The mission of the San Angelo Independent School District is to provide each student with a meaningful, challenging education, delivered in a safe learning environment that prepares him or her to graduate from high school as a lifelong learner who is a capable, productive, and contributing citizen.

**Goals**

The district goals for 2008-2013 are to:

- Provide student achievement at the highest levels.
- Maintain fiscal responsibility that allows us to fulfill the vision, mission, beliefs, and goals of the district.
- Improve communication between the district and all stakeholders.
- Design and implement a facilities plan that will meet the current and future needs of the district.
- Sustain a safe and secure environment.

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**Students and Parents,**

The information presented in this booklet can be extremely valuable to Middle School students and parents. Charting a course through school and beyond is of critical importance to the individual and should be attended to with utmost care. Thus, it is important to keep this material for future reference. Be aware that, because this material is published early in the preceding school year, some changes in procedure, policy, or course offerings may be required. Updates will be reflected in the course catalog posted on the SAISD website.
SAN ANGELO INDEPENDENT SCHOOL DISTRICT
1621 University
San Angelo, Texas 76904
325-947-3700

SAISD ADMINISTRATION

DR. CAROL ANN BONDS
Superintendent

JEFF BRIGHT
Assistant Superintendent of Support Services

SHELLY HULLIHEN
Assistant Superintendent of Educational Support Services

EXECUTIVE DIRECTORS OF SCHOOLS

GLORIA BAIRD
STEVE GILL
BECKY TROJCAK

TAMMY BRIGHT
Executive Director of Curriculum, Assessment, and Federal Programs

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ASSURANCE OF NONDISCRIMINATION

No student shall be denied the right to participate in any program, education service, or activity because of the student’s race, religion, color, sex, national origin, or disability.

Inquiries and complaints regarding discrimination are to be directed to:

- **Title VII (race, color, or national origin)(student inquiries)**
  Shelly Hullihen, 1621 University Avenue, San Angelo, TX 325-947-3838 ext. 507 (student)
  Carl Dethloff, 1621 University Avenue, San Angelo, TX 325-947-3838 ext. 765 (personnel)

- **Title IX**
  Shelly Hullihen, 1621 University Avenue, San Angelo, TX 325-947-3838 ext. 507

- **American With Disabilities ACT and Section 504 Nondiscrimination ACT**
  Jana Anderson, 309 W. Avenue M, San Angelo, TX 325-657-4055 ext. 301
Middle School
Course Requirements
San Angelo ISD

Middle School courses offered in SAISD meet and exceed the requirements set forth by and accredited by the Texas Education Agency. A middle school student’s program of study is as follows for each grade:

**Required Sixth Grade Program**
- Reading
- Writing
- Mathematics
- Science
- Social Studies
- Physical Education
- Elective

**Required Seventh Grade Program**
- Reading
- Writing
- Mathematics
- Science
- Social Studies (Texas History)
- Physical Education (Athletics)
- Elective

**Required Eighth Grade Program**
- English
- Mathematics
- Science
- Social Studies (U. S. History)
- Elective
- Elective

SAISD ensures that sufficient time is provided for teachers to teach and for students to learn the Texas Essential Knowledge and Skills.

Campuses provide instruction in a variety of arrangements and setting designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade-level standards.

SAISD middle schools are on the semester system. This means that there are two (2) semesters of approximately 90 days each.

**Middle School General Information**

**Special Education Services**
Each school has the responsibility for providing educational and related services to students in the least restrictive environment, and students with disabilities have the opportunity to participate in educational programs and activities with students without disabilities.

The school district curriculum enables each student with disabilities to acquire knowledge and skills in the basic areas of learning commensurate with the student’s needs and abilities. These skills may be attained in the general program of instruction or through special education instruction and related services, as determined by the admission, review, and dismissal (ARD) committee.

The following courses are available to students served by special education and course selection is decided during end-of-year ARD meetings held in the spring semester:

- **Specialized Support Modified (SSM) Math, Reading, and Writing**—modified curriculum taught by a special education teacher.
- **Co-Teach in Core Subjects**—regular curriculum taught by classroom teacher and special education teacher—not available at all campuses.

**Support Facilitated in Core Subjects**—regular curriculum taught by classroom teacher with support from special education teacher 2 – 5 times a week.

**Section 504 Services**
Section 504 of the Rehabilitation Act prohibits discrimination and assures that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. Eligible students have a record of, or are regarded as having a physical or mental impairment which substantially limits at least one major life activity, including functions such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. For additional information contact the campus principal or campus counselor.

**Program Information**

**Regular Courses**
Regular courses provide instruction in all Texas Essential Knowledge and Skills (TEKS) as outlined in the State Board approved well-balanced curriculum. The TEKS provide a rigorous curriculum. Modifications may be provided in methodology of instruction, pacing and materials.

