Grapevine-Colleyville
INDEPENDENT SCHOOL DISTRICT

2012-2013

Official Program of Studies

High School and Middle School

Grapevine High School
Colleyville Heritage High School
Colleyville Middle School
Cross Timbers Middle School
Grapevine Middle School
Heritage Middle School

BUILDING EXCELLENT SCHOOLS TOGETHER
GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT

Grapevine-Colleyville ISD is a K-12 public school system located in the heart of the Dallas-Fort Worth Metroplex. The 54.1-square mile district consists of 17 traditional schools and two alternative campuses serving approximately 13,860 students and 1,650 employees. With a mission "to be THE BEST," GCISD is committed to educational excellence for all children.

Grapevine-Colleyville ISD has been rated a Recognized school district for 2009 under the state accountability system. In addition, ten GCISD schools achieved the state’s highest rating of Exemplary. GCISD has eleven National Blue Ribbon Schools, including Heritage Elementary School which earned the honor under the “No Child Left Behind” initiative. Both high schools have been named to Newsweek magazine’s list of top performing high schools in the nation.

VISION

The Grapevine-Colleyville Independent School District inspires, encourages and empowers students to achieve their full potential in a global society.

MISSION

The mission of the Grapevine-Colleyville Independent School District is to be THE BEST. We will promote good citizenship and prepare, motivate and encourage each student to reach his or her full potential within a safe, caring, cooperative environment by providing an effective and enduring education.

The Grapevine-Colleyville Independent School District develops the Program of Studies (POS) to assist in planning your student’s educational program. The catalogs for middle and high school have been combined in order to give a broad view of the secondary program. The information provided in this publication is designed to assist students and parents in planning and making appropriate choices for the student’s high school career. The GCISD graduation requirements as well as your own individual needs should be considered as you select your semester and yearly courses. Select your courses carefully since schedule changes may be limited. Note: Courses in this catalog may not be available on all campuses or may not be offered in a given year. The GCISD Board of Trustees, administrators, counselors, and instructors want your middle school and high school experience to be both fruitful and enjoyable. Occasionally changes occur in course requirements due to action by the Texas Legislature and/or the Texas State Board of Education (SBOE). Your counselor will communicate any changes that are required. Otherwise, you will graduate with the course requirements in place when you enter your freshman year in high school.

College Credit in High School

Grapevine-Colleyville ISD offers numerous opportunities for students to earn college credit while enrolled in the district. These include College Board Advanced Placement, Dual Credit and Concurrent Enrollment courses, and articulated courses through Career and Technical programs. The AP and Career and Technical programs are open enrollment and participation is based on the prerequisites of the course. See the College section in the catalog regarding eligibility for these programs.

The Dual Credit program is in cooperation with Tarrant County Community College (TCC), and StateU in partnership with University Texas of Arlington (UTA) and Lamar University (LU). The district contacts for Dual Credit offerings are Rick Bracy, 817-251-5737, rick.bracy@gcisd.net, and John Doughney, 817-251-5513, john.doughney@gcisd.net. The Career and Technical articulation programs are in cooperation with TCC. The district contact for Career and Technical programs is Rick Bracy, 817-251-5737, rick.bracy@gcisd.net
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MIDDLE SCHOOL DIRECTORY
www.gcisd-k12.org

Colleyville Middle School
1100 Bogart Drive,
Colleyville, TX 76034-6098
PHONE (817) 305-4900
FAX (817) 498-9764

Toni Thalken, Principal
Marie Peel, Asst. Principal
Krystal McCure, Counselor
Mary Potysman Counselor

Cross Timbers Middle School
2301 Pool Road,
Grapevine, TX 76051-2731
PHONE (817) 251-5320
FAX (817) 424-4296

Linda Tidmore, Principal
Roxanne Rodriguez, Asst. Principal
Sarah Bones, Student Advocate
Lisa Hughes, Counselor
Susan Talbert, Counselor

Grapevine Middle School
301 Pony Parkway,
Grapevine, TX 76051-5998
PHONE (817) 251-5660
FAX (817) 424-1626

Tim Hughes, Principal
David Denning, Asst. Principal
Sharon Greene, Student Advocate
Ruth-Ann Jones, Counselor
Marilyn Johnson, Counselor

Heritage Middle School
5300 Heritage Ave.
Colleyville, TX 76034-6098
PHONE (817) 305-4790
FAX (817) 267-9929

Pete Valamides, Principal
Jeff Mishoe, Assist. Principal
Marsha Fields, Counselor
Linda Eaton-Stephens, Counselor

HIGH SCHOOL DIRECTORY
www.gcisd-k12.org

GRAPEVINE HIGH SCHOOL
3223 Mustang Drive
Grapevine, TX 76051
PHONE (817) 251-5210
FAX (817) 481-5957

Catherine Henry, Interim Principal
Catherine Henry, Associate Principal
Ryan Martin, Asst. Principal
Patrick Torres, Asst. Principal
Dr. Terri Carter, Asst. Principal
Walter Berringer, Asst. Principal
Gail Madden, Counselor
Nan Poe, Counselor
Cathy Lamb, Counselor
Allen Wrage, Counselor
Alonda Wrage, Counselor
Beth Walkup, Crisis Counselor

COLLEYVILLE HERITAGE HIGH SCHOOL
5401 Heritage Avenue
Colleyville, TX 76034
PHONE (817) 305-4700
FAX (817) 358-4765

Becky Prentice, Principal
Ted Beal, Asst. Principal
Hector Madrigal, Asst. Principal
Dr. Susan Foster, Asst. Principal
Sharon Nobis, Asst. Principal
Miranda McLaren, Associate Principal
Martha Sharp, Counselor
Leslie Walden, Counselor
Claudia McWhorter, Counselor
Lindsey Hopkins, Counselor
Kerry Jones, Counselor
Robin Davis, Crisis Counselor

BRIDGES ADVANCED LEARNING CENTER
www.gcisd-k12.org

5800 Colleyville, Blvd.
Colleyville, TX 76034
PHONE (817) 521-5474
FAX (817) 581-4893

Dr. Lynda Burr, Principal
Stephanie Cook, Counselor
EDUCATIONAL PROGRAMS

I. REGULAR PROGRAM
Regular program courses are offered in language arts, mathematics, social studies, science and the elective areas. These courses are designed to prepare students for college and career readiness.

II. SPECIAL SERVICES PROGRAM
Special education courses are provided to assist eligible students in both academic and nonacademic areas as determined by the student's Admission, Review, and Dismissal (ARD) Committee. Not every course will be considered appropriate for every student. Rather, the ARD Committee will follow the student's Individual Education Plan (IEP) and the State graduation requirements as set forth in Texas State Board of Education Rule §89.1070 when determining course selection. Student's IEP, placement, and services are reviewed annually by the ARD Committee. Questions should be addressed to the campus counselor or educational diagnostician.

III. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
English for Speakers of Other Languages (ESL) is a program offered for limited English speaking students in grades K-12. It is a program of intensive instruction in English with teachers trained in recognizing and dealing with language differences. Students enter and exit this program through the Language Proficiency Advisory Committee (LPAC). All ESL students are monitored for two years after dismissal from the program.

IV. CAREER AND TECHNICAL EDUCATION
Career and Technical Education courses include a wide range of options for students to experience various professional and career opportunities through course work, lab work, internships, and on-the-job training. Students may enroll in individual courses or in a coherent sequence of courses. Students enrolled in a career and technology program may have the opportunity to participate in a youth leadership training organization appropriate to the program in which he/she is enrolled.

V. THE TEXAS SCHOLARS PROGRAM
The Texas Scholars Program requires that students be enrolled in courses that fulfill the requirements for the State Recommended Program or the Distinguished Achievement Program. Students must complete two courses eligible for college credit. Upon completion of these requirements, students will receive a Texas Scholars Academic medal.

VI. EXTRACURRICULAR PROGRAMS
All students who participate in a GCISD extracurricular program must sign a drug and alcohol pledge.

VII. FEES
GCISD schools charge fees in some classes. Fees are authorized for materials used in any program in which the resultant product is in excess of minimum requirements and, at the student’s option, becomes the personal property of the student. If you are unable to pay or would rather have your child participate in an alternative instructional activity, please notify your building principal.

VIII. SCHEDULE CHANGES
Students are expected to make informed and wise decisions during the course selection process. Because student course requests determine master schedule construction and personnel allocation, all course change requests must be made by May 1st. After that, student schedule changes that include extenuating circumstances will be considered on an individual basis and must be approved by a campus administrator.

Students enrolled in Pre-AP, AP, or GT courses will not be granted a change into a regular class prior to the end of the first three week grading period. Additional changes will occur only at the end of the first six weeks grading period and at the end of the first semester.

Course Offerings

The Official Program of Studies is designed to give you the information that will help you and your parents make the appropriate selections as you plan a course of study from the wide variety of offerings in the Grapevine-Colleyville Independent School District. Each Course is described and specific prerequisites are listed so that you will know whether or not you have successfully completed the entry requirements.

Courses are listed as standard, enrollment based, optional, or ARD committee recommended:

- **Standard course** – offered and taught in each high school.
- **Enrollment based course** – offered at each high school but taught only if justified by sufficient student enrollment and staffing.
- **Optional course** – offered at the school’s option during any given semester.
Grapevine-Colleyville ISD Graduation Requirements

<table>
<thead>
<tr>
<th>Courses</th>
<th>State Minimum Credit</th>
<th>State Recommended Credit</th>
<th>State Distinguished Achievement Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2.5</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Economics</td>
<td>.5</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>Health</td>
<td>.5</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>Physical Education*</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Speech</td>
<td>.5</td>
<td>.5</td>
<td>.5</td>
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<tr>
<td>Technical Credit</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Academic Elective</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Languages</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>26</strong></td>
<td><strong>26</strong></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>

As per HB1144, students will be enrolled in this program only under special circumstances. Must Include 4 Advanced Measures

Classification determination: (Reclassification at the end of each academic year)

- **Sophomore**: 6 Credits
- **Junior**: 12 Credits
- **Senior**: 18 Credits

**Mathematics**: Minimum program must include Algebra I, Geometry, and choice of one additional math course. All others require Algebra I, Geometry, Algebra II, and choice of one additional math course.

