helpful in putting high school life in perspective, looking at the future and exploring options after high school.

While it may seem early to be performing a career search and choosing a career while in middle school it is the key to helping determine:

- What program of study and electives to take in high school as part of your graduation plan
- What sort of post-secondary education might best fit your needs
- What are the postsecondary options
- What sort of debt is worth undertaking for future education/training

Results from the [Texas Career Check Interest Profiler](#) will provide information about:

- wage earning potential
- postsecondary training and skill requirements, and
- career outlook data (in-demand, fast growth)

Your involvement in the process of helping your student prepare for high school is critical. We hope this Course Guide will be a valuable resource in creating your student's Personal Graduation Plan!

Programs of Study

All Texas students who entered high school in the 2014–2015 school year or after will graduate under the Foundation High School Program. This graduation plan consists of 22 credits plus the addition of one Endorsement for a total of 26 credits.

An endorsement is a set of courses that allows students to explore an area of interest and learn more about a particular subject or career area. Students in the Taylor Independent School District select their Endorsement in their 8th-grade year during the career planning/course selection process. In middle school, students complete a series of career interest lessons and inventories to narrow their career interests, which in turn helps them select an endorsement.

Texas Education Agency Graduation Toolkit 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

*Visit your school counselor to learn more about your options.
Students may earn more than one endorsement.

ENDORSEMENTS

2025 - 2026 Taylor High School
Course Selection Guide

Endorsements: Frequently Asked Questions

What is an endorsement?

An endorsement is a set of courses that allows students to learn more about a particular subject or career area. When a student selects an endorsement, he/she will be required to complete a coherent sequence of credits to earn credit toward graduation. Many endorsement pathways provide students the opportunity to earn industry certifications or licenses that will allow them to enter the workforce directly as well as help prepare them for college-level work.

Does a student have to select an endorsement?

Yes. Students must select an endorsement, in writing, before entering their 9th grade year. Students in TISD select their endorsement in 8th grade during the annual course selection period.

Is there a way for students to opt out of choosing an endorsement?

A student, with the written approval of a parent or guardian, may elect to graduate without an endorsement after their sophomore year. Before taking this route, it is very important that the student and parents discuss the benefits of earning an endorsement with their counselor and the potential consequences of graduating without one. Graduating without an endorsement may limit the student's opportunity to continue their education after high school.

Can a student earn more than one endorsement?

Yes. A student may earn multiple endorsements.

Once I begin a program of study, can I change it?

While a student may change their program of study depending on the parent, counselor, and administrator's approval, the end goal is for all students to complete at least one program of study. This requires at least 3 courses of related work for at least 4 credit hours. The more often students change their program of study, the less likely it becomes that they will complete their required coursework.

Can a student change their declared endorsement?

Yes. A student may elect to change their endorsement at any time. It is important to keep in mind that as students progress through high school, it may become more difficult to earn a different endorsement due to the limited amount of time that remains and the fact that classes often have prerequisites.

How do students know which endorsement is best for them?

There are many inventories available for students to take including the Map My Grad and the Interest Inventory in Xello. Students may also research career interests in Xello to learn more about their areas of interest or strength. It is always best for students to discuss their options with their parents, teachers, and counselor. Remember, students may earn more than one endorsement.

Things to consider:

- *What are the student's interests and goals?*
- *What job does he/ she want to start preparing for?*
- *Does the student want to go to college?*
- *Does the student want to take advantage of the Texas Top Ten Automatic Admission policy? (Students must earn an endorsement and the Distinguished Level of Achievement to qualify for the top 10% auto-admission program.)*

What if my student does not know which endorsement he/ she wants?

If a student is undecided or unsure of which endorsement he/she wants, the Multidisciplinary Studies endorsement may be the best option. This endorsement allows flexibility with courses while still preparing them for college and the workforce. Keep in mind it is also possible for students to earn more than one endorsement if they have multiple interests.

Taylor ISD Endorsements & Programs of Study

| ARTS & HUMANITIES | BUSINESS & INDUSTRY | PUBLIC SERVICE | STEM | MULTI-DISCIPLINARY |
|--|---|-----------------------|---|---------------------------|
| <p>Art</p> <p>Band</p> <p>Choir</p> <p>Dance</p> <p>Theater</p> <p>World Languages</p> | <p>Animal Science</p> <p>Audio Video</p> <p>Automotive</p> <p>Business Management</p> <p>Culinary Arts</p> <p>Digital Animation</p> <p>Graphic Design</p> <p>Plant Science</p> <p>Semiconductor</p> <p>Yearbook</p> | <p>Health Science</p> | <p>Semiconductor</p> <p>*Programs of Study in this Endorsement require Physics and Algebra II</p> | <p>Academic Decathlon</p> |

2025 - 2026 Taylor High School
Course Selection Guide

Taylor ISD Approved Program of Study Course Sequences

Based on the Foundation High School Program, programs of study within a career cluster are intended to provide a helpful guide for the career-related electives in high school that will help prepare students for their career goals. This document is designed for students, parents, counselors, teachers, and administrators to make informed choices about the intended sequences for courses, the required courses for endorsements, and the recommended related courses to take.

| Program of Study | Sequence of Courses | | | |
|---|--|--|--|--|
| | Year 1 | Year 2 | Year 3 | Year 4 |
| Academic Decathlon | AcDec 1 (Independent Speech) | AcDec 2 (Humanities 1) | AcDec 3 (Humanities 2) | AcDec 4 (AP Art History) |
| Animal Science | Principles of Agriculture, Food, & Natural Resources | Equine Science AND Small Animal Management (each 1 semester) | Livestock Production | Advanced Animal Science (4th science) |
| Automotive | Principles of Transportation | Automotive Basics | Automotive Technology 1 (2 periods) | Automotive Technology 2 (2 periods) |
| Business Management (Dual Credit) | Principles of Business (TC) | Entrepreneurship | Business Management | Practicum in Entrepreneurship (2 periods) |
| Culinary Arts | Introduction to Culinary Arts | Culinary Arts (2 periods) | Advanced Culinary Arts (2 periods) | Career Prep |
| Digital Animation | Principles of A/V | Digital Media | Video Game Design | Animation |
| Fine Arts (at least 1 course each year in the same area of study) | Art Band Choir Dance Technical Theater Theatre Arts | Art 2 Drawing Art 2 Ceramics Band 2 Choir 2 Dance 2 Technical Theater 2 Theatre Arts 2 | Art 3 Drawing Art 3 Ceramics Band 3 Choir 3 Dance 3 Technical Theater 3 Theatre Arts 3 | Art 4 Drawing Art 4 Ceramics AP Art Band 4 Choir 4 Dance 4 Technical Theater 4 Theatre Arts 4 |
| Graphic Design | Principles of Arts, A/V Technology, & Communication | Graphic Design 1 | Graphic Design 2 and Lab | Career Prep |
| Health Science | Principles of Health Science | Medical Terminology | Health Science Theory AND Anatomy & Physiology (3rd Science) | Practicum in Health Science (2 periods) AND Medical Microbiology (4th Science) |

2025 - 2026 Taylor High School
Course Selection Guide

| | | | | |
|--|--|---|---|---|
| Marketing and Sales | Principles of Business (THS) | Sports Marketing (.5) AND Virtual Business (.5) | Social Media Marketing (.5) AND Advertising (.5) | Advanced Marketing (2 periods) |
| Plant Science | Principles of Agriculture, Food, & Natural Resources | Floral Design 1 (counts as Fine Art) | Advanced Floral Design | Advanced Plant & Soil Science (4th Science) |
| Semiconductor (Dual Credit) (STEM) | Principles of Manufacturing | AC/DC Electronics | Digital Electronics AND Physics and Algebra II (if not taken) | Practicum in Manufacturing (2 periods) |
| Welding (Dual Credit - TSTC) | Introduction to Welding | Welding 1 (2 periods) | Dual Credit Welding 2 (2 periods) | Dual Credit Metal Fabrication (2 periods) |
| World Languages (4 years of 1, or 2 years of each) | Spanish 1 ASL 1 | Spanish 2 ASL 2 | Honors Spanish 3 ASL 3 | Spanish 4 (AP Spanish) ASL 4 |
| Yearbook | Principles of Arts, A/V Technology, & Communication | Yearbook 1 (Print & Imaging) | Yearbook 2 (Print & Imaging II) | Yearbook 3 (Pract. Print & Imaging) |

A close-up photograph of several open books and pens. The books have yellowed pages and some text is visible, such as 'Leder 1. Teil' and 'Zuflicht'. A silver pen is visible in the center, and a blue pen is on the left. A green rectangular box is overlaid on the right side of the image.

COURSE OFFERINGS

Section 4 - Core Course Offerings & Descriptions

Understanding Your Course Guide

Within this section of the course guide, you will find a variety of information. The graphic below will help understand the information presented so families can make the most informed decisions regarding their course selections for the upcoming academic year.

The diagram shows a sample course entry for English I. Callout letters A through K point to the following fields:

- A**: Course Number (0111)
- B**: Course Long Name (English I)
- C**: Course Short Name ((ENG 1))
- D**: Course Category (ENGL)
- E**: Grade Level (9)
- F**: State Identification Number (03220100)
- G**: Length of Course (Year)
- H**: Credit (1)
- I**: Prerequisite(s) (None)
- J**: Description (English I students increase and refine their communication and literary skills by engaging in meaningful activities in five key areas. Reading: Students read a wide variety of literary and informative texts. Writing: Students compose a variety of well-organized and detailed texts. Listening and Speaking: Students listen to others and contribute their own ideas in groups. Oral and Written Conventions: Students learn and apply the standards of English in speaking and writing.)
- K**: Fee Required (No)

A - Course Number - This identifies the unique course number utilized by Taylor High School to schedule students into individual courses on their schedule.

B - Course Long Name - This identifies the name, both formal and informal, utilized by Taylor High School. This is the name that will appear on students' schedules.

C - Course Short Name - This identifies the abbreviated version of the course name that will appear on a student's transcript.

D - Course Category - This identifies the section of the transcript that each individual course will appear.

E - Grade Level - This number indicates the *suggested* grade level students should take each course. Students outside of this grade level may enroll in these courses but could impact their overall course completion timeline.