**Accelerated Courses**
Accelerated mathematics courses in grades 6 and 7 compact the TEKS from grades 6, 7, 8—into two years. This program prepares students to take Algebra I in the eighth grade. To enroll in the course, students must meet established admission criteria.
Gifted and Talented Program
SAISD offers a program for identified gifted students in kindergarten through grade twelve, in accordance with Texas law. District philosophy acknowledges the importance of providing gifted students, at every grade level, an education congruent with their abilities. Following the Texas Education Agency guidelines, a multi-criteria approach is used in the identification process. For more information contact the campus principal or counselor.

Duke University Talent Search
7th Grade
The Duke University Talent Identification Program is committed to identifying academically talented students and to providing model programs and services to support the development of their optimal educational potential. Duke TIP is dedicated to being the national leader in offering innovative, high quality programs and services for academically talented youth and their parents, with the goals of better understanding and serving America’s most academically talented students.

Seventh grade students of any age may participate. Seventh grade is the only window of opportunity to enter the program. Eligible students must have scored at the 95th percentile or higher on a grade level standardized achievement, aptitude, mental ability test battery or approved state criterion-referenced test. These students will have the opportunity to participate in the SAT or ACT tests competing with current high school juniors and seniors. The experience and knowledge gained from taking an above-level test like the SAT or ACT is the primary benefit of the Talent Search. Students not only have an opportunity to preview a test that they will take later on for college admission, but also can learn about their current academic abilities and then develop a plan to appropriately address them. Participation in this program is completely voluntary.

English as a Second Language
State Law requires school districts to provide English as a Second Language (ESL) in the middle schools and high schools whose populations include ELL (English Language Learners). Students in pre-kindergarten through high school who speak or hear a language other than English in their home and who have difficulty in the English language are eligible. Parent approval is required for students to participate in the program. The ESL program assesses student progress annually in listening, speaking, reading and writing. Certified and specially trained teachers teach language arts, mathematics, science, and social studies using strategies appropriate for second language learners.

High School Courses Taken Prior to High School
SAISD offers some courses designated for grades 9 – 12 in middle school. Students who take these courses must show satisfactory completion of the prerequisite TEKS, state requirements for the high school course taken, and meet district-approved entrance criteria.

- Students taking Algebra I in the 8th grade will be expected to take a math course each year of high school (grades 9 – 12).

TAKS
The Texas Assessment of Knowledge and Skills is given in the following core areas at the specified grade level:
Grade 6: Reading, Math
Grade 7: Reading, Writing, Math
Grade 8: Reading, Math, Social Studies, Science
Language Arts

Reading Grade 6
Description: This course develops student’s comprehension skill and vocabulary through guided and independent reading. This course enhances student’s language skills through reading, writing, listening, and speaking.

Pre AP Reading Grade 6
Description: Creative and critical thinking are emphasized as students use the communication skills of reading, writing, listening, and speaking to analyze differing points of view and the role of change in society. Extensive in and out of class reading, individual and group research projects; challenging class discussions provide rich and rigorous experiences. Students must meet the accelerated program requirements.

Writing Grade 6
Description: This course teaches grammar, usage, and mechanics using the student’s own compositions. Students use technology to enhance the written and oral composing process, facilitate revision and editing, and produce polished writing for a variety of purposes and specific audiences.

Writing Pre AP Grade 6
Description: Creative and critical thinking are emphasized as students use the communication skills of writing to analyze differing points of view and the role of change in society. Extensive in and out of class writing experiences provide rich and rigorous experiences. Students must meet the accelerated program requirements.

Reading Grade 7
Description: This course integrates the language arts by exploring genres through analysis of literature that reflects a diverse cultural and literary heritage. The course enhances student’s language skills through reading, writing, listening, and speaking.

Reading Pre AP Grade 7
Description: Creative and critical thinking are emphasized as students use the communication skills of reading, writing, listening, and speaking to analyze differing points of view and the role of change in society. Extensive in and out of class reading, individual and group research projects; challenging class discussions provide rich and rigorous experiences. Students must meet the accelerated program requirements.

Writing Grade 7
Description: This course teaches grammatical, mechanical and syntactic skills of language within the context of composition with students using technology to enhance the written and oral composing processes emphasizing editing and revision to produce polished publications for specific audiences.

Writing Pre AP Grade 7
Description: Creative and critical thinking are emphasized as students use the communication skills of writing to analyze differing points of view and the role of change in society. Extensive in and out of class writing experiences provide rich and rigorous experiences. Students must meet the accelerated program requirements.

English Grade 8
Description: This course integrates the language arts by exploring genres through analysis of literature that reflects a diverse cultural and literary heritage. The course enhances student’s language skills by emphasizing critical thinking and logical development of ideas. Students demonstrate style, voice, and sophistication in appropriate composition.