**Science**: Minimum program must include Biology and IPC. A student may substitute Chemistry and Physics for IPC. Recommended must include Biology, Chemistry, Physics and IPC or a fourth year science course. DAP must include Biology, Chemistry, Physics and a fourth year Science credit. See page 6.

**Social Studies**: Minimum program must include World History or World Geography, US History, and US Government. All others include World Geography, World History, US History, and US Government.

**Physical Education**: Marching Band, Drill Team, and Cheerleading count as Physical Education credit in the fall semester only. Athletics will count as a physical education credit in both semesters.

*Students entering high school in 2007-08 need 1.5 credits of PE.*

**Fine Arts**: One credit selected from Art, Dance, Music, or Theater

**Speech**: Professional Communication, Communication Application is required.

**Technical Credit**: One credit which may be satisfied by one or more of the following classes: Business Information Management, Digital and Interactive Multimedia, Computer Maintenance, Computer Technician, Principles of Information Technology, Concepts of Engineering and Technology, Telecommunication and Networking, Engineering, Computer Science, Multimedia, Touch Systems Data Entry.

**Other Languages**: Levels I and II (State Recommended) or I, II, and III of the same language for the DAP.

**Academic Elective**: Must be selected from World History, World Geography, or any science course approved by the State Board of Education for science credit under 19 TAC 112. If a student elects to replace IPC with either chemistry or physics as described in Science above, the academic elective must be the other of these two science courses.
Distinguished Achievement Program Requirements:
1. Students must meet the state DAP Requirements.
2. Students must achieve four Advanced Measures.
3. Advanced Measures must focus on demonstrated student performance at the college or professional level. Student performance on advanced measures must be assessed through an external review process.

Advanced Measures:
- A score of 3 or above on any College Board Advanced Placement Exam
- A score of 4 or above on an International Baccalaureate Exam
- A grade of 3.0 or higher on courses that count for college credit, including tech prep programs
- A score on the PSAT that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of the College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.

House Bill 1144 requires districts to enroll students in the recommended or advanced high school program, and further requires students to complete one of these two programs to receive a diploma, unless the student’s parent and a school counselor or administrator agree that the student should be allowed to enroll in and complete courses under the minimum program. This section applies to students entering the ninth grade in the 2004-2005 school year and thereafter.

<table>
<thead>
<tr>
<th>GCISD Grade Point System</th>
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<tbody>
<tr>
<td>Grade</td>
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<tr>
<td>A+</td>
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<tr>
<td>C-</td>
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<td>F</td>
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</tbody>
</table>
RECOMMENDATIONS FOR
PRE-ADVANCED PLACEMENT/ ADVANCED PLACEMENT
GIFTED AND TALENTED

Middle School Pre-Advanced Placement classes provide the foundation for entering the Pre-AP/AP program at the high school level. In middle school Pre-Advanced Placement courses in the four core areas will cover grade level curriculum with greater depth and complexity. These courses will NOT be accelerated and will provide more flexibility in course selection and student scheduling. A student profile that provides guidance criteria for Pre-AP classes is available in the counselor’s office. Students who enroll in Pre-AP classes should be task committed and have good time management skills.

Pre-Advanced Placement classes are also offered at the high school level and provide strategies and skills needed to enter the Advanced Placement program. Advanced Placement classes are offered in the four core areas as well as computer science, the Arts, and foreign languages. Students in Advanced Placement courses will be strongly encouraged to take an Advanced Placement examination in each course. The fee per exam is approximately $86. If students choose not to take the College Board exam, students will take the district version of an Advanced Placement test. The district version of an AP test will be considered as the semester exam grade and be weighted accordingly. Of course, the AP College Board exam should be the goal of every student enrolled in an advanced placement course. Students enrolled in GT/Pre-AP/AP courses are encouraged to carefully consider the academic load in which they are registering. Students who enroll in Advanced Placement classes should be task committed, have good time management skills and be able to handle the rigor of a college level class.

Gifted and Talented students will be served through the Humanities program (Discoveries (MS) and Studies (HS) which are integrated language arts and social studies classes as well as through Accelerated Mathematics and Accelerated Science. These two accelerated courses cover content from multiple grade levels with compacted curricula. GT requirements appear below this paragraph (as well as the requirements for non-GT students wishing to be enrolled in Accelerated Math and/or Accelerated Science).

Requirements for GT Program
Must meet both of the following criteria:

- Minimum score of 125 on the subtest for specific subject area:
  - Verbal
  - Nonverbal
  - Quantitative

- Minimum score of 95th percentile on the subtest for specific subject area:
  - Reading
  - Social Studies
  - Science
  - Mathematics

Must meet two of the three following criteria:

- Minimum of 90 GPA in previous semester
- Minimum score of 16 on the Student Self-Assessment
- Minimum score of 60 on 2 Teacher Checklists

Student Success Initiative Requirements
In accordance with the Texas Student Success Initiative, current 5th grade and 8th grade students may advance to the next grade level through course completion, as outlined in GCISD Policy EIE Local, in addition to passing the reading and mathematics TAKS tests for their respective grade levels.

*Accelerated mathematics and science is also available for students who meet the following criteria in the specific subject areas:

- 115+ on an aptitude test for specific subtests
- 85 percentile on an achievement test in specific subject area
- 85 GPA in the specific subject area
### Secondary Math Course Sequence

#### State Math Minimum Plan

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Math</td>
<td>7th Math</td>
<td>8th Math</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II or MMA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-Algebra</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

State minimum plan requires 3 credits of math that include Algebra I and Geometry. Enrollment through approval process.

#### State and GCISD Math Recommended Plan: 4 math credits

**Math Distinguished Achievement Plan:** At least 4 math credits. Includes additional measures.

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Math PAP</td>
<td>7th Math PAP</td>
<td>8th Math PAP</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II PAP or AQR</td>
<td></td>
</tr>
<tr>
<td>Accelerated</td>
<td>Accelerated</td>
<td>Pre-Algebra</td>
<td>PAP</td>
<td>PAP</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 6th Math Accelerated | 7th Math Accelerated | Algebra I PAP | Geometry | Algebra II | Precalculus | AP Statistics |
| Accelerated         | Accelerated         | PAP Accelerated |          | PAP       |             |

Both recommended and DAP must include Algebra I, Geometry, and Algebra II.

*AP Statistics may be taken concurrently with Precalculus PAP or AP Calculus.
## Secondary Science Course Sequence

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Science</td>
<td>7th Science</td>
<td>8th Science</td>
<td>Biology</td>
<td>IPC*</td>
<td>Chemistry - AND - Physics</td>
<td></td>
</tr>
</tbody>
</table>

*State minimum plan requires 2 credits of science. Enrollment through approval process.

### State and GCISD Science Recommended

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Science</td>
<td>7th Science</td>
<td>8th Science</td>
<td>Biology - or - PAP Biology</td>
<td>Chemistry - or - PAP Chemistry</td>
<td>Physics - or - PAP Physics</td>
<td>Physics 4th year Science Credits*</td>
</tr>
</tbody>
</table>

#### Recommended plan – must include Biology, Chemistry, Physics and a 4th year Science credit.
*With counselor approval some 4th year science courses may be taken during junior year.

### Science Distinguished Achievement - Distinguished Achievement Plan (DAP) includes coursework in Advanced studies

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAP 6th Science</td>
<td>PAP 7th Science</td>
<td>PAP 8th Science</td>
<td>PAP Biology</td>
<td>PAP Chemistry</td>
<td>PAP Physics</td>
<td>Physics 4th year Science Credits*</td>
</tr>
</tbody>
</table>

#### IPC will not satisfy the DAP Science requirement.
To graduate DAP students must also complete four advanced measures. See page 5
*With counselor approval some 4th year science courses may be taken during junior year.
AchieveTexas

www.achievetexas.org

AchieveTexas is an education initiative designed to prepare students for a lifetime of success. It allows students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship. AchieveTexas is 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) 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. Programs of Study (POS) have been developed for each of the Career Clusters. The POS represent a recommended sequence of coursework based on a student’s interest or career goal.

America’s Career Info Net

www.acinet.org/acinet

This is the place to search for occupational information, industry information, and state-specific labor market information.

Bridges Transitions Co.

www.bridges.com

Bridges builds on a K – 16 Framework that aligns student planning and programs of study to career clusters and pathways. Bridges ignites the first spark of career awareness when middle school students start using Bridges' resources to increase self-knowledge and explore all their options, as they create a personalized Texas Achievement Plan (TAP) based on their assessment results. Once in high school, students plan their coursework based on their interests, aptitude, and career goals with an emphasis on college readiness. All work is saved in a lifelong online portfolio as students make the transition from middle school to high school and beyond. Self-directed resources, in English and Spanish, guide all students and their parents on a learning path toward secondary and postsecondary success. Meanwhile, Bridges' professional development services, customized to AchieveTexas implementation, empower educators to effectively demonstrate the relevance between classroom learning and career aspirations.

See your counselor for login/password.

Career Voyages

www.careervoyages.gov

This is a career planning resource for students, parents, career changers, and career visors.

College.gov

www.college.gov

College.gov is being built by the U.S. Department of Education in collaboration with students. This site is intended to be the go-to source for information and resources about planning, preparing and paying for postsecondary education (such as 2- or 4-year colleges and universities, and vocational or career schools). Most importantly, college.gov is intended to provide inspiration and hope to all students, and encourage them to consider and pursue a postsecondary education.

CollegeforTexans.com

www.collegefortexans.com

Here is everything a Texan needs to know about preparing for, applying for, and paying for college or technical school. And it's all in one up-to-date, easy to navigate mega site almost as big as the state itself. And remember, $4 billion is available every year to help Texans attend college.