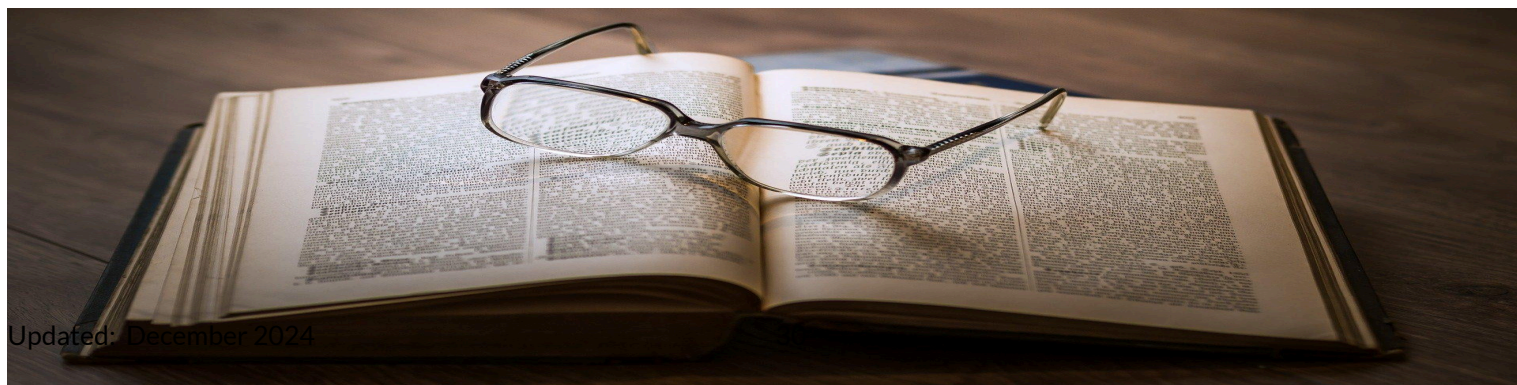
F - State Identification Number - This number identifies the unique code given to each course by the state of Texas.

G - Course Length - This will indicate whether a course is a semester-long course or a year-long course. If a student chooses a semester course, a subsequent semester course will also need to be selected to complete a full year of learning.

H - Credits - This number indicates the credit students will be awarded for successfully completing a course with passing grades and sufficient attendance. Typically, semester courses award 0.5 credit, and a full year course awards 1 credit per class period.

I - Prerequisite(s) - Any required coursework or test scores needed to take a course will be listed here.

J - Description - A description of each course is provided here.