English Pre AP Grade 8
Description: Creative and critical thinking are emphasized as students use the communication skills of reading, writing, listening, and speaking, including the use of technology, to study the variety of ways problems are defined, analyzed, evaluated, and solved. Extensive in and out of class reading, individual and group research projects, challenging class discussions, and a variety of writing experiences provide a rich and rigorous language experience. Students must meet the accelerated program requirements.
Mathematics

Mathematics Grade 6
Description: This course focuses on using ratios to describe direct proportional relationships involving number, geometry, measurement, probability, and adding and subtraction decimals and fractions.

Mathematics Pre AP Grade 6
Description: This course is an accelerated and in-depth study of mathematical concepts for specific sixth and seventh grade TEKS. Students must meet the accelerated program requirements.

Mathematics Grade 7
Description: This course focuses on using direct proportional relationships in number, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; and using statistical measures to describe data.

Mathematics Pre AP Grade 7
Description: This course is an accelerated and in-depth study of mathematical concepts for specific seventh and eighth grade TEKS. Students may qualify for enrollment in Algebra I upon completion of this course. Students must meet the accelerated program requirements.

Mathematics Grade 8
Description: This course focuses on using basic principles of algebra to analyze and represent both proportional and non-proportional linear relationships and using probability to describe data and make predictions.

Algebra I Pre AP
Description: This course provides the foundation concepts for Algebra II, Geometry, and all high school mathematics. Concepts will be explored in greater depth and problem-solving will be more varied and demanding. Technology including the graphing calculator will be used. Additional topics to be covered may include geometric representations of algebraic situations, quadratic systems with parabolas, and absolute value equations and inequalities. NOTE: One high school math credit is earned upon successful completion of this course. Students taking Algebra I in the 8th grade will be expected to take a math course each year of high school (grade 9 – 12).

Science

Science Grade 6
Description: In this course students develop science concepts and apply scientific processes to the life, earth, and physical sciences through laboratory and field-based experiences.

Life Science Grade 7
Description: In this course student deepen their understanding of life, earth, and physical science concepts and apply scientific processes in laboratory and field-based experiences.

Life Science Pre AP Grade 7
Description: This course will delve into the content in greater depth and expand understandings at a faster pace. Expectations will include extensive reading, individual and group research projects, challenging class discussions, a variety of writing experiences, as well as applications and problem solving which reflect real world demands. Students must meet the accelerated program requirements.

Earth Science Grade 8
Description: In this course students demonstrate their understanding of life, earth, and physical science concepts by apply scientific methods and critical thinking in laboratory and field-based experiences and scenarios.

Earth Science Pre AP Grade 8
Description: This course will delve into the content in greater depth and expand understandings at a faster pace. Expectations will include extensive reading, individual and group research projects, challenging class discussions, a variety of writing experiences, as well as applications and problem solving which reflect real world demands. Students must meet the accelerated program requirements.
Social Studies

World History Grade 6
Description: This course includes the study of people and places of the contemporary world using a regional approach. Students will examine the economic, political, and geographic aspects of contemporary cultures using documents, technology and critical thinking skills. Students will create written, visual and oral products.

Texas History Grade 7
Description: This course includes the study of Texas history from early times to present. Students will examine how Texas has changed over time economically, politically, socially, and geographically using documents, technology, and critical thinking skills. Students will create written visual and oral products.

Texas History Pre AP Grade 7
Description: This course will delve into the content in greater depth and expand understandings at a faster pace. Expectations will include extensive reading, individual and group research projects, challenging class discussions, a variety of writing experiences, as well as applications and problem solving which reflect real world demands. Students must meet the accelerated program requirements.

US History Grade 8
Description: This course will delve into the content in greater depth and expand understanding at a faster pace. Expectations will include extensive reading, individual and group research projects, challenging class discussions, a variety of writing experiences, as well as applications and problem solving which reflect real world demands. Students must meet the accelerated program requirements.

Physical Education

Physical Education Grade 6
Description: Students will develop fitness knowledge and motor skills basic to efficient movement. Students will learn about decision making skills that promote healthy lifestyle choices and improve the quality of student’s lives.

Physical Education Grade 7
Description: Students will develop skills in a physically active environment which may include fitness concepts and a variety of individual sport, recreational or team sport models. Students will learn about health-related decision making skills that promote healthy lifestyle choices.

US History Pre AP Grade 8
Description: This course will delve into the content in greater depth and expand understanding at a faster pace. Expectations will include extensive reading, individual and group research projects, challenging class discussions, a variety of writing experiences, as well as applications and problem solving which reflect real world demands. Students must meet the accelerated program requirements.