College Tech Prep of Texas

www.techpreptexas.org

Tech-Prep is a way to start a college technical major in high school. In a Tech-Prep program, you begin your course of study in high school and continue in a community or technical college. The result is a certificate or associate degree in a career field.

College Board Inspiring Minds

www.collegeboard.com

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the College Board is composed of more than 5,700 schools, colleges, universities and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,800 colleges through major programs and services in college readiness, college admission, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT® and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities and concerns.

AchieveTexas

www.achievetexas.org

AchieveTexas is an education initiative designed to prepare students for a lifetime of success. It allows students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship. AchieveTexas is 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) 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. Programs of Study (POS) have been developed for each of the Career Clusters. The POS represent a recommended sequence of coursework based on a student’s interest or career goal.

America’s Career Info Net

www.acinet.org/acinet

This is the place to search for occupational information, industry information, and state-specific labor market information.

Bridges Transitions Co.

www.bridges.com

Bridges builds on a K – 16 Framework that aligns student planning and programs of study to career clusters and pathways. Bridges ignites the first spark of career awareness when middle school students start using Bridges' resources to increase self-knowledge and explore all their options, as they create a personalized Texas Achievement Plan (TAP) based on their assessment results. Once in high school, students plan their coursework based on their interests, aptitude, and career goals with an emphasis on college readiness. All work is saved in a lifelong online portfolio as students make the transition from middle school to high school and beyond. Self-directed resources, in English and Spanish, guide all students and their parents on a learning path toward secondary and postsecondary success. Meanwhile, Bridges' professional development services, customized to AchieveTexas implementation, empower educators to effectively demonstrate the relevance between classroom learning and career aspirations.

See your counselor for login/password.

Career Voyages

www.careervoyages.gov

This is a career planning resource for students, parents, career changers, and career visors.

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Free Application for Federal Student Aid
www.fafsa.ed.gov
U.S. Department of Education FREE Application for Federal Student Aid Web Site

Federal Student Aid
http://studentaid.ed.gov/PORTALSWebApp/students/english/index.jsp
The Department’s Federal Student Aid (FSA) programs are the largest source of student aid in America. If you’re interested in financial aid for college or a career school, you’ve come to the right place. These programs provide more than $60 billion a year in grants, loans, and work-study assistance. Read on to find out more and to find out how to apply for this aid.

Reality Check
www.cdr.state.tx.us/RealityCheck/
This site allows students to search for careers starting with the expenses they need to cover, the salaries they want to make, or their career choices.

InDemand
www.careervoyages.gov/in_demand_main.cfm
Check out InDemand—Connecting today’s students with the careers of tomorrow. Each issue will explore careers in a different high growth industry. It will provide students as well as guidance counselors, parents, and teachers with interesting and relevant information about career opportunities, education, and the skills needed for various jobs. It offers resources to explore careers and tips about how to help students build successful futures.

O*Net Resource Center
www.onetcenter.org
The nation’s primary source of occupational information. Here you will find news and information about the O*NET program. This site is your source for O*NET products, including O*NET data, career exploration tools, and reports.

OSCAR - Computer Assisted Research Center
www.ioscar.org
Occupational skill and computer assisted researcher.

Targeted Occupations
Identified by North Central Texas Employers for Long Term Growth Potential

Solving the workforce puzzle by bringing the gap between business and education

North Central Texas 16 County Region Projected Industry Region Growth to 2016
Source: TWC ~ Compiled by Interlink (The current economic slowdown will affect this projected growth)

<table>
<thead>
<tr>
<th>Industry</th>
<th>Percentage Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Forestry/Fishing/Hunting</td>
<td>8%</td>
</tr>
<tr>
<td>Mining</td>
<td>45%</td>
</tr>
<tr>
<td>Utilities</td>
<td>0%</td>
</tr>
<tr>
<td>Construction</td>
<td>25%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>8%</td>
</tr>
<tr>
<td>Wholesale Trade</td>
<td>17%</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>15%</td>
</tr>
<tr>
<td>Transportation &amp; Warehousing</td>
<td>17%</td>
</tr>
<tr>
<td>Information</td>
<td>12%</td>
</tr>
<tr>
<td>Finance &amp; Insurance</td>
<td>20%</td>
</tr>
<tr>
<td>Real Estate &amp; Rental &amp; Leasing</td>
<td>20%</td>
</tr>
<tr>
<td>Professional, Scientific &amp; Technical Services</td>
<td>30%</td>
</tr>
<tr>
<td>Management of Companies &amp; Enterprises</td>
<td>19%</td>
</tr>
<tr>
<td>Administrative &amp; Support &amp; Waste Mgt. &amp; Remediation Services</td>
<td>34%</td>
</tr>
<tr>
<td>Educational Services</td>
<td>35%</td>
</tr>
<tr>
<td>Health Care &amp; Social Assistance</td>
<td>33%</td>
</tr>
<tr>
<td>Arts, Entertainment &amp; Recreation</td>
<td>24%</td>
</tr>
<tr>
<td>Accommodation &amp; Food Services</td>
<td>28%</td>
</tr>
<tr>
<td>Other Services Except Government</td>
<td>16%</td>
</tr>
<tr>
<td>Government</td>
<td>19%</td>
</tr>
</tbody>
</table>
Dear Students and Parents,

Choosing classes for middle school takes careful planning. Some of you are doing this for the very first time and for others you understand the procedures involved in scheduling. Regardless of what grade you are in, there are many decisions to be made during this process. Parents are strongly encouraged to participate in the selection process with their child by discussing the various course selections and matching them with the student's individual interests, needs, and goals.

Counselors also play a vital role in assisting students with their course selections. They guide students by providing the necessary information to make the best choices in developing a sound educational program. At any time during this process, students and parents should contact the counselors or teachers where there are questions or concerns about specific courses to choose.

It is important for students and parents to plan carefully as course selections are made and returned to the school counselors. In May, students may alter their course requests when they get the confirmation of their selections. This will be the only opportunity to make changes, after that time we will be committed to the decisions for the number of sections to be made in the Master Schedule.

As you begin this enrollment process, we send you our very best wishes for a successful upcoming school year. By utilizing all the resources available to you, we believe your middle school experience will be the BEST!

Sincerely,

Toni Thalken
Principal
Colleyville Middle School

Linda Tidmore
Principal
Cross Timbers Middle School

Tim Hughes
Principal
Grapevine Middle School

Pete Valamides
Principal
Heritage Middle School
SIXTH GRADE REQUIRED COURSES

Pre-AP courses in the four core areas for students entering 6th grade will cover grade level curriculum with greater depth and complexity. These courses will NOT be accelerated and will allow for more flexibility in course selection and student scheduling. Gifted and Talented students will continue to be served through the Discoveries program (an integrated language arts and social studies class) as well as through Accelerated Math and Accelerated Science. These two accelerated courses cover content from multiple grade levels with compacted curricula. GT requirements appear at the front of this booklet. One course in Fine Arts is required during 6th, 7th or 8th grade.

LANGUAGE ARTS
Reading Course No. 0603
English Course No. 0604

Students in sixth grade language arts participate in a course of study which includes advanced oral and written language development. Critical reading skills are developed through a wide variety of diverse materials including classical and contemporary literature and informational texts. Students are expected to analyze information from multiple sources to form relationships among ideas. Students are expected to communicate written ideas effectively by maintaining focus and coherence, developing ideas fully, expressing their unique voice or perspective, and increasing proficiency of conventions such as spelling, capitalization and punctuation. Sixth grade students are scheduled into one English class and one reading class, which make up the language arts program.

Pre-Advanced Placement
LANGUAGE ARTS
Pre-AP Reading Course No. 0613
Pre-AP English Course No. 0614

This course is designed to prepare students for entry into Advanced Placement (AP) courses at the high school level and meet the needs of the district’s Pre-AP and gifted and talented language arts students. Note taking, oral presentations, advanced study of word origins, critical reading and writing skills and multiple opportunities for research are major instructional targets. Readings include a study of classical literature, mythology and fantasy. Students are expected to analyze information from multiple sources to form relationships among ideas. Students are expected to communicate written ideas effectively by maintaining focus and coherence, developing ideas fully, expressing their unique voice or perspective, and increasing proficiency of conventions such as spelling, capitalization, and punctuation. Students must possess advanced language abilities and have a sincere interest in the areas of reading and language arts. Sixth grade language arts students are scheduled into one reading and one English class. This course will provide a greater degree of depth and complexity.

WORLD DISCOVERIES
Reading Course No. 0616
English Course No. 0617
Social Studies Course No. 0618
Meet qualifications for GT placement

This course replaces Language Arts (reading, English) and social studies. The World Discoveries class at the sixth grade level will provide the opportunity for identified gifted/talented students to see the relationship between reading, writing, and history. Included in the course will be the study of art, music, literature, architecture, geography, culture, government, and folklore of the cultures of the contemporary world. Students are expected to communicate written ideas effectively by maintaining focus and coherence, developing ideas fully, expressing their unique voice or perspective, and increasing proficiency of conventions such as spelling, capitalization, and punctuation. The differentiations from the Pre-AP curriculum will include the Future Problem Solving process. World Discoveries also provides opportunities for extended learning, possible field trips to local historical sites, and hands-on experiences. This course requires a high level of reading, comprehension, and writing skills. A significant time commitment will be needed for this course and should be considered before enrolling. There may be additional material costs associated with this course for which the student will be responsible.

SOCIAL STUDIES: World Cultures
Course No. 0642

This course is a study of people and places of the contemporary world and their historical development. The concepts of limited and unlimited government are introduced and the students describe the nature of citizenship in various societies. Institutions common to all societies of government, economics, education, and religion are compared. Respect for cultural diversities of the world is highlighted as a citizenship skill. Map and globe skills, chart and graph skills, reading, writing, and problem solving skills are stressed throughout the course.