2025 - 2026 Taylor High School
Course Selection Guide

English Language Arts Courses

| 101R | English 1 | | | (ENG 1) | ENGLISH |
|---|------------------|----------|------------------------|------------------|-----------------|
| 9 | | 03220100 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Required year 1 English course - EOC Tested | | | | | |
| 101H | Honors English 1 | | | (ENG 1) | ENGLISH |
| 9 | | 03220100 | Length of Course: Year | Credit: 1 | Weight: Level 2 |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: The English 1 - Honors satisfies the English 1 requirement, also emphasizes advanced reading, analytical reasoning skills, and writing for the Advanced Placement courses in language and literature. Summer reading may be required. Reading lists are posted each spring on the district website. | | | | | |
| 102R | English 2 | | | (ENG 2) | ENGLISH |
| 10 | | 03220200 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): Successful completion of English 1 is recommended. | | | | Fee Required: No | |
| Description: Required year 2 English course - EOC Tested | | | | | |
| 102H | Honors English 2 | | | (ENG 2) | ENGLISH |
| 10 | | 03220200 | Length of Course: Year | Credit: 1 | Weight: Level 2 |
| Prerequisite(s): Successful completion of English 1 with an 80 or better, earning a minimum of Meets on the STAAR EOC exam for English 1. | | | | Fee Required: No | |
| Description: The English 2 - Honors course satisfies the English 2 requirement and also emphasizes advanced reading, analytical reasoning skills, and writing to prepare for the Advanced Placement courses in language and literature. Summer reading may be required. Reading lists are posted each spring on the district website. | | | | | |
| 103R | English 3 | | | (ENG3) | ENGLISH |
| 11 | | 03220300 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): Successful completion of English 2 is recommended. | | | | Fee Required: No | |
| Description: Required year 3 English course | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| | | | | | |
|---|--|----------|------------------------|-------------------------------|-----------------|
| 103A | AP English 3 (AP English Language & Composition) | | | APENGLANG | ENGLISH |
| 11 | | A3220100 | Length of Course: Year | Credit: 1 | Weight: Level 3 |
| Prerequisite(s): Successful completion of English 2 - Honors with an 80 or better, earning a minimum of Meets on the STAAR EOC exam for English 1 and 2 | | | | Fee Required: No | |
| Description: This course aligns with an introductory college-level rhetoric and writing curriculum and serves as preparation for the successful completion of the AP Exam in May. As in the college course, students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences. Satisfies the English 3 requirement. | | | | | |
| 103D | Dual Credit English 3 (Temple College ENGL-1301 & ENGL-1302) | | | ENG 3 | ENGLISH |
| 11 | | 03220300 | Length of Course: Year | Credit: 1 | Weight: Level 2 |
| Prerequisite(s): Meet TSI Requirements, Temple College Acceptance, successful completion of English 2, earning a minimum of Meets on the STAAR EOC exam for English 1 and 2 | | | | Fee Required: Yes - Textbooks | |
| Description: This advanced level English 3 course is for college credit as well as high school credit. Successful completion of this course will provide students with college-level ENGL-1301 English Composition 101 and ENGL-1302 English Composition 102 which are accepted at most Texas colleges and universities. Community college enrollment requirements, deadlines, and fees may apply. Satisfies the English 3 requirement. | | | | | |
| 104 | English 4 | | | ENG4 | ENGLISH |
| 12 | | 03220400 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): Successful completion of English 3 is recommended. | | | | Fee Required: No | |
| Description: Required year 4 English course | | | | | |
| 104A | AP English 4 (AP English Literature & Composition) | | | APENGLIT | ENGLISH |
| 12 | | A3220200 | Length of Course: Year | Credit: 1 | Weight: Level 3 |
| Prerequisite(s): Successful completion of AP English 3 with an 80 or better, earning a minimum of Meets on the STAAR EOC exam for English 1 and 2 and successful completion of summer reading and writing assignments. | | | | Fee Required: No | |
| Description: This course aligns with an introductory college-level literature and writing curriculum. The focus of this course is preparation for the successful completion of the AP Exam in May. Summer reading may be required. Reading lists are posted each spring on the district website. Satisfies the English 4 requirement | | | | | |
| 104D | Dual Credit English 4 (Temple College ENGL-2327 & ENGL-2322) | | | ENG4 | ENGLISH |
| 12 | | 03220400 | Length of Course: Year | Credit: 1 | Weight: Level 2 |
| Prerequisite(s): Meet TSI Requirements, Temple College Acceptance and successful completion of English 3 Dual Credit | | | | Fee Required: No | |
| Description: This advanced level English IV course is for college credit as well as high school credit. Successful completion of this course will provide students with college-level ENGL-2327 American Literature and ENGL-2322 British Literature which are accepted at most Texas colleges and universities. Community college enrollment requirements, deadlines, and fees apply. Satisfies the English 4 requirement. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| Mathematics Courses | | | | | |
|--|---|----------|------------------------|------------------|-----------------|
| 231R | Algebra 1 | | | ALG1 | MATH |
| 9 | | 03100500 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Required 1st level Mathematics course - EOC Tested | | | | | |
| 251R | Geometry | | | GEOM | MATH |
| 9 - 10 | | 03100700 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): Successful completion of Algebra 1 | | | | Fee Required: No | |
| Description: Required Mathematics course | | | | | |
| 251H | Honors Geometry | | | GEOM | MATH |
| 9 - 10 | | 03100700 | Length of Course: Year | Credit: 1 | Weight: Level 2 |
| Prerequisite(s): Successful completion of Algebra 1, earning a minimum of Meets on the Algebra 1 EOC | | | | Fee Required: No | |
| Description: Satisfies the Geometry requirement with a more rigorous course. This course is intended to prepare students for AP-level and college level coursework. | | | | | |
| 232R | Algebra 2 | | | ALG2 | MATH |
| 10 - 11 | | 03100600 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): Successful completion of Algebra 1 and Geometry. | | | | Fee Required: No | |
| Description: Algebra 2 is the required prerequisite for many fourth-year math courses and for students pursuing the Distinguished High School Graduation Plan. It is also required for the STEM Endorsement. | | | | | |
| 232H | On - Ramps Algebra 2 (Dual Enrollment Course) | | | ALG2 | MATH |
| 10 - 11 | | 03100700 | Length of Course: Year | Credit: 1 | Weight: Level 2 |
| Prerequisite(s): Successful completion of Algebra 1 & Geometry - Honors, earning at least Meets on the Algebra 1 EOC | | | | Fee Required: No | |
| Description: Algebra 2 is the required prerequisite for many fourth-year math courses and for students pursuing the Distinguished High School Graduation Plan. Students will be taught at THS by a THS teacher, but will be dually enrolled in a math course at the University of Texas. This is a college level course and students have the opportunity to earn both high school and college credit. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| | | | | | |
|---|--|----------|------------------------|------------------|-----------------|
| 261R | Pre-Calculus | | | PRECALC | MATH |
| 11 - 12 | | 03101100 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): Successful completion of Algebra 1, Geometry, & Algebra 2. Above standard Algebra 1 STAAR EOC score | | | | Fee Required: No | |
| Description: This course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. | | | | | |
| 261H | On - Ramps Pre-Calculus (Dual Enrollment Course) | | | PRECALC | MATH |
| 11 - 12 | | 03101100 | Length of Course: Year | Credit: 1 | Weight: Level 2 |
| Prerequisite(s): Successful completion of Algebra 1, Honors Geometry, & Honors Algebra 2. An average of 85 or higher in Honors Algebra 2. Above standard Algebra 1 STAAR EOC | | | | Fee Required: No | |
| Description: This course covers the same topics and standards as Pre-Calculus, but at a more rigorous level. Students will be taught at THS by a THS teacher, but will be dually enrolled in a math course at the University of Texas. This is a college level course and students have the opportunity to earn both high school and college credit. | | | | | |
| 254R | Advanced Quantitative Reasoning (AQR) | | | ADQUANR | MATH |
| 11-12 | | 03102510 | Length of Course: Year | Credit: 1.0 | Weight: Level 1 |
| Prerequisite(s): Successful completion of Algebra 1, must have attempted Geometry and Algebra 2 | | | | Fee Required: No | |
| Description: In Advanced Quantitative Reasoning, students will develop and apply skills necessary for college, careers, and life. Course content consists primarily of applications of high school mathematics concepts to prepare students to become well-educated and highly informed 21st century citizens. | | | | | |
| 266R | Statistics (and Business Decision Making) | | | STATBDM | MATH |
| 11 - 12 | | 13016900 | Length of Course: Year | Credit: 1.0 | Weight: Level 1 |
| Prerequisite(s): Successful completion of Algebra 1, must have attempted Geometry and Algebra 2 | | | | Fee Required: No | |
| Description: This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understanding will stimulate students to think about their approach to mathematical learning. Recommended for students going into the medical or accounting fields. | | | | | |
| 265A | AP Statistics | | | APSTATS | MATH |
| 12 | | A3100200 | Length of Course: Year | Credit: 1.0 | Weight: Level 3 |
| Prerequisite(s): Successful completion of Algebra 1, Geometry and Algebra 2, Meets or Masters on Algebra 1 EOC | | | | Fee Required: No | |
| Description: This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understanding will stimulate students to think about their approach to mathematical learning. The focus of this course is preparation for the successful completion of the AP Exam in May. Scores of 3 or higher could earn college credit. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| | | | | | |
|--|---|----------|----------------------------|-------------------------------|-----------------|
| 263A | AP Calculus AB | | | APCALCAB | MATH |
| 12 | | A3100101 | Length of Course: Year | Credit: 1 | Weight: Level 3 |
| Prerequisite(s): Successful completion of Honors Pre-Calculus with an 85 average or higher. Above standard Algebra 1 STAAR EOC score. | | | | Fee Required: No | |
| Description: This course includes applications of limits and derivatives; integration; special functions; infinite series. It generally provides the avenue for a student to advance place in one semester of calculus in college. The focus of this course is preparation for the successful completion of the AP Exam in May. | | | | | |
| 202R | College Prep Mathematics | | | CPMATH | MATH |
| 12 | | CP111200 | Length of Course: Year | Credit: 1.0 | Weight: Level 1 |
| Prerequisite(s):Successful completion of Algebra 1, must have attempted Geometry and Algebra 2 | | | | Fee Required: No | |
| Description: This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understanding will stimulate students to think about their approach to mathematical learning. This course helps students prepare for the Math portion of the TSIA2. Students who have already passed Math TSI will not take this course. | | | | | |
| 256D | Dual Credit College Algebra (Temple College MATH-1314) | | | INSTUMTH | MATH |
| 11 - 12 | | 03102500 | Length of Course: Year | Credit: 1 | Weight: Level 2 |
| Prerequisite(s): Algebra 2, Meet TSI Requirements, Temple College Acceptance | | | | Fee Required: Yes - Textbooks | |
| Description: Successful completion of this course will provide students with college-level MATH-1314 which is accepted at most Texas colleges and universities, as well as many out-of-state institutions. Please see the "Dual Credit" sections for more information. Community college enrollment requirements, deadlines and fees apply. | | | | | |
| 261D | Dual Credit Pre-Calculus (Temple College MATH-2412) | | | INSTUMTH2 | MATH |
| 11 - 12 | | 03102501 | Length of Course: Semester | Credit: 1 | Weight: Level 2 |
| Prerequisite(s): Successful completion of Dual Credit MATH-1314 or CLEP placement into the course, Algebra 2, Meet TSI Requirements, Temple College Acceptance | | | | Fee Required: Yes - Textbooks | |
| Description: Successful completion of this course will provide students with college-level MATH-2412 which is accepted at most Texas colleges and universities, as well as many out-of-state institutions. Community college enrollment requirements, deadlines, and fees may apply. | | | | | |
| 263D 268D | Dual Credit Calculus 1 & 2 (Temple College MATH-2413 & MATH-2414) | | | INSTUMTH3 | MATH |
| 12 | | 03102502 | Length of Course: Year | Credit: 1 | Weight: Level 2 |
| Prerequisite(s): Successful completion of Dual Credit MATH-2412 or CLEP placement into the course, Algebra 2, Meet TSI Requirements, Temple College Acceptance | | | | Fee Required: Yes - Textbooks | |
| Description: Successful completion of this course will provide students with college-level MATH-2413 and MATH-2414 which is accepted at most Texas colleges and universities, as well as many out-of-state institutions. Community college enrollment requirements, deadlines, and fees may apply. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| Science Courses | | | | | |
|---|------------------|----------|------------------------|------------------|-----------------|
| 321R | Biology | | | BIO | SCI |
| 9 | | 03010200 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Required Science course - EOC tested | | | | | |
| 321H | Honors Biology | | | BIO | SCI |
| 9 | | 03010200 | Length of Course: Year | Credit: 1 | Weight: Level 2 |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: This course is for students who are highly motivated and interested in a rigorous science program. Honors Biology covers the Biology curriculum and allows students to construct their own understanding through an inquiry-based approach while encouraging advanced skills, in-depth discussion, more comprehensive lab work, and increased independent study. Satisfies the Biology requirement - EOC Tested | | | | | |
| 341R | Chemistry | | | CHEM | SCI |
| 10 - 12 | | 0304000 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): Successful completion of Algebra 1. One credit of high-school science. | | | | Fee Required: No | |
| Description: Required Science course | | | | | |
| 341H | Honors Chemistry | | | CHEM | MATH |
| 10 - 12 | | 03100700 | Length of Course: Year | Credit: 1 | Weight: Level 2 |
| Prerequisite(s): Successful completion of Algebra 1 and Biology One credit of high-school science. | | | | Fee Required: No | |
| Description: This course is for students who are highly motivated and interested in a rigorous science program. Honors Chemistry covers the Chemistry curriculum and allows students to construct their own understanding through an inquiry-based approach while encouraging advanced skills, in-depth discussion, more comprehensive lab work, and increased independent study. Satisfies the Biology requirement. | | | | | |
| 356R | Astronomy | | | ASTRMY | SCI |
| 11 - 12 | | 03060100 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): Algebra 1 and Chemistry | | | | Fee Required: No | |
| Description: In Astronomy, students focus on patterns, processes, and relationships among astronomical objects in our universe. Students acquire basic astronomical knowledge and supporting evidence about sun-Earth-Moon relationships, the solar system, the Milky Way, the size and scale of the universe, and the benefits and limitations of exploration. Students conduct laboratory and field investigations to support their developing conceptual framework of our place in space and time. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| 300R | Environmental Systems | | | ENVIRSYS | SCI |
|--|-----------------------|----------|------------------------|------------------|-----------------|
| 11 - 12 | | 03020000 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): Biology | | | | Fee Required: No | |
| Description: In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, natural changes in the environment, and human activities that impact the natural environment. | | | | | |
| 360R | Aquatic Science | | | AQUA SCI | SCI |
| 11 - 12 | | 03030000 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): Biology and Chemistry | | | | Fee Required: No | |
| Description: In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including natural and human impacts on aquatic systems. Investigations and field work in this course may emphasize freshwater or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science acquire knowledge about how the properties of water and fluid dynamics affect aquatic ecosystems and acquire knowledge about a variety of aquatic systems. Students who successfully complete Aquatic Science conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills. | | | | | |
| 351R | Physics | | | PHYSICS | SCI |
| 11 - 12 | | 03050000 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): Credit or concurrent enrollment in Algebra 2 OR teacher approval | | | | Fee Required: No | |
| Description: In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students study a variety of topics that include laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Required for STEM Endorsement | | | | | |
| 350A | AP Physics 1 | | | APPHYS1 | SCI |
| 11 - 12 | | A3050003 | Length of Course: Year | Credit: 1 | Weight: Level 3 |
| Prerequisite(s): Credit or concurrent enrollment in Precalculus OR teacher approval | | | | Fee Required: No | |
| Description: AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Knowledge of algebra is required to fully understand the basic principles and the ability to apply these principles in the solution of problems through inquiry. The focus of this course is preparation for the successful completion of the AP Physics I Exam in May. Satisfies the Physics requirement for STEM Endorsement. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| 352A | AP Physics C - Mechanics, Electricity, & Magnetism | | | APPHYSC | SCI |
|--|--|----------|------------------------|------------------|-----------------|
| 12 | | A3050006 | Length of Course: Year | Credit: 1 | Weight: Level 3 |
| Prerequisite(s): Credit or concurrent enrollment in Calculus, successful completion of AP Physics with an 80 or better. | | | | Fee Required: No | |
| Description: The AP Physics C course expands on concepts presented in AP Physics I and II. AP Physics C: Mechanics is taught prior to AP Physics C: Electricity and Magnetism. AP Physics C: Mechanics course explores topics such as kinematics; Newton’s laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus are used throughout the course. AP Physics C: Electricity and Magnetism course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus are used throughout the course. These AP Physics C courses are each equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The focus of this course is preparation for the successful completion of both AP Exams in May. | | | | | |
| 324R | Anatomy & Physiology | | | ANATPHYS | SCI |
| 11 - 12 | Program of Study: Health Science | 13020600 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): Successful completion of Biology & Chemistry and Biology STAAR EOC | | | | Fee Required: No | |
| Description: Anatomy and Physiology extends a student’s knowledge and understanding of the human body with respect to its structure and function. This lab-oriented class teaches proper dissection techniques as well as various physiological phenomena and is recommended for students interested in medically-related careers. Required in 11th grade for Health Science program of study | | | | | |
| 325R | Medical Microbiology | | | MICRO | SCI |
| 12 | Program of Study: Health Science | 13020700 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): Concurrent enrollment in Practicum of Health Science | | | | Fee Required: No | |
| Description: The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. The Medical Microbiology course is designed to explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug-resistant organisms, and emerging diseases. It is supportive of and highly recommended for students taking Practicum of Health Science. | | | | | |
| 321A | AP Biology | | | APBIO | SCI |
| 11 - 12 | | A3010200 | Length of Course: Year | Credit: 1 | Weight: Level 3 |
| Prerequisite(s): Successful completion of Biology with at least an 85, at least Meets on Biology EOC | | | | Fee Required: No | |
| Description: AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. The focus of this course is preparation for successful completion of the AP Exam in May. This is a separate credit from Biology and counts as a 3rd or 4th science. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| 302A | AP Environmental Systems | | | ESCIAP | SCI |
|---|-------------------------------------|----------|------------------------|------------------|-----------------|
| 11 - 12 | | A3020000 | Length of Course: Year | Credit: 1 | Weight: Level 3 |
| Prerequisite(s): Successful completion of Algebra 1, Biology, and Chemistry with at least 80 | | | | Fee Required: No | |
| Description: This course is designed to be the equivalent of a one - semester introductory college course in environmental science. The following are the six themes for this course - (1) science is a process, (2) energy conversions underlie all ecological processes, (3) the Earth itself is one interconnected system, (4) humans alter natural systems, (5) environmental problems have a cultural and social context, and (6) human survival depends on developing practices that will achieve sustainable systems. There will be a heavy emphasis on laboratory investigation as well as conceptual problem solving. The focus of this course is preparation for successful completion of the AP Exam in May. | | | | | |
| 623R | Advanced Animal Science | | | ADVANSKI | SCI |
| 12 | Program of Study: Animal Science | 13000700 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): Successful completion of Biology AND Chemistry or IPC. Successful completion of Algebra 1 AND Geometry. Successful completion of Livestock Production | | | | Fee Required: No | |
| Description: Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction allows for the application of scientific and technological aspects of animal science through field and laboratory experiences. | | | | | |
| 688R | Advanced Plant & Soil Science | | | ADVPSSCI | SCI |
| 12 | Program of Study: Plant Science | 13002100 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): Successful completion of Biology AND Chemistry. Successful completion of Algebra 1 AND Geometry. Successful completion of Advanced Floral Design | | | | Fee Required: No | |
| Description: Advanced Plant and Soil Science provides a way of learning about the natural world. In this course, students learn how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic knowledge and skills, acquire technical knowledge and skills related to plant and soil science and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| Social Studies Courses | | | | | |
|---|------------------------|----------|------------------------|------------------|-----------------|
| 414R | World Geography | | | W GEO | SS |
| 9 | | 03320100 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Required 9th grade Social Studies course | | | | | |
| 414H | Honors World Geography | | | W GEO | SS |
| 9 | | 03320100 | Length of Course: Year | Credit: 1 | Weight: Level 2 |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Satisfies the World Geography requirement at a more rigorous, weighted level. Students will read case studies and develop critical thinking and writing skills necessary for success in future social studies Advanced Placement exams. Outside reading and independent learning will also be required. | | | | | |
| 411R | World History | | | W HIST | SS |
| 10 | | 03320100 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Required 10th grade Social Studies course | | | | | |
| 411A | AP World History | | | APWHIST | SS |
| 10 | | 03060201 | Length of Course: Year | Credit: 1 | Weight: Level 3 |
| Prerequisite(s): Successful completion of World Geography Honors and English 1 Honors with at least 80 recommended | | | | Fee Required: No | |
| Description: The purpose of the AP World History course is to develop a greater understanding of the evolution of global processes and contacts in different types of human societies. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Students are expected to write for the purposes of interpretation and analysis. The focus of this course is preparation for the successful completion of the AP Exam in May. Satisfies the World History requirement. | | | | | |
| 401R | United States History | | | USHIST | SS |
| 11 | | 03340100 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Required 11th grade Social Studies course - EOC Tested | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