Foreign Language

Spanish I Grade 8
Description: Spanish I is an introductory course that focuses on developing basic skills of speaking, listening, reading, writing, and language acquisition. Emphasis is on understanding common expressions, greetings, questions, commands, and simple conversations. Students will use the language lab to practice oral proficiency and conversation. A basic vocabulary is built and the grammatical structure of the language is taught. Cultural topics are incorporated throughout the course. NOTE: One high school foreign language credit is earned upon successful completion of this course.

Fine Arts

Art Grade 7
Description: This course covers the elements of art that affect design with focus on shape, texture, line, value and color schemes. The course is an introduction to the basic principles of drawing, painting with watercolors, acrylics, and folk art.

Art I Grade 8
Description: This course fosters the love of aesthetics and critical judgment through the use and awareness of the Elements and Principles of Design. Students can advance in skill and personal style. Students will create artwork in such areas as drawing, painting, design, crafts, printmaking, and sculpture. The course will be used to enhance the students’ creativity and build a strong foundation for future art courses. NOTE: One high school fine art credit is earned upon successful completion of this course.
Band Grade 6
Description: Students will develop basic playing skills while learning to play their respective instrument. Students will learn to read music and will perform at concerts and competitions.

Band Grade 7
Description: Students will develop basic playing skills while learning to play their respective instrument. Students will learn to read music and will perform at concerts and competitions.

Band Grade 8
Description: Instructor approval or audition required. Students will develop ear training, music reading, individual/ensemble playing skills, and musicianship. Students will participate in concerts, contests, and community performances.

Choir Grade 6
Description: Choral reading techniques, ear training, vocal production, solfege, and basic theory are incorporated. There will be public performances.

Choir Grade 7
Description: Students will develop skills in musicianship, choral reading techniques, ear training, solfege, vocal production, and basic music theory. There will be public performances.

Choir Grade 8
Description: Instructor approval or audition required. Advanced students further extend previously learned vocal and ensemble skills. They will also study the historical and cultural significance of works performed, and will do qualitative analysis of choral literature. There will be public performances.

Orchestra Grade 6
Description: Students develop basic playing skills, practice habits, music reading, and listening skills while learning to play the violin, viola, cello, or bass.

Orchestra Grade 7
Description: Students extend their ear training skills, playing skills, tone production, music reading, and musicianship while playing the violin, viola, cello, or bass. Students will learn to care for their instruments and perform at concerts and competitions.

Orchestra Grade 8
Description: Instructor approval or audition required. Students develop ear training/listening skills, music reading, individual/ensemble playing skills, and musicianship. They perform in concerts, competitions, and community programs.

Electives

Teen Leadership
Description: This course teaches personal responsibility, principle-based decision-making, leadership and social skills, the importance of attitude, healthy relationships and emotional intelligence, peer pressure resistance, conflict resolution, goal setting, public speaking, choices and consequences.

Health Grade 8
Description: This course provides health information in such a way that it influences people to change so that they take positive action about their health. The goal of this course is to help people live long, zestful, and productive lives.

NOTE: One half (1/2) high school health credit is earned upon successful completion of this course.

Speech Grade 8
Communications Applications
Description: This course is a basic oral communications course which deals with communication theory, interpersonal and group communication, and beginning public speaking. Performances before a classroom audience will be required. NOTE: One half (1/2) high school speech credit is earned upon successful completion of this course.
Tutorials

Tutorial sessions (no fee charged) are conducted by teachers on each campus. Students who need extra help with their studies or who are unable to achieve satisfactorily should avail themselves of this opportunity. Parents should encourage students to attend tutorial sessions when the need exist.

Method of Marking Grades

Teachers will report grades numerically in grade books and on report cards.

Teachers will evaluate student academic performances. Upon early indication of a student’s unsatisfactory performance, the parents should be notified of the student’s deficiency. Three-week progress reports will be sent home for all students.

Report cards will be distributed to students the Friday following each of the six (6) grading periods. Semester grades will be computed as follows:

- Add all three (3) grading period averages twice together with final exam grade once and divide by seven (7).

The final report will act as the student’s transcript for that school year. Students will receive credits and grade points by semester averages. Each semester of work completed successfully will count ½ credit. State law requires 90% attendance to receive credit.

Student grades are available for parents to view through Parent Connections found at www.gradespeed.saisd.org

College Time Checklist

The following timeline lists only a few things to do at each grade level as you prepare for college. For more complete information, consult your guidance counselor.

8th Grade
- Take Career Interest and College Readiness Test.
- Develop your 4-year Texas Achievement Plan.
- Pre-register for high school courses.
- Develop good study habits.
- Participate in a variety of extracurricular activities.
- Participate in community service activities.