Pre-Advanced Placement SOCIAL STUDIES: World Cultures
Course No. 0644

This course is designed to prepare students for entry into Advanced Placement (AP) courses at the high school level and meet the needs of the district’s Pre-AP and gifted and talented social studies students. Students study the development of cultural areas of the contemporary world. Focus is placed on the use of knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to describe patterns of change within and across the cultures of the world. Writing to understand historical developments is emphasized as students learn to interpret primary documents and gain historical perspectives of today’s world. This course will provide a greater degree of depth and complexity.
**MATH**
*Course No. 0622*

Focal points in mathematics at grade six are using ratios to describe proportional relationships, geometry, measurement, probability, and adding/subtracting decimals and fractions. Problem solving strategies, language communication, connections within and outside mathematics, and formal and informal reasoning are emphasized. Students are expected to use these processes together with technology and other mathematical tools to develop conceptual understandings and solve problems.

**Pre-Advanced Placement MATH**
*Course No. 0624*

This course is designed to provide students with opportunity for entry into Pre-AP/AP courses at the high school level. Sixth grade TEKS will be taught with an introduction to Pre-AP strategies incorporated throughout the course. Students will engage in learning of sixth grade curriculum with increased depth and complexity. Critical thinking skill and creative problem solving are incorporated throughout this course.

**ACCELERATED MATH**
*Course No. 0626*

*Prerequisite: Meet qualifications for GT or accelerated placement in mathematics*

This course is designed to prepare students for entry into Pre-AP/AP courses at the high school level and meet the needs of the district’s accelerated or gifted and talented mathematics students. All of sixth and part of seventh grade TEKS objectives are compacted to prepare the student for Accelerated Math in seventh grade. Critical thinking and creative problem solving skills are incorporated throughout this course. Students must possess advanced facility with numbers and have a sincere interest in mathematics.

**SCIENCE**
*Course No. 0632*

Grade 6 science is interdisciplinary in nature with a focus on physical science. Enduring understandings in Science transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. As students engage in inquiry-based scientific investigations and reasoning they will learn science in the following conceptual strands: Matter and Energy; Force, Motion and Energy; Earth and Space Science; and Organisms and Environments.

**Pre-Advanced Placement SCIENCE**
*Course No. 0634*

This course is designed to provide students with opportunity for entry into Pre-Advanced Placement and Advanced Placement courses at the high school level. This science course is interdisciplinary in nature with a focus on physical science. Enduring understandings in Science transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. As students engage in inquiry-based scientific investigations and reasoning they will learn science in the following conceptual strands: Matter and Energy; Force, Motion and Energy; Earth and Space Science; and Organisms and Environments. Students will engage in learning activities with increased depth and complexity.

**PHYSICAL EDUCATION / HEALTH**
*Course No. 0650*

The emphasis in the sixth grade PE program is on understanding, measuring, monitoring, and improving the relationship of physical activity and health as a lifetime skill. Students acquire physical skills through instruction, demonstration, practice and assessment. These various skills will be used in drills and/or lead-up games for a variety of individual and team sports. Through the use of technology, students will learn to measure their own performance more accurately and develop plans for improvement. **Students are required to suit out in proper uniform.**

In health education an emphasis is placed on acquiring knowledge and skills regarding healthy behaviors, understanding puberty and the reproductive process. Abstinence-based programs such as Choosing the Best, Aim for Success, and Life Skills Training are major components in providing this health information. Play It Safe, a TEKS-based program, addresses a variety of contemporary topics such as sexual harassment, sexual abuse, and other pertinent issues in an age-appropriate manner. Parent previews will precede presentation of all materials related to human sexuality.
SIXTH GRADE ELECTIVE COURSES

The school reserves the right to cancel any course if there is insufficient enrollment or if certified staff is unavailable to teach the course. There may be additional material costs associated with these courses for which the student will be responsible.

AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)

Course No. 0429
Semesters 2
Prerequisite: Application and Instructor Approval

AVID is a structured, college-preparatory system for students who want to take on challenges and advanced courses. The AVID elective provides support in the form of tutorials, writing, inquiry, collaboration, reading, college and career preparation, and strategies for success. Potential students will need to apply and interview before being accepted into the elective.

EXPLORATORY ELECTIVES

Course No. 0671

Exploratory electives may include a combination of experiences from study skills, art, music, theatre, technology education, or foreign language. Choices will depend on scheduling and campus staffing.

STUDY SKILLS:

This course is designed to help students master the basic skills necessary to become competent learners. The myriad number of topics will include all of the basic study skills, critical thinking with Bloom’s Taxonomy, learning styles, communication, goal setting and problem solving principles. Emphasis is placed on academic skills, note taking, cursive writing, teamwork and leadership fundamentals.

INTRODUCTORY ART:

Students are exposed to experiences that help them become more aware of color, line texture, shape, form, and value through a variety of activities including creating two and three-dimensional art forms. Opportunities are provided to help students know present day art as well as works from the past. There may be additional material costs associated with this course for which the student will be responsible.

CAREERS IN TECHNICAL EDUCATION:

This course is recommended for students in Grade 6.

The goal of this course is to create a culture of high expectation and continuous improvement that provides middle school students with a foundation for success in high school, future studies, and careers. Students explore college and career planning within specific career cluster(s). The students research labor market information, learn job-seeking skills, and create documents required for employment. Students use self-knowledge to explore and set realistic goals. Districts have the flexibility of offering career exploration knowledge and skills in a variety of instructional arrangements.

MUSIC:

This course provides students with a general overview into the realm of music. Emphasis is placed on basic music reading and performance etiquette.

FOREIGN LANGUAGE:

In accordance with the purpose of the Exploratory Electives, students in grade six explore basic vocabulary, greetings, and culture of a target language. Students participate in oral language development in the target language, explore countries in which the target language is spoken, and identify customs of the people who use the language. The target language is typically Spanish, but may include French or German at the discretion of the campus.

THEATRE ARTS:

This course is a brief introduction to theatre. Students learn to use the voice and body expressively. Creative dramatics lead students into self-expression and communication in dramatic form.

CONCERT CHOIR

Course No. 0656

This is a choir for sixth graders and requires no audition.

The program strives to allow students to gain musical knowledge in a supportive and creative environment. Emphasis is placed on proper singing techniques, music reading, and performance etiquette. These students participate in curriculum-based school-sponsored concerts on a regular basis and have the opportunity to engage in field trips, choir competitions, and other extra activities. Rehearsals may be required outside of class time prior to some performances.

Required Materials / Fees for Choir

$10 choral supplies fee – to be used for annual uniform maintenance and consumable materials.

BOYS - Black dress pants
Black dress shoes w/ black socks

GIRLS - Black skirt (below the knee length, no denim)
Natural color dress hose Black dress shoes

BOTH - White wing-tip tuxedo Shirt

BAND

Various Course Numbers

The Beginning Band program introduces the student to his/her musical instrument and spends the first year in small classes (percussion, high brass, woodwinds, etc.) teaching basic fundamentals of playing instruments. The beginning band performs at the annual Winter Concert, Solo & Ensemble Concert, Spring Concert, and Spring Music competition. Discipline, teamwork, and positive self-esteem are stressed. Parents of students selected for beginning band will be contacted by the band director to set up an appointment to decide which instrument is best for the child. Instrument choice is determined by physical characteristics, desire of the student, and needs of the band program. Most parents obtain instruments through a rental program; however, there are instruments available through the school for a fee of $50 per semester.
SEVENTH GRADE REQUIRED COURSES

Pre-AP courses in the four core areas for students entering 7th grade will cover grade level curriculum with greater depth and complexity. These courses will NOT be accelerated and will allow for more flexibility in course selection and student scheduling. Gifted and Talented students will continue to be served through the Discoveries program (an integrated language arts and social studies class) as well as through Accelerated Math and Accelerated Science. These two accelerated courses cover content from multiple grade levels with compacted curricula. GT requirements appear at the front of this booklet.

LANGUAGE ARTS
Reading Course No. 0703
English Course No. 0704

In grade seven, students refine and apply oral and written communication skills. Critical reading skills are developed through a wide variety of diverse materials including classical and contemporary literature and informational texts. Students are expected to analyze information from multiple sources to form relationships among ideas. Students apply literary and expository writing skills, research skills, the use of technology, and the analysis of visual literacy in a variety of genres. Students are expected to communicate written ideas effectively by maintaining focus and coherence, developing ideas fully, expressing their unique voice or perspective, and increasing proficiency of conventions such as spelling, capitalization, and punctuation. Seventh grade students are scheduled into one English class and one reading class, which make up the language arts program.

Pre-Advanced Placement
LANGUAGE ARTS
Pre-AP Reading Course No. 0713
Pre-AP English Course No. 0714

This course is designed to prepare students for entry into Advanced Placement (AP) courses at the high school level and meet the needs of the district’s Pre-AP and gifted and talented language arts students. Students refine and apply advanced oral and written communication skills such as note taking, oral presentations, and advanced study of word origins through both guided and independent studies.

Students are expected to read advanced selections with greater depth and attention to the relationship of how literary elements work to enhance the story plot. Students write for a variety of audiences and purposes to communicate research findings and explore different genres. Students are expected to communicate written ideas effectively by maintaining focus and coherence, developing ideas fully, expressing their unique voice or perspective, and increasing proficiency of conventions such as spelling, capitalization, and punctuation. Students must possess advanced language abilities and have a sincere interest in the areas of reading and language arts. This course will provide a greater degree of depth and complexity.

SOCIAL STUDIES:
Texas History Course No. 0742

This course is a study of Texas geography, history, government, economics, and people from the prehistoric period to the present. Emphasis is placed on the diversity of the land, the diversity of cultures and the rich heritage created by the people of many different cultures in developing the land that is Texas. The course promotes skills such as critical thinking, comprehension, drawing conclusions, cooperative learning, research, geographic navigation, map reading, editing, writing, vocabulary usage, and study skills.