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|--|--|----------|---|-------------------------------|-----------------|
| 401A | AP United States History | | | APUSHIST | SS |
| 11 | | A3340100 | Length of Course: Year | Credit: 1 | Weight: Level 3 |
| Prerequisite(s): Successful completion of AP World History and English 2 Honors with at least 80 recommended | | | | Fee Required: No | |
| Description: This Advanced Placement course involves students in a survey of America’s history from the colonial period to the present day. Students read extensively from primary and secondary sources, analyze issues and events, and prepare oral and written presentations and projects based on individual and group research. The focus of this course is preparation for the successful completion of the AP Exam in May. Satisfies the US History requirement - EOC Tested | | | | | |
| 401D & 436D | Dual Credit United States History (Temple College 1301 & 1302) | | | USHIST | SS |
| 11 | | A3340100 | Length of Course: Year, each 1 semester | Credit: 1 | Weight: Level 3 |
| Prerequisite(s): Meet TSI Requirements, Temple College Acceptance Corequisite(s): Students must enroll in 401D AND 436D to earn a full credit of US History. | | | | Fee Required: Yes - Textbooks | |
| Description: This course offers the opportunity for students to receive high school and college credit in U.S. History. It is a rigorous program taught at the college level and a study from the colonial period through current U.S. History. Successful completion of this course will provide students with college-level HIST-1301 U.S. History to 1877 and HIST- 1302 U.S. History 1877 to Present which is accepted at most Texas colleges and universities, as well as many out-of-state institutions. Please see the “Dual Credit” sections for more information. Community college enrollment requirements, deadlines, and fees may apply. Satisfies the US History requirement - EOC Tested | | | | | |
| 421R | United States Government | | | GOVT | SS |
| 12 | | 3330100 | Length of Course: Semester | Credit: 0.5 | Weight: Level 1 |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Required 12th grade Social Studies course with Economics | | | | | |
| 431R | Economics | | | ECON | SS |
| 12 | | 3310200 | Length of Course: Semester | Credit: 0.5 | Weight: Level 1 |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Required 12th grade Social Studies course with Government | | | | | |
| 421A | AP American Government & Politics | | | APGOVT | SS |
| 12 | | A3330100 | Length of Course: Semester | Credit: 0.5 | Weight: Level 3 |
| Prerequisite(s): Successful completion of AP US History with at least 80 recommended | | | | Fee Required: No | |
| Description: Students participate in an in-depth analysis of concepts, issues, and problems associated with the structure and function of government and the development of political behaviors and philosophies. Through extensive reading and problem-solving activities, civil rights, civil liberties, and activities of various governmental agencies are examined and evaluated. The focus of this course is preparation for the successful completion of the AP exam in May. Satisfies the Government requirement. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

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|--|---|----------|----------------------------|-------------------------------|-----------------|
| 431A | AP Macroeconomics | | | APMACECO | SS |
| 12 | | A3310200 | Length of Course: Semester | Credit: 0.5 | Weight: Level 3 |
| Prerequisite(s): Successful completion of AP US History with at least 80 recommended | | | | Fee Required: No | |
| Description: Students are engaged in a comprehensive exploration of economics and the free enterprise system which involves problem-solving and analysis of macroeconomic principles. The completion of group and individual projects, presentations, and outside readings is expected of students in this course. The focus of this course is preparation for the successful completion of the AP exam in May. Satisfies the Economics requirement | | | | | |
| 421D | Dual Credit US Government (Temple College 2305) | | | GOVT | SS |
| 12 | | 03330100 | Length of Course: Semester | Credit: 0.5 | Weight: Level 2 |
| Prerequisite(s): Meet TSI Requirements, Temple College Acceptance | | | | Fee Required: Yes - Textbooks | |
| Description: This advanced-level United States Government course is offered for both college and high school credit. It is a rigorous course taught at the college level that includes the study of the structure and function of government and the development of political behaviors and philosophies, as well as an examination of current governmental issues and events. Successful completion of this course will provide students with college-level GOVT2305 American National Government which is accepted at most Texas colleges and universities, as well as many-out-of state institutions. Please see the "Dual Credit" sections for more information. Community college enrollment requirements, deadlines, and fees may apply. Satisfies the Government requirement | | | | | |
| 431D | Dual Credit Economics (Temple College 2301) | | | ECON | SS |
| 12 | | 3310200 | Length of Course: Semester | Credit: 0.5 | Weight: Level 1 |
| Prerequisite(s): Meet TSI Requirements, Temple College Acceptance | | | | Fee Required: Yes - Textbooks | |
| Description: This advanced-level Economics course is offered for both college and high school credit. It is a rigorous course taught at the college level that includes the study of macro and microeconomic philosophies, as well as an examination of historical and recent economic events. Students must enroll, register, and pay any associated fees to the appropriate community college. Successful completion of this course will provide students with college-level ECON2301 Principles of Macroeconomics which is accepted at most Texas colleges and universities, as well as many out-of-state institutions. Please see the "Dual Credit" section for more information. Community college enrollment requirements, deadlines, and fees may apply. Satisfies the Economics requirement. | | | | | |
| NEW | AP European History | | | APEUHIST | SS |
| 10-12 | | A3340200 | Length of Course: Year | Credit: 1 | Weight: Level 3 |
| Prerequisite(s): Successful completion of an Honors or AP Social Studies course with at least 80 is recommended. | | | | Fee Required: No | |
| Description: This Social Studies elective features European History from 1450 to the 21st century with the opportunity to take the AP Exam in May for college credit. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| Fine Arts Courses | | | | | |
|---|--|--|------------------------|--|------------------------|
| 801R 802R 803R 804R | Band 1 Band 2 Band 3 Band 4 | | | MUS1BAND MUS2BAND MUS3BAND MUS4BAND | FINEART |
| 9 - 12 | | 03150100 03150200 03150300 03150400 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): None Students must concurrently enroll in a zero-hour Marching Band fall semester (.5 PE credit 1st and 2nd time taken). | | | | Fee Required: Yes | |
| Description: The high school band is designed to be the culmination of the Taylor ISD band program. Heavy emphasis is placed on the importance of music as a performing art. The high school band functions as a representative of Taylor ISD in school, community, region, and state activities. On occasion, the band will represent Taylor in various out-of-city/state functions. Students will concurrently earn 0.5 credits for the physical education requirement. | | | | | |
| 801RC 802RC 803RC 804RC | Color Guard 1 Color Guard 2 Color Guard 3 Color Guard 4 | | | MUS1BAND MUS2BAND MUS3BAND MUS4BAND | FINEART |
| 9 - 12 | | 03150100 03150200 03150300 03150400 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): None Students must concurrently enroll in a zero-hour Marching Band fall semester (.5 PE credit 1st and 2nd time taken). | | | | Fee Required: Yes | |
| Description: Color Guard is a year-long course in which students learn the technical skills involved in flag, rifle, and saber choreography as well as expressive dance. The course will prepare students for performances and competitions with the marching band on the field and pep rallies in the fall semester. In the spring, students will prepare for and compete in Winter Guard, which is an indoor performance venue. In addition, students will have the opportunity to compete in a self-choreographed solo and ensemble contest as well as perform in a Spring Show. | | | | | |
| 817R 818R 819R 820R | Choir 1 Choir 2 Choir 3 Choir 4 | | | CHOIR1 CHOIR2 CHOIR3 CHOIR4 | FINEART |
| 9 - 12 | | 03150900 03151000 03151100 03151200 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Choir is a beginning choir for students who are interested in learning to sing, read music, and perform in a group. There will also be opportunities for solo singing within this course. This course requires no previous experience in music. The requirements for this course are working in class every day and attending a few performances outside of school hours. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

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|---|-------------------|------------|------------------------|------------------|------------------------|
| 531R 539R | Dance PE Dance | | | DANCE1 | FINEART PE |
| 9 - 12 | | 03830100 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: This course is an introduction to all basic dance techniques (ballet, jazz, modern, contemporary and world dance) including vocabulary and principles of all dance forms. Group and individual projects through choreography and research are introduced. Students may earn up to one P.E. OR Fine Arts credit. **Please note: Appropriate dance attire is required for ALL dance classes.** | | | | | |
| 635R | Art 1 | | | ART1 | FINEART |
| 9 - 12 | | 03500100 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: This course lays the basic foundation for learning art processes, procedures, theories, history, and art criticisms. The approach is experimental in the use of materials (drawing, painting, printmaking, ceramics, sculpture) but structured to provide students a strong foundation in design, process, and vocabulary. | | | | | |
| 636R | Art 2 - Drawing | | | ART2DRAW | FINEART |
| 10 - 12 | | 0350200 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): Successful completion of Art 1 | | | | Fee Required: No | |
| Description: The course will continue to build up knowledge of art processes, procedures, theories, history, and art judgment. Students who take this course will use a variety of materials (drawing, painting, printmaking, sculpture) and are encouraged to make more in-depth choices about art-making. This course offers opportunities for visual perception, art expression, art appreciation, and art criticisms, as these are critical components of this course. | | | | | |
| 637R | Art 2 - Ceramics | | | ART2CERAM | FINEART |
| 10 - 12 | | 03500900 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): Successful completion of Art 1 | | | | Fee Required: No | |
| Description: Students will study design elements and principles of form and space while working with clay. They will explore various types of building techniques, the different processes of working with clay, and a myriad of surface treatments. This course offers opportunities for students to begin working through the artistic thinking process and finding their voice, as these are critical components of this course. | | | | | |
| 638R | Art 3 - Drawing | | | ART3DRAW | FINEART |
| 11 - 12 | | 0035003300 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): Successful completion of Art 2 - Drawing 1 | | | | Fee Required: No | |
| Description: This course is designed for the student who desires further study in art. The continuation of artmaking techniques and content/meaning of artworks will be a focus, in addition to understanding the artistic thinking process and the studio habits of mind. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