9th Grade Freshman Year
- Review your high school program of studies with your school counselor and parents.
- Check course selections and determine if you are in the correct courses.
- Begin researching your career choices and the educational requirements of each possible career option.
- Begin keeping a good record of your accomplishments, honors, and awards, as well as activities in which you participate.
- Develop good study habits.
- Participate in community service activities.
- Take PSAT

10th Grade Sophomore Year
AUGUST
- Check credits to make sure you are on schedule for graduation.
- Check with your guidance counselor to make sure your courses meet college entrance requirements.
- Student athletes should check NCAA requirements www.ncaaclearinghouse.net

School Attendance Zone Plan

- The attendance zone shall be determined by the primary residence of the parent, guardian, or person having lawful control of a student eligible for admission to San Angelo ISD. Specific information relating to school attendance zone may be obtained at each campus or at the San Angelo ISD Administration Building or at http://busroute.saisd.org/edulog/webquery/
- Students shall attend the middle school as determined by the attendance zone in which the legal guardian resides

- If the student moves within the district to a new attendance zone, the pre-registration at the previous school does not guarantee enrollment into the same courses at the new school of attendance.
- Power of Attorney is not sufficient to establish a student’s residence attendance zone.
- Transfer request forms are available in the Director of Pupil Services office.
- Transfer request documentation must be resubmitted yearly. No transfer for the 2009-2010 school year will be reviewed prior to May 1, 2009.
- Transfer documents may be found at the following site http://www.saisd.org/schools/transfer_policy.asp
SEPTEMBER
→ Register to take the PSAT. Consider participating in a PSAT preparation program.
→ Register for PLAN Test

OCTOBER
→ Review for the PSAT. Study the PSAT/NMSQT bulletin and old tests. Be sure to check out the computer software and printed aids available for study. PSAT is only offered once a year during the month of October.
→ Take PLAN

DECEMBER/JANUARY
→ Study your PSAT/PLAN score report. Be sure to compare items missed with the correct responses.

THROUGHOUT THE YEAR
→ Be sure to take the appropriate courses.
→ Maintain good grades.
→ Gather and review information about colleges.
→ Investigate costs of various college programs.
→ Continue to review all career choices and options.
→ Participate in community service activities.
→ Start developing a resume.
→ Update your record book of activities for the year

11th Grade Junior Year
AUGUST
→ Check credits to make sure you are on schedule for graduation.
→ Check with your guidance counselor to make sure your courses meet college entrance requirements.

SEPTEMBER
→ Register to take the PSAT.
→ Consider participation in a PSAT preparation program.

OCTOBER
→ Take the PSAT for National Merit Scholar recognition.

OCTOBER/NOVEMBER
→ Attend the Concho Valley College Night.
→ Take the ASVAB test.

DECEMBER
→ Review college information entrance requirements.
→ Review financial aid and scholarships information available in the counseling center.
http://central.saisd.org/
http://lakeview.saisd.org/

JANUARY/FEBRUARY
→ If you plan to apply for a ROTC scholarship or admission to a service academy, write for application packets.
→ Sign up for and take the SAT/ACT test preparation course before taking the SAT/ACT.
→ Register for the SAT, ACT, and achievement tests.
→ Student athletes should check NCAA requirements. www.ncaaclearinghouse.net

FEBRUARY/MARCH
→ Plan a program of study for your senior year with your counselor.
→ Learn about opportunities to earn college credit or advanced placement (College Board Advanced Placement Testing).
→ Take as many academic courses as possible.
→ Participate in community service activities.

MAY/JUNE
→ Participate in the district’s SAT/ACT preparation program.
→ Take SAT/ACT. Take SAT II Achievement test(s).
→ Update your record book of activities for your junior year.

SUMMER (Before Senior Year)
→ Student athletes should register with the NCAA Clearinghouse.
→ Select the top five to ten colleges you feel best meet your needs.
→ Try to trim your list to five or six colleges by August.
→ Make sure to include a “sure bet”, two or three “good prospects,” and a “dream school”.
→ Be sure to contact your top college choices for applications and scholarships.
→ Plan college visits and arrange for interviews if required. (Try to see college campuses while classes are in session and students are on campus.)
→ Request catalogs, applications, financial aid information, and specific information about your proposed major area of study.
→ Take an approved TSI assessment unless exempted based on TAKS, SAT, or ACT scores.
www.utexas.edu/academic/tsi/
→ If you are a student athlete, be sure to check the current NCAA eligibility criteria.
NCAA (National Collegiate Athletic Association Eligibility Regulations.)
www.ncaaclearinghouse.net

12th Grade Senior Year
AUGUST
→ Research scholarships and loan possibilities.
→ Check your credits. Be sure you have all of the required courses and credits for graduation.
→ Make any adjustments needed in your schedule to meet the requirements of the particular course of study you have selected or the particular college you wish to attend.
SEPTEMBER