Pre-Advanced Placement
SOCIAL STUDIES:
Texas History Course No. 0744

This course is designed to prepare students for entry into Advanced Placement (AP) courses at the high school level and meet the needs of the district’s Pre-AP and gifted and talented history students. This course challenges students by extending social studies skills and broadening their knowledge base of Texas History. Activities include the study and analysis of primary documents, the examination and design of political cartoons both past and present, and experiential exercises which bring the history of Texas to life. Students investigate and interpret/analyze multiple historical/contemporary viewpoints across the cultures of Texas to recognize the many facets of the state’s history. This course will provide a greater degree of depth and complexity.
This course replaces Language Arts (reading, English) and Texas history. The Texas Discoveries at the seventh grade level will provide the opportunity for identified gifted/talented students to see the relationship between geography, culture, government, and folklore. Students are expected to communicate written ideas effectively by maintaining focus and coherence, developing ideas fully, expressing their unique voice or perspective, and increasing proficiency of conventions such as spelling, capitalization, and punctuation. The differentiations from the pre-AP curriculum will include the Future Problem Solving process. Texas Discoveries also provides opportunities for extended learning, possible field trips to local historical sites, and hands-on experiences. This course requires a high level of reading, comprehension, and writing skills. A significant time commitment will be needed for this course and should be considered before enrolling. There may be additional material costs associated with this course for which the student will be responsible.

MATH
Course No. 0722
Focal points in mathematics at grade seven are using proportional relationships in numbers, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; and using statistical measure to describe data. Problem solving strategies, language and communication, connections within and outside mathematics, and formal and informal reasoning are emphasized. Students are expected to use these processes together with technology and other mathematical tools to develop conceptual understandings and solve problems.

Pre-Advanced Placement MATH
Course No. 0724
This course is designed to provide students with opportunity for entry into Pre-Advanced Placement and Advanced Placement courses at the high school level. Seventh grade TEKS will be taught with the development of Pre-AP strategies, incorporating critical thinking and creative problem solving throughout the course. **Students will engage in learning activities from seventh grade curriculum experiencing increased depth and complexity.**

Accelerated MATH
Course No. 0726
Prerequisite: Meet qualifications for GT or accelerated placement
This course is designed to prepare students for entry into Advanced Placement (AP) courses at the high school level and meet the needs of the district’s Pre-AP and gifted and talented mathematics students. Seventh and eighth grade TEKS objectives are compacted to prepare students for eighth grade Pre-AP Algebra I. Students relate and apply algebraic reasoning to geometry, data analysis, probability and statistics. This course prepares students to make the connection between concrete mathematical skills and symbolic algebraic thinking. Creative problem solving and exploratory activities incorporate the use of technology and stimulate creative and logical thought processes. Students must possess an advanced facility with numbers and have a sincere interest in mathematics.

SCIENCE
Course No. 0732
Grade 7 science is interdisciplinary in nature with a focus on organisms and the environment. Enduring understandings in Science transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. As students engage in inquiry-based scientific investigations and reasoning they will learn science in the following conceptual strands: Matter and Energy; Force, Motion and Energy; Earth and Space Science; and Organisms and Environments. Students will receive compacted instruction including standards from sixth, seventh and eighth grades. **Students will engage in learning activities with increased depth and complexity.**
PHYSICAL EDUCATION / HEALTH
Course No. 0750

Emphasis in this seventh grade PE program is placed on continued social development through physical activity. Believing every student can become physically fit, fitness exercises are included daily. Students acquire physical skills through practice and apply these skills in a variety of sports including volleyball, basketball, badminton and others. Technology is used to measure and monitor improvement in fitness. **Students are required to suit out in proper uniform.**

In health education an emphasis is placed on acquiring knowledge and skills regarding healthy behaviors, understanding puberty, and the reproductive process. Abstinence-based programs, such as Choosing the Best, are major components in providing this health information.

Play It Safe, a TEKS-based program, addresses a variety of contemporary topics such as sexual harassment, sexual abuse, and other pertinent issues in an age-appropriate manner. Parent previews will precede presentation of all materials related to human sexuality.

ATHLETICS AND HEALTH

**BOYS:** Football, basketball, track, cross country, tennis  
**Course No. 0745**  
**GIRLS:** Volleyball, basketball, track, cross country, tennis  
**Course No. 0755**

Athletics is open to seventh grade students interested in an extracurricular activity through competitive sports. Basic fundamentals of each sport are taught. Students are expected to participate in at least one sport per semester.

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SEVENTH GRADE FULL YEAR ELECTIVE COURSES

The school reserves the right to cancel any course if there is insufficient enrollment or if certified staff is unavailable to teach the course. **There may be additional material costs associated with these courses for which the student will be responsible.**

**AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)**  
Course No. 0432  
Semesters 2  
Prerequisite: Application and Instructor Approval

AVID is a structured, college-preparatory system for students who want to take on challenges and advanced courses. The AVID elective provides support in the form of tutorials, writing, inquiry, collaboration, reading, college and career preparation, and strategies for success. Potential students will need to apply and interview before being accepted into the elective.

**ART**  
Course No. 0770

This is an intermediate level art course in various media and methods in two-dimensional and three-dimensional art. It includes drawing, painting, printmaking, ceramics, fibers, and art history as applied to specific projects. There may be additional material costs associated with this course for which the student will be responsible.

**BAND**

Each middle school has multi-level bands with varying names. Students are placed following an audition process. **Most parents obtain instruments through a rental program; however, there are instruments available through the school for a fee of $50 per semester.**

**BEGINNING BAND**  
Various Course Numbers

The Beginning Band program introduces the student to his/her musical instrument and spends the first year in small classes (percussion, low brass, high brass, woodwinds, etc.) teaching basic fundamentals of playing instruments. The beginning band performs at the annual Winter Concert, Solo & Ensemble Concert, Spring Concert, and Spring Music competition. Discipline, teamwork, and positive self-esteem are stressed. Parents of students selected for beginning band will be contacted by the band director to set up an appointment to decide which instrument is best for the child. Instrument choice is determined by physical characteristics, desire of the student, and needs of the band program.
CONCERT BAND
Various Course Numbers
This is an intermediate level band for seventh and eighth grade students. Proficiency in the basic fundamentals (tone, rhythm, fingering, etc.) is stressed. Concert Band performances occur in fall and spring.

SYMPHONIC BAND
Various Course Numbers
This is an advanced band for seventh and eighth grade students. These students are challenged with more difficult musical literature and required sight-reading skills. Symphonic Band may or may not perform in UIL competition.

HONORS BAND
Various Course Numbers
This is for more advanced seventh and eighth grade band students. This group is challenged with a higher level of musical literature and sight-reading. Honors Band participates in many activities throughout the year including various concerts, solo & ensemble contests, and UIL competition.

CHORALE
Various Course Numbers
This choir is open to seventh and eighth grade students and requires no audition. The program strives to allow students to gain musical knowledge in a supportive and creative environment. Students perform various types of choral literature and study progressive sight-reading materials. These students participate in curriculum-based school-sponsored concerts on a regular basis and have the opportunity for field trips, UIL choir competitions, and other extra activities. Rehearsals may be required outside of class time prior to some performances.

A CAPELLA
Various Course Numbers
This choir is open to seventh and eighth grade students by audition only. The program strives to allow students to gain musical knowledge in a supportive and creative environment. This choir stresses the development of excellent vocal quality, sight reading ability, and the development of musical talent. Students perform various types of advanced choral literature and study an intensive sight-reading program. Rehearsals will be required outside of class time prior to some performances.

SELECT SHOW/JAZZ CHOIR
Various Course Numbers
This choir is open to seventh and eighth grade students by audition only. Emphasis is on individual performance technique and sight-reading ability. Various types of choral literature are used and some music is performed with choreography. These students participate in curriculum-based school-sponsored concerts and the opportunity to engage in field trips, choir competitions, and other extra activities. Rehearsals will be required outside of class time prior to some performances.

CHORAL PROGRAM
Required Materials / Fees for Choir $10 choral supplies fee – to be used for annual uniform maintenance and consumable materials
BOYS - Black dress pants Black dress shoes w/ black socks
GIRLS - Black skirt (below the knee length, no denim) Natural color dress hose Black dress shoes
BOTH - White wing-tip tuxedo shirt

ENGINEERING FOR TODAY’S MIDDLE SCHOOL INFINITY PROJECT
Course No. 0712
Semesters: 2
This course is recommended for students in Grade 7.

The Infinity Project brings math and science to life for middle school students. This innovative curriculum keeps students engaged and excited as they apply key concepts to the fundamentals behind electrical, mechanical, civil, environmental and biomedical engineering. Activities are centered on thirteen 3-week modules covering the various disciplines of engineering.

EXPLORING CAREERS
Course No. 0875
Semesters: 1
This course is recommended for students in Grades 7-8.

Exploring Careers is designed to provide students with the ability to make informed decisions concerning the world of work and how it relates to the world of learning. Students will compile a portfolio of their work, take assessments to better guide them in their career development, investigate sixteen different career clusters, explore options after high school, discover the job-hunting process, and learn how to succeed at work. The student will be familiar with the career pathways at the high school and be able to make an informed decision when creating their four year graduation plan. Students will use decision-making and problem-solving skills for college and career planning. Students will also have the opportunity to have an up close and interactive hands-on job shadow experience.

THEATRE ARTS
Course No. 0876

Theatre Arts at the middle school level is a year long elective course which incorporates history, mime, presentation, improvisation, technical theatre and full theatre production. Students also learn audience behavior and evaluation techniques. There may be additional material costs associated with this course for which the student will be responsible.