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| 640R | Art 3 - Ceramics | | | ART3CERAM | FINEART |
| 11 - 12 | | 003501800 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): Successful completion of Art 2 - Ceramics 1 | | | | Fee Required: No | |
| Description: Students develop design skills that emphasize form and space in student/teacher choice of clay building techniques and surface treatments. They will continue to build on previously learned clay techniques while learning new techniques and focusing more on concepts. This course continues to offer opportunities for students to work through the artistic thinking process, and find their voice, as these are critical components of this course. | | | | | |
| 642R | Art 4 - Drawing | | | ART4DRAW | FINEART |
| 12 | | 03500400 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): Successful completion of Art 3 - Drawing 2 | | | | Fee Required: No | |
| Description: This course is designed for the student who desires further study in art but does not have the desire to submit a portfolio to the Advanced Placement Board. Emphasis will be placed on advanced art-making techniques and the content/meaning of artwork created. | | | | | |
| 641R | Art 4 - Ceramics | | | ART4CERAM | FINEART |
| 12 | | 03502700 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): Successful completion of Art 3 - Ceramics 2 | | | | Fee Required: No | |
| Description: Students continue to develop ceramic design skills that emphasize form, space, and design in student choice of techniques with a heavy emphasis on content and context. | | | | | |
| 641A | AP Studio Art (3 - D Art & Design) | | | AP3DDP | FINEART |
| 11 - 12 | | A3500500 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): Successful completion of Art 2 - Ceramics and Art 3 - Ceramics and teacher recommendation are required. | | | | Fee Required: No | |
| Description: AP 3-D Art and Design Portfolio is a college-level course open to students who are seriously interested in the practical experience of art, concentrating on 3-D design. AP 3D Art and Design Portfolio Exam is not based on a written exam; instead, the focus will be to submit portfolio exams to College Board for evaluation and the successful completion of the AP course at the end of the school year. | | | | | |
| 639A | AP Studio Art (2 - D Art & Design) | | | AP2DDP | FINEART |
| 11 - 12 | | A3500300 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): Successful completion of Art 2 - Drawing 1 and Art 3 - Drawing 2 and teacher recommendation are required. | | | | Fee Required: No | |
| Description: AP 2-D Art and Design Portfolio is a college-level course open to students who are seriously interested in the practical experience of art, concentrating on 2-D design. AP 2D Art and Design Portfolio Exam is not based on a written exam; instead, the focus will be to submit portfolio exams to College Board for evaluation and the successful completion of the AP course at the end of the school year. Both sections of the portfolio require students to articulate information about their work. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

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|--|--|--|------------------------|--|------------------------|
| 143R | Theatre Arts - Drama 1 | | | THEATRE1 | FINEART |
| 9 - 12 | | 03250100 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: The course is intended to be a general introduction to the fundamentals of basic theatre production techniques. Students are introduced to acting, directing, makeup application, technical work, and costuming. Theatre history is an important component of this course leading to an appreciation of the theatre. Students are required to attend a live theatre performance during the school year. | | | | | |
| 144R | Theatre Arts - Drama 2 | | | THEATRE2 | FINEART |
| 10 - 12 | | 03250200 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): Instructor approval required. | | | | Fee Required: No | |
| Description: Theatre Arts - Drama 2 is designed to build on the skills learned in Theatre Arts I. Theatre production is stressed. Students learn audition techniques and advanced acting skills. Students are involved in duet acting, monologues, and group scenes. Students are required to attend a live theatre performance during the school year | | | | | |
| 145R | Theatre Arts - Drama 3 | | | THEATRE3 | FINEART |
| 10 - 12 | | 03250300 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): Instructor approval required. | | | | Fee Required: No | |
| Description: Theatre Arts - Drama 3 is the study of advanced theatre techniques in design, lighting, costuming, acting, critique, directing, and auditioning skills. This is a production-oriented course. Students are required to attend a live theatre performance during the school year | | | | | |
| 146R | Theatre Arts - Drama 4 | | | THEATRE4 | FINEART |
| 10 - 12 | | 03250400 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): Instructor approval required. | | | | Fee Required: No | |
| Description: This course is designed for a student who is serious about theatre production. Students may write their own plays, direct scenes, and one-act plays for public performance, and study advanced lighting, acting/characterization, costuming, and makeup. Participation in extra-curricular productions is stressed. Students are required to attend a live theatre performance during the school year. | | | | | |
| 147R 148R 149R 150R | Technical Theatre 1 Technical Theatre 2 Technical Theatre 3 Technical Theatre 4 | | | TH1TECH TH2TECH TH3TECH TH4TECH | FINEART |
| 9 - 12 | | 03250500 03250600 03250700 03250800 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Technical Theatre combines theories of design and stagecraft techniques with construction and operation of production elements including set construction, property management, lighting, sound, costumes, makeup, and public relations. Students are required to attend a live theatre performance during the school year. Time beyond the school day is expected. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

Languages Other Than English (LOTE)

| 171R | Spanish 1 | | | SPAN1 | LOTE |
|--|--|----------|------------------------|------------------|-----------------|
| 9 - 10 | | 03440100 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: In Spanish 1, students will utilize communication skills such as reading, writing, listening, speaking, viewing and presenting to develop their knowledge and use of the Spanish language. Through the process, students will also gain knowledge of cultural practices and products in Spanish-speaking countries and develop an understanding of the nature of their own language. Students will be able to use Spanish both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate. | | | | | |
| 172R | Spanish 2 | | | SPAN2 | LOTE |
| 9 - 11 | | 03440200 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): completion of Spanish 1 is recommended | | | | Fee Required: No | |
| Description: Engaging in activities that incorporate listening, speaking, reading, writing, viewing, and presenting, students will continue to develop their Spanish language skills building new content vocabulary and grammar, which is appropriate for the intermediate level of language learning. They will also continue to acquire a view of Hispanic culture and be able to use Spanish beyond the school setting through activities such as participating in cultural events and using technology to communicate. | | | | | |
| 173R | Honors Spanish 3 | | | SPAN3 | LOTE |
| 10 - 12 | | 03440300 | Length of Course: Year | Credit: 1 | Weight: Level 2 |
| Prerequisite(s): Successful completion of Spanish 2 with an 80 or better | | | | Fee Required: No | |
| Description: Spanish 3 Honors encompasses listening, speaking, reading, and writing skills, grammar, culture, and research. The students are expected to be able to comprehend and accurately express ideas in Spanish, acquire vocabulary, grasp grammatical structure, accurately read magazine articles and literature selections in Spanish, as well as memorize original dialogues and translate and memorize simple poetry. | | | | | |
| 174R | AP Spanish 4 (AP Spanish Language & Culture) | | | APSPANLAN | LOTE |
| 11 - 12 | | A3440100 | Length of Course: Year | Credit: 1 | Weight: Level 3 |
| Prerequisite(s): Successful completion of Spanish 3 or with an 80 or better and Teacher approval. | | | | Fee Required: No | |
| Description: This course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish course is taught almost exclusively in Spanish. The course engages students in an exploration of culture in both contemporary and historical contexts. Students can obtain college credit through satisfactory performance on the Advanced Placement Spanish Language and Culture exam. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

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|---|----------------------------------|----------|------------------------|------------------|-----------------|
| 160R | ASL 1 (American Sign Language 1) | | | ASL1 | LOTE |
| 9 - 12 | | 03980100 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: This course is a basic introduction to ASL and Deaf culture. Students will learn to sign the manual alphabet, numbers, and basic phrases. Students will study the basic grammar and syntax of ASL. | | | | | |
| 161R | ASL 2 (American Sign Language 2) | | | ASL2 | LOTE |
| 10 - 12 | | 03980200 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): Successful completion of ASL1 | | | | Fee Required: No | |
| Description: American Sign Language 2 takes sign language to the next level. Course content will include ASL conversational skills and translation. | | | | | |
| 162R | ASL 2 (American Sign Language 3) | | | ASL3 | LOTE |
| 11 - 12 | | 03980300 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): Successful completion of ASL2 | | | | Fee Required: No | |
| Description: American Sign Language 3 digs deeper and offers students a chance to experience total immersion. | | | | | |
| 163R | ASL 2 (American Sign Language 4) | | | ASL4 | LOTE |
| 12 | | 03980400 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): Successful completion of ASL3 | | | | Fee Required: No | |
| Description: American Sign Language IV is a continuation of the study of ASL, its basic vocabulary, structure, history, and the deaf community. Students continue to learn the basics for communication with deaf individuals; they also learn how to express abstract concepts in ASL. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

Physical Education (PE) & Athletics

Physical Education Substitutions:

Enrollment in one of the following courses offer a simultaneous credit of physical education as identified below:

- Marching band (0.5 - fall semester only)
- Cheerleading (1.0 first time taken)
- Dance I (1.0 - full year)

| | | | | | |
|----------------------|----------------------|----------------------------------|------------------------|------------------------------|------------------------|
| 501R 502R 503R | PE 1 PE 2 PE 3 | | | LIFEFIT LIFEROP SBLIFE | PHYSED |
| 9 - 12 | | PES00051 PES00053 PES00056 | Length of Course: Year | Credit: 1 | Does not count in Rank |

Prerequisite(s): None

Fee Required: No

Description: The purpose of these courses is to motivate students to live a healthy lifestyle that promotes personal fitness with an emphasis on the health-related components of physical fitness. This course includes classroom instruction and physical activity. All of these courses satisfy the 1 credit state PE requirement *Students may take each course once for a maximum of 1.0 credit** **Cannot be taken at the same time as Athletics****

| | | | | | |
|------------------------------|---|--|------------------------|---|------------------------|
| 511R 512R 513R 514R | Athletics 1 - 4 Girls Athletics (515R, 516R, 517R, 518R) | | | SUBATH 1 SUBATH2 SUBATH3 SUBATH4 | PHYSED |
| 9 - 12 | | PES00000 PES00001 PES00002 PES00003 | Length of Course: Year | Credit: 1 | Does not count in Rank |

Prerequisite(s): Coach approval AND Completed Sports Physical on File

Fee Required: No

Description: This is not a regular P.E. class. This course is designed for the development of students interested in participating in UIL sanctioned sports and extracurricular sports activities while representing Taylor High School. All prior requirements, attaining, and sustaining eligibility must be completed prior to enrollment. Students in the Athletics class will be highly trained and developed for competition-level activities. Rigorous workouts are required and must be completed. Daily physical exertion is mandatory. Competition-based extracurricular activities require a well-trained and disciplined mind and body. Therefore, this class is run at a very intense level. Only students who are serious about competition-based sports need to consider this class. It is a requirement of the Taylor Athletic Handbook that all students representing Taylor ISD Athletic teams must be involved in the Athletic class. Upon completion of the course, students will satisfy the graduation requirement for Physical Education as well as be finely trained for competitive UIL sanctioned sports.

Activities designated as athletics include

- BOYS - Football, Basketball, Baseball, Track, Soccer
- GIRLS - Volleyball, Basketball, Softball, Track, Soccer

After receiving 1 credit of Athletics, students will receive subsequent credits as local elective credits.