- Meet with your guidance counselor to review your records.
- Match your records with the entrance requirements of the colleges you are considering.
- Submit to the counselor a list of your activities and awards.
- Begin to talk with teachers and other people who know you well and whom you will ask to write letters of recommendation for you.
- Prepare a resume to assist any person from whom you will request a letter of recommendation.
- Update all information throughout the year.
- Choose a minimum of three colleges to which you will apply.
- Your selection should include at least one that you feel will definitely accept you.
- Send for application materials and financial aid information if you have not already done so.
- Check college catalogs for deadline dates for application for admissions, housing, financial aid, required entrance exam (SAT I/ACT), and acceptable financial aid form (FFS or FAFSA).
- Register for an approved TSI assessment unless you are exempt. [http://www.utexas.edu/academic/TSI/]
- If you are a candidate for early decision, file your application in time to meet that deadline. Also, be sure to check the LAST acceptable test date for an early decision candidate.
- Register to take the appropriate test (SAT or ACT). Consider participating in the SAT or ACT prep course.
- Schedule college tours. Check your school calendar for dates when you are not in school other than holidays. Call or write ahead for an appointment. Meet with college representatives when they visit your high school.

OCTOBER

- Distribute application and recommendation forms to guidance counselors and teachers for completion of their sections. (Teachers and counselors are asked to write numerous recommendations—always allow at least two weeks for them to complete recommendations.)
- Arrange sending of transcript and recommendations to colleges.
- Begin to fill out application forms. Many colleges require essay responses. Allow yourself ample time to do a good job. Request that an English teacher check your essay for grammar, spelling, and punctuation, etc.
- Meet application deadlines for early decision (usually November 1), for housing, scholarships, or financial aid.
- Take/retake the SAT I or ACT if necessary. Find out the SAT II requirements of your college choices. If required, register to take SAT II test on a date when you will NOT be taking the SAT. YOU ARE NOT PERMITTED TO TAKE THE SAT AND SAT II ON THE SAME DATE.

NOVEMBER

- Continue to study hard because your GPA still counts until the end of your fifth six weeks.
- Complete college applications for admissions.
- Follow up on letter of recommendation. Request transcripts as needed. Copy ALL forms before you mail them. Be sure to check and comply with deadlines.

DECEMBER

- Look back over your time line to be sure you have completed each step in the college admissions process. Your application(s) should be mailed before January. Request that SAT I or ACT scores be sent to all colleges to which you have applied. If you did not list them when you registered for the tests, fill out the special form for additional college scores. These forms are available in the guidance office.
- Expect notification of early decision acceptance or deferral by December 15. If you are not accepted, file your other applications IMMEDIATELY.
- Ask your parents to begin gathering their financial information.
- Take the SAT II that is required by the colleges of your choice.
- If you are a student athlete, be sure to check the current NCAA eligibility criteria. NCAA (National Collegiate Athletic Association Eligibility Regulations.) [www.ncaaclearinghouse.net]

JANUARY

- Complete financial aid forms (FAFSA and/or FFS) and mail as soon after January 31 as possible. Mail any supplemental financial forms required by the colleges of your choice.
- Continue to research scholarships and loans.
- Check with your guidance counselor to make sure that any mid-year reports are completed and returned to colleges which request them.

FEBRUARY/MARCH

- Keep your grades up…finish strong…remember that you will be accepted to college “PENDING THE SUCCESSFUL COMPLETION OF YOUR 12TH GRADE COURSE WORK.”

APRIL

- Look for acceptance notices in the mail. April 15 is the most popular date for colleges to notify students. Let your guidance counselor know what has happened, and keep your counselor informed as college
acknowledgments come in as to the need for any follow up.

- Carefully choose your college, and write the college a letter of acceptance.
- Write other colleges to decline their acceptances.
- If you are wait-listed and wish to be kept in consideration, be sure to advise the college.
- If all colleges send rejections, don’t panic! There are several alternatives. See your counselor immediately to explore other possibilities.
- Finalize plans for housing, financial aid, and/or scholarships.
- Make any deposits required by the institution you plan to attend. May 1 is the generally accepted nationwide deadline for deposits for fall term. Check the college catalogs for deadlines.
- If applicable, register to take Advanced Placement Test(s).

MAY
- Make your final choice of college or university if you have not already done so, and complete all details concerning college admissions.
- Notify your guidance counselor of your final college choice and whether you have been awarded any scholarships (academic, athletic, artistic, dramatic, musical, AND FINANCIAL AID.)
- Request that a final transcript be sent to the college of your choice.
- Take Advanced Placement Test(s) as previously decided.
Connecting Education And Careers

Consult this section for information about

- Preparing a Texas Achievement Plan—TAP
- Achieve Texas
- Career Clusters

- Agriculture, Food, & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business, Management, & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing, Sales & Service
- Science, Technology, Engineering, & Mathematics
- Transportation, Distribution & Logistics
**Texas Achievement Plan—TAP**

**Lifelong Success for All Students**

It is never too early to begin thinking about and investigating your future. Labor market analysts predict that jobs in the twenty-first century will require both high academic and technical skills. Labor market reports depict new job titles and work areas being added every year due primarily to ever changing technology. In order to prepare for such a highly competitive job market, students need to begin thinking early about what types of occupations they might want to pursue after high school. Planning a rigorous high school program will give students more opportunities for success and provide them with a competitive advantage over their peers when entering the job market.