YEARBOOK
Course No. 0888
Prerequisite: Teacher Approval – Spring Application

The primary objective of this course is to produce the school yearbook. Students should exhibit a high degree of responsibility and maturity. Occasionally, students will be required to attend and cover after-school events. Meeting deadlines is a top priority for students in this class. A strong background in English and/or art will be helpful. Basic journalistic and printing terms, layout design, and copy preparation will be developed.
TOUCH SYSTEMS DATA ENTRY
Course No. 07217
Semesters: 1; Credits: ½ HS Credit

This course teaches the skill of keyboarding by touch with speed and accuracy. Students will enhance reading, writing, computing, communications, and reasoning skills while applying them to the business environment through correctly formatting business letters, reports, and tables. This course is a prerequisite for Business Information Management. Upon successful completion of this course, one-half high school elective credit will be awarded. Fuulfils 1/2 Grade points are not awarded nor entered into the high school GPA for completion of this course in middle school.

SPEECH
Course No. 0777

Students are introduced to the elements of basic speech and communication while they study and participate in activities covering interpersonal and group communication, public speaking and the performing art of acting. Students in this class may have the opportunity to compete in a speech tournament with fees not to exceed $30.

TEEN LEADERSHIP
Course No. 0898
Semesters: 1

Teen Leadership is a program in which students develop leadership, personal, and business skills. They learn to develop a healthy self-concept, healthy relationships, and learn to understand the concept of personal responsibility.

EIGHTH GRADE REQUIRED COURSES

LANGUAGE ARTS
Course No. 0804

In eighth grade language arts, students participate in an integrated course of study designed to prepare the student for high school English class. Students read widely and identify characteristics of various literary forms. Advanced reading strategies allow students to analyze information from multiple sources to form relationships among ideas supported with textual evidence. Students apply literary and expository writing skills, research skills, the use of technology, and the analysis of visual literacy in a variety of genres. Students are expected to communicate written ideas effectively by maintaining focus and coherence, developing ideas fully, expressing their unique voice or perspective, and increasing proficiency of conventions such as spelling, capitalization, and punctuation. Students present oral and written reports using research from print and visual sources.

Pre-Advanced Placement LANGUAGE ARTS
Course No. 0814

This course is designed to prepare students for entry into Advanced Placement (AP) courses at the high school level and meet the needs of the district’s Pre-AP and gifted and talented language arts students. Students are expected to communicate written ideas effectively by maintaining focus and coherence, developing ideas fully, expressing their unique voice or perspective, and increasing proficiency of conventions such as spelling, capitalization, and punctuation. Historical fiction, short stories, and classical literature are read and used to identify literary elements. Students study analogies and use analogous logic to explain ideas and events in literature. Writings will address specific audiences, and students refine the use of a variety of strategies to fully develop ideas.

SPEECH
Course No. 0777

Students are introduced to the elements of basic speech and communication while they study and participate in activities covering interpersonal and group communication, public speaking and the performing art of acting. Students in this class may have the opportunity to compete in a speech tournament with fees not to exceed $30.

TEEN LEADERSHIP
Course No. 0898
Semesters: 1

Teen Leadership is a program in which students develop leadership, personal, and business skills. They learn to develop a healthy self-concept, healthy relationships, and learn to understand the concept of personal responsibility.

EIGHTH GRADE REQUIRED COURSES

LANGUAGE ARTS
Course No. 0804

In eighth grade language arts, students participate in an integrated course of study designed to prepare the student for high school English class. Students read widely and identify characteristics of various literary forms. Advanced reading strategies allow students to analyze information from multiple sources to form relationships among ideas supported with textual evidence. Students apply literary and expository writing skills, research skills, the use of technology, and the analysis of visual literacy in a variety of genres. Students are expected to communicate written ideas effectively by maintaining focus and coherence, developing ideas fully, expressing their unique voice or perspective, and increasing proficiency of conventions such as spelling, capitalization, and punctuation. Students present oral and written reports using research from print and visual sources.

Control of language, sentence structure and organization are expected. Students present oral and written reports from independent research studies using primary sources and varied sources of visual media. Students must possess advanced language abilities and have a sincere interest in the areas of reading and language arts. There may be additional material costs associated with this course for which the student will be responsible. This course will provide a greater degree of depth and complexity.
AMERICAN DISCOVERIES

English Course No. 0817
U.S. History Course No. 0818
Prerequisite: Meet qualifications for GT placement

This course replaces Language Arts (English) and U.S. History. The American Discoveries class at the eighth grade level will provide the opportunity for identified gifted/talented students to see the relationship between reading, writing, and history. Included in the course will be the study of art, music, literature, architecture, geography, culture, government, and folklore. Students are expected to communicate written ideas effectively by maintaining focus and coherence, developing ideas fully, expressing their unique voice or perspective, supporting their ideas with textual evidence, and increasing proficiency of conventions such as spelling, capitalization, and punctuation. The differentiation from the Pre-AP curriculum will include the Future Problem Solving process. American Discoveries also provides opportunities for extended learning, possible field trips to historical sites, and hands-on experiences. This course requires a high level of reading, comprehension, and writing skills. A significant time commitment will be needed for this course and should be considered before enrolling. There may be additional material costs associated with this course for which the student will be responsible.

SOCIAL STUDIES:

United States History Course No. 0842

This course focuses on significant persons, issues, and events in U.S. History. The time frame begins with the Vikings’ European Exploration and proceeds through the Colonial Period, the Civil War, and Reconstruction. This course includes elements of United States geography essential for full understanding of historical events and issues. The multicultural, pluralistic nature of American society is incorporated throughout the course. All racial and ethnic groups that make up the American cultural mosaic are studied.

Pre-Advanced Placement UNITED STATES HISTORY
Course No. 0844

This course is designed to prepare students for entry into Advanced Placement (AP) courses at the high school level and meet the needs of the district’s Pre-AP and gifted and talented history students. Students enhance their ability to interpret history through the analysis of primary documents, investigation of multiple perspectives of significant historical figures, and engagement in activities which foster critical thinking and problem solving skills. Students will be called upon to write essays based on historical evidence and use the process of historical inquiry to investigate important events, recurring dilemmas, and persistent issues in the history of our nation. This course will provide a greater degree of depth and complexity.

MATH: Pre-ALGEBRA
Course No. 0822

Focal points in mathematics at grade eight are using basic principles of algebra to analyze and represent proportional/non-proportional relationships, using probability to describe data and make predictions, and gaining facility with rational number operations. Students relate and apply algebraic concepts to geometry, measurement, data analysis, probability and statistics. Problem solving strategies, language and communication, and connections within and outside mathematics are emphasized. Students are expected to use these processes together with technology and other mathematical tools to develop conceptual understandings and solve problems.

Pre-Advanced Placement MATH: Pre-ALGEBRA
Course No. 0212

This course is designed to provide students with opportunity for entry into Pre-AP/AP courses at the high school level.

Eighth grade TEKS will be taught with the development of Pre-AP strategies, incorporating critical thinking and creative problem solving throughout the course. Students will engage in learning activities from eighth grade curriculum experiencing increased depth and complexity.

Accelerated Pre-Advanced Placement ALGEBRA I
Course No. 0203 A/B
Prerequisite: Meet qualifications for GT or Accelerated Placement

HS Credit

This course is designed to prepare students for entry into Advanced Placement (AP) courses at the high school level and meet the needs of the district’s Accelerated and gifted and talented mathematics students. This course is designed to expand the understanding of numbers, operations, and quantitative reasoning. Patterns, relationships, geometry, measurement, probability, and statistics are reviewed. Students study linear equations, inequalities, operations with polynomials, factoring, algebraic fractions, functions, graphing, systems of equations, and operations with radicals. This course provides the connection between symbolic language and real world applications. Students must possess advanced facility with numbers and have a sincere interest in mathematics. This course is comparable to ninth grade Pre-AP Algebra I. The purpose for offering the advanced/enriched curriculum to students in the eighth grade is to allow the student to have additional opportunities to take advanced math courses such as AP Calculus and AP Statistics. Students successfully completing Algebra I in the eighth grade are strongly encouraged to complete four additional years of math in grades 9-12. Each semester is graded independently. Upon successful completion of each semester, one-half high school math credit will be awarded. Grade points are not awarded nor entered into the high school GPA for completion of this course in eighth grade.
Accelerated Pre-Advanced Placement GEOMETRY  
Course No. 0206 A/B  
Prerequisite: Successful completion of Accelerated Pre-AP Algebra I. Meet qualifications for GT or Accelerated Placement  
HS Credit

This course is designed to prepare students for entry into Advanced Placement (AP) courses at the high school level and meet the needs of the district’s Accelerated and gifted and talented mathematics students. Students will use geometric thinking to understand mathematical concepts and the relationships among them, study properties and relationships having to do with size, shape, location, direction, and orientation of these figures. Students will perceive the connection between geometry and the real and mathematical worlds and use geometric ideas, relationships, and properties to solve problems. Students will use a variety of representations, tools, and technology (including computers and graphing calculators) to solve meaningful problems by representing figures, transforming figures, analyzing relationships, and justifying their conclusions. This course is the same course offered in the high school as Pre-AP Geometry. The purpose for offering the advanced/enriched curriculum to students in the eighth grade is to allow them the opportunity to take advanced math courses such as AP Calculus and AP Statistics. Students successfully completing Geometry in the eighth grade are strongly encouraged to complete four additional years of math in grades 9-12. Each semester is graded independently. Upon successful completion of each semester, one-half high school math credit will be awarded. Grade points are not awarded nor entered into the high school GPA for completion of this course in eighth grade. Due to the limited number of students qualifying for Pre-AP geometry at the eighth grade level, students may not have the opportunity to take this course at their home campus.

SCIENCE  
Course No. 0832  
Grade 8 science is interdisciplinary in nature with a focus on earth and space science. Enduring understandings in Science transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. As students engage in inquiry-based scientific investigations and reasoning they will learn science in the following conceptual strands: Matter and Energy; Force, Motion and Energy; Earth and Space Science; and Organisms and Environments.