2025 - 2026 Taylor High School
Course Selection Guide

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|---|---|----------------------|------------------------|---------------------|------------------------|
| 521R 522R | Cheer 1 (First time taken) Cheer (subsequent times taken) | | | SUBCHLDG CHEERLD | PHYSED LOCAL |
| 9 - 12 | | PES00013 842000PE | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): Audition Required, Coach approval AND Completed Sports Physical on File | | | | Fee Required: No | |
| Description: This is not a regular P.E. class. This course is designed for the development of students participating in cheerleading extracurricular activities. Group and individual projects through choreography and research are introduced. | | | | | |
| 997R 998R | Partners in PE - Peer Assistance (each 1 semester and .5 credit) | | | PASWD1 PASWD2 | ELECTIVE |
| 11 - 12 | | N1290203 N1290204 | Length of Course: Year | Credit: 1.0 | Does not count in Rank |
| Prerequisite(s): Application Required | | | | Fee Required: No | |
| Description: This is not a regular P.E. class. This course is an opportunity for students to work together to aid the needs of their peers requiring additional assistance. | | | | | |
| 810R 799R | Marching Band (first 2 times taken) Marching Local | | | SUBMB BAND LC | PE LOCAL |
| 9-12 | | PES00012 85000315 | | Credit: 0.5 | Does not count in Rank |
| Corequisite: Students must be enrolled in Band or Color Guard, this is a zero-hour course in the fall semester only, satisfies .5 state required PE credit | | | | Fee Required: Yes | |
| 531R 539R | Dance PE Dance | | | DANCE1 | FINEART PE |
| 9 - 12 | | 03830100 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: This course is an introduction to all basic dance techniques (ballet, jazz, modern, contemporary and world dance) including vocabulary and principles of all dance forms. Group and individual projects through choreography and research are introduced. Students may earn up to one P.E. OR Fine Arts credit. **Please note: Appropriate dance attire is required for ALL dance classes.** | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| Additional Electives | | | | | |
|--|---|----------|------------------------|------------------|------------------------|
| 405R | Academic Decathlon 1 (<i>Independent Study in Speech</i>) | | | INDSPCH | SPEECH |
| 9 - 12 | | 03240200 | Length of Course: Year | Credit: 1 | Weight: Level 2 |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: This course will cover the United States Academic Decathlon curriculum in all ten subjects as outlined for the competitive year. However, emphasis will be placed on the speaking and interviewing categories. In addition to the AcDec credit, students will receive a semester of speech credit. Students in this class are eligible to qualify for the competitive Academic Decathlon team. | | | | | |
| 407R | Academic Decathlon 2 (<i>Humanities 1</i>) | | | HUMANITI | ENGLISH |
| 10 | | 03221600 | Length of Course: Year | Credit: 1 | Weight: Level 2 |
| Prerequisite(s): Successful completion of Academic Decathlon 1 | | | | Fee Required: No | |
| Description: Students in this Level III class will cover the United States Academic Decathlon curriculum in all ten subjects as outlined for the competitive year. However, the humanities of art, music, literature, and history will be emphasized. Students will gain knowledge in art and music history, theory, and literary eras. Students in this class are eligible to qualify for the competitive Academic Decathlon team. | | | | | |
| 408R | Academic Decathlon 3 (<i>Humanities 2</i>) | | | HUMANITI2 | ENGLISH |
| 11 | | 03221610 | Length of Course: Year | Credit: 1 | Weight: Level 2 |
| Prerequisite(s): Successful completion of Academic Decathlon 2 | | | | Fee Required: No | |
| Description: Students in this course will cover the United States Academic Decathlon curriculum in all ten subjects as outlined for the competitive year. However, emphasis will be placed on the humanities of art, music, literature, and history. Students will gain knowledge in art and music history, theory and literary eras. Literary criticism will also be studied. Students in this class are eligible to qualify for the competitive Academic Decathlon team. | | | | | |
| 409A | Academic Decathlon 4 (<i>AP Art History</i>) | | | APHISTART | FINE ARTS |
| 12 | | A3500100 | Length of Course: Year | Credit: 1 | Weight: Level 3 |
| Prerequisite(s): Successful completion of Academic Decathlon 3 | | | | Fee Required: No | |
| Description: AP Art History is an introductory college-level art history course. Students cultivate their understanding of art history by analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art-making, and understanding of purpose and audience in art historical analysis. | | | | | |
| 110R | Creative Writing | | | CREATWR | ENGLISH |
| 11 - 12 | | 03221200 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): | | | | Fee Required: No | |
| Description: Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| | | | | | |
|--|-------------------------------------|-------------------------------|----------------------------|----------------------------------|------------------------|
| 434R | Psychology | | | PSYCH | SS |
| 11 - 12 | | 03350100 | Length of Course: Semester | Credit: 0.5 | Does not count in Rank |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: In this elective course, students study the science of behavior and mental processes. | | | | | |
| 435R | Sociology | | | SOCIO | SS |
| 11 - 12 | | 03370100 | Length of Course: Semester | Credit: 0.5 | Does not count in Rank |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Sociology, an elective course, is an introductory study in social behavior and the organization of human society. | | | | | |
| 133R 134R 135R | Debate I Debate II Debate III | | | DEBATE 1 DEBATE 2 DEBATE 3 | ELECTIVE |
| 10 - 12 | | 0320600 0320700 0320800 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Controversial issues arise in aspects of personal, social public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues. This class is recommended for students who would like to participate in competitions with the Debate Team. | | | | | |
| 661R 665R | Career Prep 1 Career Prep 2 | | | CAREERP1 CAREERP2 | CTE |
| 11 - 12 | | 12701111 12701112 | Length of Course: Year | Credit: 2 | Does not count in Rank |
| Prerequisite(s): Have a paid job that meets certain requirements, submit paperwork to the Career Prep teacher | | | | Fee Required: No | |
| Description: Career Preparation General provides opportunities for students to participate in a work-based learning environment that incorporates continuous collaborative feedback between the employer, teacher, and student. This course combines classroom instruction with business and industry employment experiences that may be outside the student's current program of study. Students will have 1 period of Career Prep class and up to 2 work periods on their schedule. | | | | | |



CAREER & TECHNICAL EDUCATION (CTE)



2025 - 2026 Taylor High School
Course Selection Guide

| Animal Science | | | | | |
|--|---|----------------------|------------------------------------|----------------------|------------------------|
| 620R | Principles of Agriculture, Food & Natural Resources | | | PRINAFNR | CTE |
| 9 - 10 | Program of Study: Animal Science and Plant Science | 13000200 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations. | | | | | |
| 605R 606R | Small Animal Management Equine Science | | | SMANIMGT EQUINSCI | CTE |
| 10 - 11 | Program of Study: Animal Science | 13000400 13000500 | Length of Course: Semester each | Credit: 1 | Does not count in Rank |
| Recommended Prerequisite(s): Principles of Agriculture, Food & Natural Resources | | | | Fee Required: No | |
| Description: In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds. In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules. | | | | | |
| 621R | Livestock Production | | | LIVEPROD | CTE |
| 10-11 | Program of Study: Animal Science | 13000300 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry. | | | | | |
| 623R | Advanced Animal Science | | | ADVANSKI | SCI |
| 12 | Program of Study: Animal Science | 13000700 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production. Counts as a 4th Science | | | | Fee Required: No | |
| Description: Advanced Animal Science 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. <i>Note: This course satisfies a science credit requirement for students on the Foundation High School Program.</i> | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| Plant Science | | | | | |
|--|---|----------|------------------------|------------------|------------------------|
| 620R | Principles of Agriculture, Food & Natural Resources | | | PRINAFNR | CTE |
| 9 - 12 | Program of Study: Animal Science and Plant Science | 13000200 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations. | | | | | |
| 629R | Floral Design | | | FLORAL | CTE |
| 9-12 | Program of Study: Plant Science | 13001800 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. <i>Note: This course satisfies a fine arts credit requirement for students on the Foundation High School Program.</i> | | | | | |
| 632R | Advanced Floral Design | | | ADVFLDS | CTE |
| 11-12 | Program of Study: Plant Science | N1300270 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisites: Floral Design | | | | Fee Required: No | |
| Description: In this course, students build on the knowledge from the Floral Design course and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. This course focuses on building skills in advanced floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event. Through the analysis and evaluation of various occasion and event types, students explore the design needs and expectations of clients and propose and evaluate appropriate creations. From conception to evaluation, students are challenged to create and design appropriate specialty floral designs that meet the needs of the client. Furthermore, an emphasis on budgetary adherence and entrepreneurship equips students with many of the necessary skills needed for success in floral enterprises. | | | | | |
| 688R | Advanced Plant & Soil Science | | | ADVPSSCI | SCI |
| 12 | Program of Study: Plant Science | 13002100 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): Successful completion of Biology AND Chemistry. Successful completion of Algebra 1 AND Geometry. Successful completion of Advanced Floral Design Counts as a 4th Science | | | | Fee Required: No | |
| Description: Advanced Plant and Soil Science provides a way of learning about the natural world. In this course, students learn how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| Audio/Video Technology | | | | | |
|--|--|----------|------------------------|------------------|------------------------|
| 710R | Principles of Arts, A/V Technology, and Communications | | | PRINAAVTC | CTE |
| 9 | Program of Study: Design/ Multimedia Arts and Digital Communications | 13008200 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: The goal of this course is that the student understands arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities. | | | | | |
| 726R | Audio/Video Production I | | | AVPROD1 | CTE |
| 10- 12 | Program of Study: Digital Communications | 13008500 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications | | | | Fee Required: No | |
| Description: 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 an understanding of the industry with a focus on pre-production, production, and post-production audio and video products. | | | | | |
| 727R | Audio/Video Production 2 | | | AVPROD2 | CTE |
| 11 - 12 | Program of Study: Digital Communications | 13008600 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): Audio/Video Production I | | | | Fee Required: No | |
| Description: Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. This course may be implemented in an audio format or a format with both audio and video. | | | | | |
| 719R | Practicum in Audio/Video Production | | | PRACAVP1 | CTE |
| 12 | Program of Study: Digital Communications | 13008700 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): Audio/Video Production II | | | | Fee Required: No | |
| Description: Building upon the concepts taught in Audio/Video Production II and its corequisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increased understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| Graphic Design | | | | | |
|---|--|----------|------------------------|------------------|------------------------|
| 710R | Principles of Arts, A/V Technology, and Communications | | | PRINAAVTC | CTE |
| 9 | Program of Study: Design/ Multimedia Arts and Digital Communications | 13008200 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: The goal of this course is that the student understands arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities. | | | | | |
| 728R | Graphic Design and Illustration I | | | GRAPHDI1 | CTE |
| 10 - 12 | Program of Study: Design/ Multimedia Arts | 13008800 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Recommended: Principles of Arts, A/V Technology and Communications | | | | Fee Required: No | |
| Description: Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design. | | | | | |
| 729R | Graphic Design and Illustration II and Lab | | | GRAPHDI2 | CTE |
| 11 - 12 | Program of Study: Design/ Multimedia Arts | 13008910 | Length of Course: Year | Credit: 2 | Does not count in Rank |
| Prerequisite: Graphic Design and Illustration I | | | | Fee Required: No | |
| Description: Within this context, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills. | | | | | |
| 661R | Career Prep 1 | | | CAREERP1 | CTE |
| 12 | | 12701111 | Length of Course: Year | Credit: 2 | Does not count in Rank |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Career Preparation General provides opportunities for students to participate in a work-based learning environment that incorporates continuous collaborative feedback between the employer, teacher, and student. This course combines classroom instruction with business and industry employment experiences that may be outside the student's current program of study. Students will have 1 period of Career Prep class and up to 2 work periods on their schedule. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| Digital Animation | | | | | |
|---|--|----------|------------------------|------------------|------------------------|
| 710R | Principles of Arts, A/V Technology, and Communications | | | PRINAAVTC | CTE |
| 9 | Program of Study: Digital Communications | 13008200 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: The goal of this course is that the student understands arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities. | | | | | |
| 706R | Digital Media | | | DIMEDIA | CTE |
| 10-12 | Program of Study: Digital Communications | 13027800 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite: Principles of Arts, A/V Technology and Communications | | | | Fee Required: No | |
| Description: | | | | | |
| NEW 27/28 | Video Game Design | | | | CTE |
| 11 - 12 | Program of Study: Digital Communications | 13009970 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite: Digital Media | | | | Fee Required: No | |
| Description: | | | | | |
| NEW 28/29 | Animation I | | | | CTE |
| 12 | Program of Study: Design/ Multimedia Arts | 13008300 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite: Video Game Design | | | | Fee Required: No | |
| Description: | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