Perhaps the most important decision students make is the course they choose to follow after graduating from high school. What will they do? Where will they go? Who will support them? Will they continue their education? Will they work and go to school? If they go to school, what will their major be? These are all very important questions. In order to answer them, students (with the help of parents, teachers, counselors, and other career professionals) need to explore their interests and make informed decisions about their futures.

Students’ interests and aptitudes are very important indicators of the type of career they decide to pursue; and as they acquire new knowledge and experience, they will discover the career area best suited for their personality. To assist students in planning wisely, a set of career areas has been included here to help students choose a general path to follow.

A description of the career area, typical college majors, career opportunities by educational requirements, related high school courses, and suggested high school activities are included in each of the seven career areas: Agriculture Science & Technology; Art, Communication & Media Business and Marketing; Health Science; Management & Service; Industrial & Engineering Technology Careers; and Personal & Protective Services. Once students determine a career area of interest, they should pay special attention to the electives they choose when developing their four-year plan.
All 8th graders are required to take a Career Interest Inventory and an Inventory of College Readiness.

**What is Achieve Texas?**

*AchieveTexas* is a new education initiative designed to prepare all students for a lifetime of success. It allows ALL students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship.

*AchieveTexas* is a system designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine *rigorous* academics with *relevant* career education. When schools integrate academic and technical education, students can see the “usefulness” of what they are learning. The system also facilitates a seamless transition from secondary to postsecondary opportunities.

This initiative uses the sixteen federally defined Career Clusters of the States’ Career Clusters initiative ([www.careerclusters.org](http://www.careerclusters.org)) as the foundation for restructuring how schools arrange their instructional programs. A Career Cluster is a grouping of occupations and broad industries based on commonalities. The sixteen Career Clusters provide an organizing tool for schools, small learning communities, academies, and magnet schools. Career Pathway models have been developed for each of the Career Clusters. These models represent a recommended sequence of coursework based on a student’s interest or career goal.

A detailed brochure of each of the 81 career pathway models established in the 16 Career Clusters can be viewed and printed at [www.careerclusters.org](http://www.careerclusters.org) or [www.achievetexas.org](http://www.achievetexas.org). Each brochure will highlight core courses and career-related electives in high school that will help prepare students for career goals. The models are based upon the Recommended High School Graduation Plan and can easily be adapted for the Distinguished Achievement High School Graduation Plan. The career pathway models also highlight examples of extended learning experiences that can enhance a student’s knowledge and skills for their specific career goals. A student can also find examples of curricular activities, such as participation in career and technical student organizations like Business Professionals of America or Skills USA, work-based learning experiences and extracurricular activities. The models also indicate industry licensures/certifications and on-the-job training experiences that may be available while still in high school as well as various levels of postsecondary education and examples of career options available to students once they have completed that level of education and training.
### The 16 Career Clusters

Career Clusters provide a way to organize instruction and student experiences around sixteen broad categories that encompass virtually all occupations from entry through professional levels. Resources such as knowledge and skills structures and brochures are available for each of the sixteen clusters listed below at [www.careerclusters.org](http://www.careerclusters.org), as well as more examples of postsecondary majors and career choices.