Pre-Advanced Placement SCIENCE  
Course No. 0834  
This course is designed to provide students with opportunity for entry into Pre-Advanced Placement and Advanced Placement courses at the high school level. This science course is interdisciplinary in nature with a focus on earth and space science. Enduring understandings in Science transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale. As students engage in inquiry-based scientific investigations and reasoning they will learn science in the following conceptual strands: Matter and Energy; Force, Motion and Energy; Earth and Space Science; and Organisms and Environments. Eighth grade curriculum will be taught with Pre-AP strategies incorporated throughout the course. Students will engage in learning activities with increased depth and complexity.

Accelerated SCIENCE/INTEGRATED PHYSICS AND CHEMISTRY (IPC)  
Course No. 0300  
Prerequisite: Meet qualifications for GT or Accelerated Placement  
HS Credit

This course is designed to prepare students for entry into Pre-Advanced Placement and Advanced Placement courses at the school level and meet the needs of the district’s advanced and gifted/talented students. Students will receive instruction in advanced physics and chemistry. In this course, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. This course integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry. Students will engage in learning activities with increased depth and complexity. Students successfully completing IPC in the eighth grade are strongly encouraged to complete four additional years of science in grades 9-12. IPC does not earn a science credit on the DAP graduation plan.
EIGHTH GRADE ELECTIVE COURSES

The school reserves the right to cancel any course if there is insufficient enrollment or if certified staff is unavailable to teach the course. **There may be additional material costs associated with these courses for which the student will be responsible.**

**ART**

*Course No. 0870*

*Seminesters: 2*

This course is a study of various art media and methods. It includes drawing, printing, painting, sculpture, ceramics, fibers, and graphic design. It also includes art history, the cultural influence of art, and career opportunities in art. **There may be additional material costs associated with this course for which the student will be responsible.**

**ADVANCED ART**

*Course No. 0871*

*Seminesters: 2*

**Prerequisite:** Teacher approval required and/or seventh grade art

This course is recommended for students who plan to pursue advanced art classes in high school. The students are required to keep a portfolio of work which demonstrates their talents and levels of art skills. **There may be additional material costs associated with this course for which the student will be responsible.**

**ELECTRONIC MEDIA ART**

*Course No. 0872*

*Seminesters: 2*

**Prerequisite:** Teacher approval required and/or seventh grade art

This course presents art media and methods through technology applications. It includes drawing, printing, painting, sculpture, and graphic design. Art history, the cultural influence of art, and career opportunities in art are also explored. Students are introduced to software applications for scanning, typography, animation, and commercial and fine arts presentations. Each student demonstrates his/her accomplishments through an electronic portfolio of artwork. **There may be additional material costs associated with this course for which the student will be responsible.**

**ATHLETICS**

*Seminesters: 1-2*

**BOYS:** Football, basketball, track, cross country, tennis

*Course No. 0845*

**GIRLS:** Volleyball, basketball, track, cross country, tennis

*Course No. 0855*

Athletics is open to eighth grade students interested in an extracurricular activity through competitive sports. Basic fundamentals of each sport are taught. Students are expected to participate in at least one sport per semester. Tryouts are held for each sport when necessary. Participants MUST HAVE a physical examination, insurance, and parent permission. Practice will be held before or after school. The game schedule for next year has not been determined. Those athletes whose sport is not in season still participate in an off-season conditioning program. **For more information refer to the Athletics policy at the back of this booklet.**

**PHYSICAL EDUCATION / HEALTH**

*Course No. 0850*

*Seminesters: 1-2*

Emphasis on continued social development through physical activity is the focus of this PE program. Believing every student can become physically fit, fitness exercises are included daily. Students acquire physical skills through practice and apply these skills in a variety of sports including volleyball, basketball, badminton and others. Technology is used to measure and monitor improvement in fitness. **Students are required to suit out in proper uniform.**

In **health education** an emphasis is placed on acquiring knowledge and skills regarding healthy behaviors, understanding puberty, and the reproductive process. Abstinence-based programs, such as Aim for Success, are major components in providing this health information.

Play It Safe, a TEKS-based program, addresses a variety of contemporary topics such as sexual harassment, sexual abuse, and other pertinent issues in an age-appropriate manner. Parent previews will precede presentation of all materials related to human sexuality.

**BAND**

Each middle school has multi-level bands with varying names. **Students are placed following an audition process. Levels include: Concert Band, Symphonic Band, and Honors Band.** Instrument usage fee: $50 per semester

**CONCERT BAND**

*Various Course Numbers*

*Seminesters: 2*

This is an intermediate level band for seventh and eighth grade students. Proficiency in the basic fundamentals (tone, rhythm, fingering, etc.) is stressed. Concert Band performances occur in fall and spring.

**SYMPHONIC BAND**

*Various Course Numbers*

*Seminesters: 2*

This is an advanced band for seventh and eighth grade students. These students are challenged with more difficult musical literature and required sight-reading skills. Symphonic Band may or may not perform in UIL competition.

**HONORS BAND**

*Various Course Numbers*

*Seminesters: 2*

This is for more advanced seventh and eighth grade band students. This group is challenged with a higher level of musical literature and sight-reading. Honors Band participates in many activities throughout the year including various concerts, solo & ensemble contests, and UIL competition.
JAZZ BAND/ADVANCED ENSEMBLE METHODS
Various Course Numbers
Semesters: 1-2
Prerequisite: Audition required

This course focuses on the development of advanced instrumental ensemble technique. The emphasis is on learning and performing music composed for jazz or classical ensembles. Student groups perform for civic functions, contests, and concerts.

CHORAL PROGRAM

Required Materials / Fees for Choir:
- $10 choral supplies fee – to be used for annual uniform maintenance and consumable materials
- BOYS - Black dress pants Black dress shoes w/ black socks
- GIRLS - Black skirt (below the knee length, no denim)
- Natural color dress hose
- Black shoes w/ black socks
- BOTH - White wing-tip tuxedo shirt

This choir stresses the development of excellent vocal quality, sight reading ability, and the development of musical talent. Students perform various types of advanced choral literature and study an intensive sight-reading program. **Rehearsals will be required outside of class time prior to some performances.**

SELECT SHOW/JAZZ CHOIR
Various Course Numbers
Semesters: 1-2

This choir is open to seventh and eighth grade students **by audition only.** Emphasis is on individual performance technique and sight-reading ability. Various types of choral literature are used and some music is performed with choreography. These students participate in curriculum-based school-sponsored concerts and the opportunity to engage in field trips, choir competitions, and other extra activities. **Rehearsals will be required outside of class time prior to some performances.**

THEATRE ARTS
Course No. 0876
Semesters: 2

Theatre Arts at the middle school level is a year long elective course which incorporates history, mime, presentation, improvisation, technical theatre and full theatre production. Students also learn audience behavior and evaluation techniques. **There may be additional material costs associated with this course for which the student will be responsible.**

A CAPELLA
Various Course Numbers
Semesters: 2

This choir is open to seventh and eighth grade students **by audition only.** The program strives to allow students to gain musical knowledge in a supportive and creative environment.

This course is open to seventh and eighth grade students **by audition only.** Emphasis is on individual performance technique and sight-reading ability. Various types of choral literature are used and some music is performed with choreography. These students participate in curriculum-based school-sponsored concerts and the opportunity to engage in field trips, choir competitions, and other extra activities. **Rehearsals will be required outside of class time prior to some performances.**

PLAYBILL
Course No. 0877
Semesters: 1
Prerequisite: Teacher recommendation

In this semester class, students will explore aspects of theatre production as they prepare for performances. This class is designed especially for those students seriously interested in pursuing acting and production in high school. Students must be able to work independently in researching and rehearsing plays as well as be involved in the crew work needed to mount a production.

SPEECH
Course No. 0777
Semesters: 2

Students are introduced to the elements of basic speech and communication while they study and participate in activities covering interpersonal and group communication, public speaking and the performing art of acting. Students in this class may have the opportunity to compete in a speech tournament with fees not to exceed $30.

PALS
Course No. 0894
Semesters: 1-2
Prerequisite: Nomination and Application Process

PALS is a peer assistance, leadership, and service course for selected eighth grade students. These students are trained for six weeks in interpersonal relations, self-awareness, group dynamics, conflict resolution, and mediation. Upon completion of this training, students work with peers and elementary students as positive role models dealing with today’s issues.
TEEN LEADERSHIP  
Course No. 0898  
Semesters: 1  

Teen Leadership is a program in which students develop leadership, personal, and business skills. They learn to develop a healthy self-concept, healthy relationships, and learn to understand the concept of personal responsibility. They will develop an understanding of Emotional Intelligence and the skills it measures, which include self-awareness, self-control, self-motivation, and social skills. Students will develop skills in public speaking and communication and an understanding of personal image. They will develop an understanding of the concept of principle-based decision-making and develop their own personal mission statement. They will practice and develop skills for conflict resolution. They will acquire an understanding of the effects of peer pressure and will develop skills to counteract those effects. They will develop an understanding of the principles of parenting, enabling them to become better family members and citizens. They will also develop an understanding of the need for vision in goal-setting, personally and professionally. There may be additional material costs associated with this course for which the student will be responsible.

PRINCIPLES OF HUMAN SERVICES  
Course No. 0874  
Semesters: 1; Credit: ½ HS Credit  

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

READING I  
Course No. 0124  
Semesters: 1-2; Credits: ½-1 HS Credit  

Reading I is an elective designed for the student interested in improving reading skills. The instructional emphasis targets individual improvement in reading comprehension, vocabulary, critical thinking, reading rate, and study skills. Skills are practiced through the use of relevant materials and computer software. This course is recommended for all students and is individualized to target specific reading skills assessed through the TAKS. Ample time for silent reading is provided. Each semester is graded independently. Upon successful completion of each semester, one-half Reading I high school credit will be awarded. Grade points are not awarded nor entered into the high school GPA for completion of this course in eighth grade.