Yearbook (Print & Imaging Technology)

| | | | | | |
|---|--|----------|------------------------|------------------|------------------------|
| 710R | Principles of Arts, A/V Technology, and Communications | | | PRINAAVTC | CTE |
| 9 | Program of Study: Design/ Multimedia Arts and Digital Communications | 13008200 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: The goal of this course is that the student understands arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities. | | | | | |
| 724R | Yearbook I | | | PRIMTEC1 | CTE |
| 9-12 | Program of Study: Design/ Multimedia Arts | 13009600 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite: Principles of Arts, A/V Technology and Communications | | | | Fee Required: No | |
| Description: Students will work on creating, editing, publishing and selling the THS yearbook. | | | | | |
| 725R | Yearbook II | | | PRIMTEC2 | CTE |
| 10 - 12 | Program of Study: Design/ Multimedia Arts | 13009700 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite: Yearbook I | | | | Fee Required: No | |
| Description: Students will work on creating, editing, publishing and selling the THS yearbook. | | | | | |
| 731R | Yearbook III | | | PRACPRI1 | CTE |
| 11 - 12 | Program of Study: Design/ Multimedia Arts | 13009800 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite: Yearbook 2 | | | | Fee Required: No | |
| Description: Students will work on creating, editing, publishing and selling the THS yearbook. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| Health Science | | | | | |
|--|--|----------|------------------------|------------------|------------------------|
| 740R | Principles of Health Science | | | PRINHLSC | CTE |
| 9 - 10 | Program of Study: Healthcare Therapeutic | 13020200 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry. | | | | | |
| 330R | Medical Terminology | | | MEDTERM | CTE |
| 9 - 12 | Program of Study: Healthcare Therapeutic | 13020300 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Recommended Prerequisite: Principles of Health Science | | | | Fee Required: No | |
| Description: The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. | | | | | |
| 742R | Health Science Theory | | | HLTHSCI | CTE |
| 10 - 12 | Program of Study: Healthcare Therapeutic | 13020400 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Recommended Prerequisite: One credit from Healthcare Therapeutic Corequestiste: Anatomy & Physiology | | | | Fee Required: No | |
| Description: The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. | | | | | |
| 324R | Anatomy and Physiology | | | ANATPHYS | Science |
| 10 - 12 | Program of Study: Healthcare Therapeutic | 13020600 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite: Biology AND one credit of Chemistry, IPC, OR Physics | | | | Fee Required: No | |
| Description: The Anatomy and Physiology 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. <i>Note: This course satisfies a science credit requirement for students on the Foundation High School Program.</i> | | | | | |
| 743R | Practicum in Health Science | | | PRACHLS1 | CTE |
| 11-12 | Program of Study: Healthcare Therapeutic | 13012200 | Length of Course: Year | Credit: 2 | Does not count in Rank |
| Prerequisites: Health Science Theory and Biology. | | | | Fee Required: No | |
| Description: The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| 325R | Medical Microbiology | | | MICRO | SCI |
|---|----------------------------------|----------|------------------------|------------------|-----------------|
| 12 | Program of Study: Health Science | 13020700 | Length of Course: Year | Credit: 1 | Weight: Level 1 |
| Prerequisite(s): Concurrent enrollment in Practicum of Health Science | | | | Fee Required: No | |
| Description: The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. The Medical Microbiology course is designed to explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug-resistant organisms, and emerging diseases. It is supportive of and highly recommended for students taking Practicum of Health Science. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| Culinary Arts | | | | | |
|--|---------------------------------|----------|------------------------|------------------|------------------------|
| 848R | Introduction to Culinary Arts | | | INCULART | CTE |
| 9-12 | Program of Study: Culinary Arts | 13022550 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry-level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course. | | | | | |
| 841R | Culinary Arts | | | CULARTS | CTE |
| 10 - 12 | Program of Study: Culinary Arts | 13022600 | Length of Course: Year | Credit: 2 | Does not count in Rank |
| Recommended Prerequisites: Introduction to Culinary Arts | | | | Fee Required: No | |
| Description: Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory-based course. | | | | | |
| 843R | Advanced Culinary Arts | | | ADCULART | CTE |
| 10 - 12 | Program of Study: Culinary Arts | 13022650 | Length of Course: Year | Credit: 2 | Does not count in Rank |
| Prerequisite: Culinary Arts | | | | Fee Required: No | |
| Description: Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards to prepare students for success in higher education, certifications, and/or immediate employment. | | | | | |
| 661R | Career Prep 1 | | | CAREERP1 | CTE |
| 11 - 12 | | 12701111 | Length of Course: Year | Credit: 2 | Does not count in Rank |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Career Preparation General provides opportunities for students to participate in a work-based learning environment that incorporates continuous collaborative feedback between the employer, teacher, and student. This course combines classroom instruction with business and industry employment experiences that may be outside the student's current program of study. Students will have 1 period of Career Prep class and up to 2 work periods on their schedule. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| Welding (Dual Credit) | | | | | |
|---|-------------------------------|----------|------------------------|------------------|------------------------|
| 829R | Introduction to Welding | | | INTRWELD | CTE |
| 9 - 12 | Program of Study: Welding | 13032250 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite(s): None | | | | Fee Required: No | |
| Description: Introduction to Welding will introduce welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. | | | | | |
| 822R | Welding I | | | WELD1 | CTE |
| 10-12 | Program of Study: Welding | 13032300 | Length of Course: Year | Credit: 2 | Does not count in Rank |
| Recommended Prerequisites: Algebra I, Introduction to Welding | | | | Fee Required: No | |
| Description: Welding I provide the knowledge, skills, and technologies required for employment in metal technology systems. Students will develop knowledge and skills related to this system and apply them to personal career development. This course supports the integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success. | | | | | |
| 823D | Dual Credit Welding II | | | WELD2 | CTE |
| 11-12 | Program of Study: Welding | 13032400 | Length of Course: Year | Credit: 2 | Does not count in Rank |
| Prerequisite: Welding I Recommended Prerequisites: Algebra I or Geometry | | | | Fee Required: No | |
| Description: Welding II builds on the knowledge and skills developed in Welding I. Students will develop advanced welding concepts and skills related to personal and career development. Students will integrate academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. | | | | | |
| 824D | Dual Credit Metal Fabrication | | | MTFBMCH1 | CTE |
| 12 | Program of Study: Welding | 13033000 | Length of Course: Year | Credit: 2 | Does not count in Rank |
| Recommended Prerequisite: Dual Credit Welding II | | | | Fee Required: No | |
| Description: The Practicum in Manufacturing course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| Semiconductor Electronic Technology (Dual Credit) | | | | | |
|--|---|----------|------------------------|------------------|------------------------|
| 901S | Principles of Manufacturing (Dual Credit) | | | PRINMAN | CTE |
| 9 | Program of Study: Semiconductor | 13032200 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite: None | | | | Fee Required: No | |
| Description: In Principles of Manufacturing, students are introduced to knowledge and skills used in the proper application of principles of manufacturing. The study of manufacturing technology allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities. Students will gain an understanding of what employers require to gain and maintain employment in manufacturing careers. Also earns the following college credits through Temple College: DFTG1305, OSHT1391, CETT1409, ELPT1357 | | | | | |
| NEW | AC/DC Electronics (Dual Credit) | | | ACDCELEC | CTE |
| 10 | Program of Study: Semiconductor | 13036800 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite: Principles of Manufacturing | | | | Fee Required: No | |
| Description: AC/DC Electronics focuses on the basic electricity principles of alternating current/direct current (AC/DC) circuits. Students will demonstrate knowledge and applications of circuits, electronic measurement, and electronic implementation. Through use of the design process, students will transfer academic skills to component designs in a project-based environment. Students will use a variety of computer hardware and software applications to complete assignments and projects. Also earns the following college credits through Temple College: INMT1417, TECM1349,INMT1305, ELMT1391 | | | | | |
| NEW 26/27 | Digital Electronics (Dual Credit) | | | DIGELEC | CTE |
| 11 | Program of Study: Semiconductor | 13037600 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Prerequisite: AC/DC Electronics, Algebra 1 and Geometry | | | | Fee Required: No | |
| Description: Digital Electronics is the study of electronic circuits that are used to process and control digital signals. In contrast to analog electronics, where information is represented by a continuously varying voltage, digital signals are represented by two discreet voltages or logic levels. This distinction allows for greater signal speed and storage capabilities and has revolutionized the world of electronics. The primary focus of Digital Electronics is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. Also earns the following college credits through Temple College: ELMT1301, ELMT1305, INMT2303, ELMT2441 | | | | | |
| NEW 27/28 | Practicum in Manufacturing (Dual Credit) | | | PRACMAN1 | CTE |
| 12 | Program of Study: Semiconductor | 13033000 | Length of Course: Year | Credit: 2 | Does not count in Rank |
| Prerequisite: Digital Electronics | | | | Fee Required: No | |
| Description: The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering. Also earns the following college credits through Temple College: INMT2345, ELMT2366 | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| Automotive | | | | | |
|--|------------------------------|----------|------------------------|------------------|------------------------|
| 667R | Principles of Transportation | | | PRINTRSY | CTE |
| 9 | Program of Study: Automotive | 13039250 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Recommended Prerequisite(s): None | | | | Fee Required: No | |
| Description: In Principles of Transportation Systems, students will gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the transportation industry. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. | | | | | |
| 830R | Automotive Basics | | | AUTOBASC | CTE |
| 10 | Program of Study: Automotive | 13039550 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Recommended Prerequisite(s): Principles of Transportation Systems | | | | Fee Required: No | |
| Description: Automotive Basics includes knowledge of the basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics, students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability. | | | | | |
| 831R | Automotive Technology I | | | AUTOTEC1 | CTE |
| 11 | Program of Study: Automotive | 13039600 | Length of Course: Year | Credit: 2 | Does not count in Rank |
| Recommended Prerequisites: Automotive Basics | | | | Fee Required: No | |
| Description: Automotive Technology I: Maintenance and Light Repair includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. In Automotive Technology I: Maintenance and Light Repair, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability. | | | | | |
| 833R | Automotive Technology II | | | AUTOTEC2 | CTE |
| 12 | Program of Study: Automotive | 13039700 | Length of Course: Year | Credit: 2 | Does not count in Rank |
| Prerequisites: Automotive Technology I | | | | Fee Required: No | |
| Description: Automotive Technology II: Automotive Service includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Technology II: Automotive Service includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability. | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| Business Management (Dual Credit) | | | | | |
|--|---|----------|------------------------|------------------|------------------------|
| 701T | Principles of Business, Marketing and Finance (Dual Credit) | | | PRINBMF | CTE |
| 9 | Program of Study: Business Management | 13011200 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Recommended Prerequisite(s): None | | | | Fee Required: No | |
| Description: In Principles of Business, Marketing, and Finance, 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. Also earns the following college credits through Temple College: MRKG1311, BCIS1305, BUSI1301, ACNT1303 | | | | | |
| 702T NEW | Entrepreneurship (Dual Credit) | | | ENTREP | CTE |
| 10 | Program of Study: Business Management | 13011101 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Recommended Prerequisite(s): Principles of Business, Marketing and Finance | | | | Fee Required: No | |
| Description: Also earns the following college credits through Temple College: MRKG1301, MRKG1302, MRKG2312, ACCT2301 | | | | | |
| NEW 26/27 | Business Management (Dual Credit) | | | BUSMGT | CTE |
| 11 | Program of Study: Business Management | 13012100 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Recommended Prerequisite(s): Entrepreneurship | | | | Fee Required: No | |
| Description: Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills. Also earns the following college credits through Temple College: BMGT1301, BUSG2309, BMGT1341, BUSI2301 | | | | | |
| NEW 27/28 | Practicum in Entrepreneurship (Dual Credit) | | | PRACENT | CTE |
| 12 | Program of Study: Business Management | 13011111 | Length of Course: Year | Credit: 2 | Does not count in Rank |
| Recommended Prerequisite(s): Business Management | | | | Fee Required: No | |
| Description: Also earns the following college credits through Temple College: ACCT2302, BMGT2309, BMGT1382 or BMGT2303 | | | | | |