<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Description</th>
<th>Example Postsecondary Majors</th>
<th>Career Opportunities</th>
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<tbody>
<tr>
<td><strong>Agriculture, Food &amp; Natural Resources</strong></td>
<td>Focuses on careers in the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources. Example postsecondary majors include Environmental Science, Wildlife Management, Agriculture Business and Management and Natural Resources Management. Career opportunities include Agriculture Extension Agent, Fish &amp; Game Warden, Plant Nursery Manager, and Landscape Architect.</td>
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<td><strong>Architecture &amp; Construction</strong></td>
<td>Focuses on careers in designing, planning, managing, building and maintaining the built environment. Example postsecondary majors include Architecture, Engineering, Interior Design, Urban Planning, Drafting and CAD, or Consumer Economics. Career opportunities could include Civil Engineer, Building Inspector, Landscape Designer, Architect, Interior Designer, or an Urban Planner.</td>
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<td><strong>Arts, A/V Technology &amp; Communications</strong></td>
<td>Focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Example postsecondary majors include Graphics Arts, Advertising, Art Education, Journalism, Web Design/Development, or Radio, Television &amp; Film. Career opportunities include Graphic Designer, Camera Operator, Illustrator, Network Systems Analyst, Public Relations Director, or an Art Gallery Manager.</td>
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<td><strong>Business, Management &amp; Administration</strong></td>
<td>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy. Possible postsecondary majors include Accounting, Financial Management, Public Administration, Banking and Finance, Marketing, or Human Resource Management. Career opportunities might include Accountant, Risk Manager, Stockbroker, Real Estate Appraiser, or a Credit Analyst.</td>
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<tr>
<td>Program</td>
<td>Description</td>
<td>Example Majors</td>
<td>Example Career Opportunities</td>
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<td>Education &amp; Training</td>
<td>Focuses on careers in planning, managing and providing education and training services, and related learning support services. Example postsecondary majors include Child Development, Family and Consumer Sciences, Multidisciplinary Studies, Early Childhood Education, Guidance and Counseling, or a Subject Specific Degree with Teacher Certification. Example career opportunities could include Elementary or Secondary Teacher, Curriculum Specialist, School Counselor, or a Child Care Administrator.</td>
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<td>Finance</td>
<td>Focuses on careers in planning, services for financial and investment planning, banking, insurance, and business financial management. Example postsecondary majors might include Accounting, Finance, Economics, Management, Computer Information Systems, or Business Administration. Example career opportunities could include Loan Officer, Accountant, Actuarial Analyst, Bank Examiner, or an Internal Revenue Agent.</td>
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<td>Government &amp; Public Administration</td>
<td>Focuses on careers in executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels. Example postsecondary majors include Government, Political Science, Criminal Justice, Law Enforcement, Law, Homeland Security, or History. Example career opportunities could include State Government, Lobbyist, Military Service, Consular Officer, or a position in Municipal Administration.</td>
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<td>Health Science</td>
<td>Focuses on careers in planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. Example postsecondary majors include Medical Technology, Histology, Healthcare Management, Social Work, Chemistry, Biology, Biomedical Engineering, or Food and Nutrition. Example career opportunities could include Forensic Scientist, Paramedic, Social Worker, Healthcare Administrator, Registered Nurse, Physician Assistant, or a Radiographer.</td>
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<td>Hospitality &amp; Tourism</td>
<td>Hospitality &amp; Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services. Example postsecondary majors could include Hospitality Administration, Hotel and Restaurant Management, Tourism Management, Business Administration/Management, or Science, History, Archaeology (or other museum specialty). Example career opportunities include Culinary Arts Instructor, Caterer, Food and Beverage Manager, Independent Chef/Owner, Convention Services Manager, or Museum Technician.</td>
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<td>Human Services</td>
<td>Human Services careers prepare individuals for employment in career pathways that relate to families and human needs. Example postsecondary majors include Child Psychology, Sociology, Dietetics, Family and Consumer Sciences, Early Childhood Education, Gerontology Counseling Services, Management, Business Administration, Marketing, Health and Wellness Promotion, or Public Relations. Example career opportunities include Fashion Consultant, Social Service Worker, Adult Educator, Dietitian, Child Care Administrator, Personal Financial Advisor, Retail/Wholesale Buyer, or a Sales Manager.</td>
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### Building Linkages in IT Occupations Framework


### Law, Public Safety, Corrections & Security

Focuses on careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services. Example postsecondary majors include Criminal Justice, Government, Social Work, Public Administration, Sociology, Business, or Law. Example career opportunities include Correctional Officer, Probation Officer, Department of Homeland Security, Private Law Practice, or Information Security.

### Manufacturing

Focuses on careers in 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. Example postsecondary majors include Engineering Technology, Technology Management, Design Technology, or Industrial Technology. Example career opportunities include Safety Manager, Automation Technician, Electromechanical Technician, or a Quality Assurance Manager.

### Marketing, Sales & Service

Focuses on careers in planning, managing, and performing marketing activities to reach organizational objectives. Example postsecondary majors include Purchasing, Business Administration, General Management, Linguistics, Consumer Science and Merchandising, Electronic Commerce, Advertising, International Marketing, or Communications. Example career opportunities include Marketing Manager, Transportation Engineer, Promotions Manager, Public Relations Manager, Statistician, or a Commercial Designer.

### Science, Technology, Engineering & Mathematics

Focuses on careers in planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services. Example postsecondary majors include Aerospace, Chemical Engineering, Chemistry, Physical Science, Mathematics, or Electrical Engineering. Example career opportunities include Engineer, Engineering Technologist, Biologist, Mathematician, Chemist, or a Statistician.

### Transportation, Distribution & Logistics

Focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance. Example postsecondary majors include Industrial Management, Business, Engineering, Environmental Science, or International Business. Example career opportunities include Industrial Engineer, Occupational Safety and Health Administration, Logistician, Air Traffic Controller, or an Aviation Inspector.