2025 - 2026 Taylor High School
Course Selection Guide

| Sales and Marketing | | | | | |
|--|--|----------------------|----------------------------|----------------------|------------------------|
| 701R | Principles of Business, Marketing and Finance (THS) | | | PRINBMF | CTE |
| 9 - 10 | Program of Study: Marketing & Sales | 13011200 | Length of Course: Year | Credit: 1 | Does not count in Rank |
| Recommended Prerequisite(s): None | | | | Fee Required: No | |
| Description: In Principles of Business, Marketing, and Finance, 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. | | | | | |
| 880R NEW | Sports & Entertainment Marketing (.5) Virtual Business (.5) | | | SPORTSEM VIRTBUS | CTE |
| 10 - 12 | Program of Study: Marketing & Sales | 13034600 13012000 | Length of Course: Semester | Credit: 0.5 each | Does not count in Rank |
| Prerequisite(s): Principles of Business | | | | Fee Required: No | |
| Description: Students will learn the marketing concepts and techniques used to successfully promote events and talent within the sports and entertainment industries during 1st semester. | | | | | |
| NEW 26/27 | Social Media Marketing Advertising | | | SMEDMKTG ADVERTIS | CTE |
| 11-12 | Program of Study: Marketing & Sales | 13034650 13034200 | Length of Course: Semester | Credit: 0.5 each | Does not count in Rank |
| Recommended Prerequisite(s): Sports & Entertainment AND Virtual Business | | | | Fee Required: No | |
| Description: | | | | | |
| NEW 27/28 | Advanced Marketing (2) | | | ADVMKTG | CTE |
| 12 | Program of Study: Marketing & Sales | 13034700 | Length of Course: Year | Credit: 2 | Does not count in Rank |
| Recommended Prerequisite(s): Social Media Marketing AND Advertising | | | | Fee Required: No | |
| Description: | | | | | |

Taylor ISD offers career and technical education programs in Animal Science, Audio Video Production, Automotive Technology, Business Management, Culinary Arts, Digital Animation, Health Science, Photography, Plant Science, Print & Imaging (Yearbook), Semiconductor Electronic Technology and Welding. Admission to these programs is open to all students, but some courses may require a prerequisite course. It is the policy of Taylor ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities 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. Taylor 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 Coordinator and/or the Section 504 Coordinator at 3101 N. Main, Ste 104, Taylor, TX 76574, 512-365-1391.



DUAL CREDIT

2025 - 2026 Taylor High School
Course Selection Guide

What is Dual Credit?

Dual credit courses are college-level courses that students can take for both high school graduation credit and college credit. Courses accepted for dual credit cover the TEKS for the high school course and meet college guidelines. Taylor High School offers a dual credit program that allows high school students to earn credit towards graduation and college credit at Temple College (TC) OR Texas State Technical College (TSTC) simultaneously while in high school. Students must have completed their sophomore year and are required to maintain a full-time student course load and meet eligibility requirements.

Dual Credit Guidelines

General Dual Credit Considerations:

- Taylor High School will pay full tuition costs for two dual credit courses per student for each of the Fall and Spring semesters. Students who take additional dual credit courses are responsible for paying for those courses prior to the payment deadline or the student will be dropped from their courses.
- If a student does not attend class, drops the course, and/or does not make a 60 or higher in the course, the parent will reimburse the district the cost of the tuition.
- A student must be enrolled as a full-time high school student in order to be eligible for dual credit coursework.
- Taylor High School administration will have the final approval on which dual credit courses a student may take.
- Transportation will be provided from Taylor High School to either Temple College Taylor, Temple College Hutto, or TSTC Hutto. Students who opt to ride the bus must do so daily.
- Students must have a minimum grade of 70 in all college courses taken at the end of each semester in order to register for courses the following semester.
- Students must satisfy the entrance requirements, listed above, prior to registration.
- Students must understand that these college-level courses are rigorous courses that will require intensive preparation. Also, while attending dual credit courses, students are expected to follow the student code of conduct for each institution and may be attending with other high school and college students.
- Students taking online dual credit courses will be enrolled in a class period at THS to work on that course. They are expected to follow the THS attendance schedule for those class periods.
- Parents and students are responsible for the cost of all textbooks and additional materials required for Dual Credit courses.
- Any exception to the above guidelines must be approved by the campus administration.

Eligibility Requirements:

- **Temple College:**
 - Testing requirements:
 - SAT: Evidence-Based Reading and Writing 480 and Math 530 or
 - ACT: Reading 19, Math 19, combined score of 23 or
 - TSIA2: English Language Arts (ELAR) score 945+ and Essay 5+ or ELAR score below 945 and essay of 5+ AND Diagnostic score of 5+ and Math 945 or higher
 - Students will be able to take up to 6 credit hours per semester (fall and spring semesters)
 - Temple College course offerings are contingent upon the availability of staff, course schedule, and enrollment.
 - Students must receive a grade of 60 or higher to receive high school credit.
- **Texas State Technical College:**
 - Students who wish to enroll will need to have demonstrated in previous courses the ability to work independently (minimum of 2 recommending teachers)
 - Students will be allowed to take up to 6 credit hours per semester (fall and spring semesters).
 - TSTC course offerings are contingent upon the availability of staff, course schedule, and enrollment,
 - Students must receive a grade of 60 or higher to receive high school credit.

2025 - 2026 Taylor High School
Course Selection Guide
Texas Bioscience Institute - Temple College



Texas Bioscience Institute (TBI) GUIDED PATHWAY

Associate of Science - Multidisciplinary Studies

START Here

| FALL SEMESTER - JUNIOR YEAR | | | | Core | SCH | COMPLETED | Core Curriculum Notes | |
|---|--|--|--|--------------------------|-----|--------------------------|--|----------|
| ENGL 1301 - Composition I | | | | (010) | 3 | <input type="checkbox"/> | 010 Communication | 6 Hours |
| HIST 1301 - United States History I | | | | (060) | 3 | <input type="checkbox"/> | 020 Math | 3 Hours |
| MATH 1314 - College Algebra | | | | (020) | 3 | <input type="checkbox"/> | 030 Life/Physical Science | 6 Hours |
| BIOL 1406 - Biology for Science Majors I | | | | (030) | 4 | <input type="checkbox"/> | 040 Language, Philosophy, Culture | 3 Hours |
| SPRING SEMESTER - JUNIOR YEAR | | | | Core | SCH | COMPLETED | 050 Creative Arts | 3 Hours |
| ENGL 1302 - Composition II | | | | (010) | 3 | <input type="checkbox"/> | 060 History | 6 Hours |
| HIST 1302 - United States History II | | | | (060) | 3 | <input type="checkbox"/> | 070 Government | 6 Hours |
| MATH 2412 - Pre-Calculus | | | | (020) | 4 | <input type="checkbox"/> | 080 Social/Behavioral Science | 3 Hours |
| BIOL 1407 - Biology for Science Majors II | | | | (030) | 4 | <input type="checkbox"/> | 090 Component Area | 6 Hours |
| SUMMER SEMESTER | | | | Core | SCH | COMPLETED | Electives | 18 Hours |
| GOVT 2306 - Texas Government | | | | (070) | 3 | <input type="checkbox"/> | Transfer Outlook | |
| Any course from Creative Arts core | | | | (050) | 3 | <input type="checkbox"/> | | |
| FALL SEMESTER - SENIOR YEAR | | | | Core | SCH | COMPLETED | At the completion of the TBI program, students will have accumulated 60 hours of college coursework and completed an Associate of Science degree in Multidisciplinary Studies. This degree will transfer to any public university in Texas. Private and out of state colleges will transfer courses based on institutional policy. | |
| ECON 2301 - Principles of Macroeconomics | | | | (080) | 3 | <input type="checkbox"/> | | |
| ENGL 2322 - British Literature I | | | | (040) | 3 | <input type="checkbox"/> | | |
| MATH 1442 Statistics or MATH 2413 Calculus I | | | | (020) | 4 | <input type="checkbox"/> | | |
| Science or Computer Elective Course Option | | | | (090) | 4 | <input type="checkbox"/> | First-time undergraduate students who know the career path they would like to follow should select a college major relevant to that career. However, students may be able to find some careers where a bachelor's degree in general studies is helpful when wanting to continue with a master's degree. | |
| SPRING SEMESTER - SENIOR YEAR | | | | Core | SCH | COMPLETED | | |
| GOVT 2305 - Federal Government | | | | (070) | 3 | <input type="checkbox"/> | | |
| ENGL 2323 - British Literature II or SPCH 1315 | | | | (090) | 3 | <input type="checkbox"/> | | |
| Math, Science, or Computer Elective Course Option | | | | Elective | 4 | <input type="checkbox"/> | Helpful Links | |
| Math, Science, or Computer Elective Course Option | | | | Elective | 3 | <input type="checkbox"/> | | |
| | | | | Graduation SCH 60 | | | <u>Course Descriptions</u> | |
| | | | | | | | <u>Student Email Account</u> | |
| | | | | | | | <u>Desire2Learn</u> | |
| | | | | | | | <u>Self Service Registration</u> | |
| | | | | | | | Contact Information | |
| | | | | | | | 254-298-8782 | |
| | | | | | | | tbihutto@templejc.edu | |
| | | | | | | | tbitemple@templejc.edu | |

You've FINISHED!