ADVANCED READING I  
Course No. 0803  
Semesters: 1-2; Credits: ½-1 HS Credit  

This course is designed for the fluent reader and global thinker. Critical thinking and literary analysis skills will be developed through use of technology, class discussions, self-selected novel studies, short stories, and informational reading. Each semester is graded independently. Upon successful completion of each semester, one-half Reading I high school credit will be awarded. Grade points are not awarded nor entered into the high school GPA for completion of this course in eighth grade.

YEARBOOK  
Course No. 0888  
Semesters: 2  
Prerequisite: Teacher Approval – Spring Application  

The primary objective of this course is to produce the school yearbook. Students should exhibit a high degree of responsibility and maturity. Occasionally, students will be required to attend and cover after school events. Meeting deadlines is a top priority for students in this class.

A strong background in English and/or Art will be helpful. Basic journalistic and printing terms, layout design, and copy preparation are required.

TOUCH SYSTEMS DATA ENTRY  
Course No. 07218  
Semesters: 1; Credits: ½ HS Credit  

This course teaches the skill of keyboarding by touch with speed and accuracy. Students will enhance reading, writing, computing, communications, and reasoning skills while applying them to the business environment through correctly formatting business letters, reports, and tables. This course is a prerequisite for Business Information Management I. Upon successful completion of this course, one-half high school elective credit will be awarded. Grade points are not awarded nor entered into the high school GPA for completion of this course in middle school.

EXPLORING CAREERS  
Course No. 0875  
Semesters: 1  
This course is recommended for students in Grades 7-8.  

Exploring Careers is designed to provide students with the ability to make informed decisions concerning the world of work and how it relates to the world of learning. Students will compile a portfolio of their work, take assessments to better guide them in their career development, investigate sixteen different career clusters, explore options after high school, discover the job-hunting process, and learn how to succeed at work. The student will be familiar with the career pathways at the high school and be able to make an informed decision when creating their four year graduation plan. Students will use decision-making and problem-solving skills for college and career planning. Students will also have the opportunity to have an up close and interactive hands-on job shadow experience.
CONCEPTS OF ENGINEERING, TECHNOLOGY, AND ROBOTICS
(Enrollment Based)
Course No. 0800
Semesters: 1; Credits: ½ HS Credit
Prerequisite: None

Concepts of Engineering and Technology provide an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will use a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields and will be able to make informed decisions regarding a coherent sequence of subsequent courses.

ALL FOREIGN LANGUAGE COURSES

Prerequisite: Students must score 85 percentile or higher on the seventh grade English section of ITBS or other standardized test OR seventh grade English teacher recommendation OR seventh grade English grade of 85 or above.

SPANISH I
Course No. 0150
Semesters: 2; Credits: 1 HS Credit

Spanish I is a high school level course. This course is an introductory course for beginning Spanish. Basic language concepts important to developing oral proficiency will be stressed, including production of sounds, stress patterns, and intonation of the language. Students also study basic facts about the geography, customs, and culture of the Spanish-speaking countries. Upon successful completion of each semester, one-half high school foreign language credit will be awarded. Grade points are not awarded nor entered into the high school GPA for completion of this course in eighth grade.

The following foreign language courses will be offered at each middle school based on availability of qualified personnel and course enrollment.

NOTE: These may be offered as zero hour classes and/or require transportation to another campus.

FRENCH I
Course No. 0162
Semesters: 2; Credits: 1 HS Credit

French I is a high school level course. Students will learn to understand and produce the sounds, stress patterns, and intonation of the language. This course is an introduction to all four language skills (listening, speaking, reading, and writing) with emphasis on the ability to communicate orally from the core of this course of study. Students will take part in everyday simple conversations using basic grammatical structures and learn to read and write simple questions and answers. Students will also study basic facts about the geography, customs, and culture of the country.

LATIN I
Course No. 0158
Semesters: 2; Credits: 1 HS Credit

Latin I is a high school level course. Latin I is the study of the language, the culture, and the attitude of the Roman Empire. Students study basic grammar and learn the essential elements of Latin pronunciation, as well as build a comprehensive and practical vocabulary through the use of Latin roots, terms, prefixes, suffixes, and phrases. Points of grammar and syntax are developed through the study of literary passages on topics such as the mythology, history, government, geography, and culture of the Romans. Upon successful completion of each semester, one-half high school foreign language credit will be awarded. Grade points are not awarded nor entered into the high school GPA for completion of this course in eighth grade.

GERMAN I
Course No. 0168
Semesters: 2; Credits: 1 HS Credit

Students will learn to understand and produce the sounds, stress patterns, and intonation of the language.

LIBRARY AIDE
Course No. 0908
Semesters: 1-2
Prerequisite: Application process

Students learn such skills as checking books in and out, assisting students in locating books and research materials, and shelving returned books properly. To qualify to be a library aide, the student must be passing all subjects, have satisfactory conduct in all classes, and meet other screening criteria.

OFFICE AIDE
Course No. 0907
Semesters: 1-2
Prerequisite: Application process

Students collect attendance cards, take messages, assemble packets, assist the teacher/counselor/secretary, file cards, and perform other related duties. To qualify to be an aide, the student must be passing all subjects, have satisfactory conduct in all classes, and meet other screening criteria.

TEACHER/COUNSELOR / OFFICE AIDE

Teacher Aide Course No. 0905
Counselor Aide Course No. 0906
Office Aide Course No. 0907
Semesters: 1-2
Prerequisite: Application process

Students produce the sounds, stress patterns, and intonation of the language.
MIDDLE SCHOOL ATHLETICS POLICIES

1. **STUDENT** must meet the following requirements:
   a. Parent permission to participate.
   b. Physical.
   c. Insurance or Waiver.
   d. Emergency medical information.
   e. Meet all basic T.E.A. and U.I.L. eligibility requirements.
   f. Students must sign the GCISD drug and alcohol pledge.
   g. Students are expected to participate in at least one sport per semester.

2. **PRACTICE ATTENDANCE**
   An athlete who misses more than two practices will not be eligible to participate in the following athletic contest.

3. **GAME ATTENDANCE**
   a. Unless prior arrangements have been made with the coach, any athlete who misses an athletic contest in his or her sport will not be eligible to participate in the following contest.
   b. Students must attend school for at least a half day on game day to participate in the days’ athletic competition.

4. **DISMISSAL FROM TEAM**
   a. Repeated failure to attend practice.
   b. Attitude detrimental to the best interests of the team.
   c. Repeated failure to attend contest.
   d. Parents or guardian of any athlete who is dismissed from the team will be notified.

5. **DISMISSAL FROM ATHLETICS**
   a. Attitude detrimental to the best interests of the program.
   b. Failure to meet all requirements necessary for participation.
   c. Student withdraws from a team and does not plan to participate in any other sports.
   d. Student will remain in off-season for the remainder of the semester.

6. **EXCUSES FROM PARENTS**
   Non-participation in athletics will be excused for a maximum of three practices, accompanied by parental notes. Any extension of this rule will require a report from a physician explaining the illness or injury and the rehabilitation required.

7. **QUITTING**
   Any student who withdraws from a team will not be eligible to participate in that sport until the following year.

8. **TEAM TRAVEL**
   Students who participate in school-sponsored trips shall be required to ride in transportation provided by the school to and from the event. Exceptions may be made if the student’s parent or guardian presents a written request to the principal before the scheduled trip requesting that the student be allowed to ride with the parent, that the student be allowed to ride with another person designated by the parent, or that the student be allowed to drive him or herself to the event. In those instances where the District does not provide transportation to an extracurricular school-related activity in a non-required course, students are responsible for obtaining their own transportation. The District shall not be liable for any injuries that occur to students riding in vehicles that are not provided by the school.

9. **DISCIPLINE**
   All discipline of athletes will be in accordance with school board policy.

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**SPECIAL PROGRAMS COURSE OFFERINGS**

**SIXTH GRADE**

**LANGUAGE ARTS**

*Essential Reading* Course No. 1603  
*Essential English* Course No. 1604

The focus is on oral and written language development. Students are expected to analyze information from diverse materials. Students are expected to communicate written ideas effectively and increase proficiency of conventions such as spelling, capitalization and punctuation. Sixth grade students are scheduled into one English class and one reading class, which make up the language arts program.

**SOCIAL STUDIES**

*Essential World Cultures*  
Course No. 1642

The course is a study of people and places of the contemporary world and Institutions common to all societies of government, economics, education and religion along with respect for cultural diversity. Map, globe, chart and graph skills are stressed throughout the course.

**MATH**

*Essential Math* Course No. 1622

Focal points in mathematics at grade six are using ratios to describe proportional relationships, geometry, measurement, probability and adding/subtracting decimals and fractions. Problem solving strategies, language communication, connections within and outside mathematics, and formal and informal reasoning are emphasized.

**SCIENCE**

*Essential Science* Course No. 1632

This course is a study of force and motion using pulleys and inclined planes, the solar system, earth systems, the chemical properties of matter, the characteristics of rocks and minerals and their formation, objects in space, characteristics of living things and how they are classified.

**PHYSICAL EDUCATION**

*Adapted Physical Education*  
Course No. 1650

This course provides student with basic health concepts, lifetime sports and recreation skills. Students will be given the opportunity to participate in leisure and lifetime activities based upon student need, interests, physical strength, vitality and endurance.
SEVENTH GRADE

LANGUAGE ARTS
Essential Reading Course No. 1703
Essential English Course No. 1704

The focus is on oral and written language development. Students are expected to analyze information from diverse materials. Students apply literary and expository writing skills, research skills, the use of technology, and the analysis of visual literacy in a variety of genres. Students are expected to communicate written ideas effectively and increase proficiency of conventions such as spelling, capitalization and punctuation. Seventh grade students are scheduled into one English class and one reading class, which make up the language arts program.

SOCIAL STUDIES
Essential Texas History
Course No. 1742

The course is a study of Texas geography, history, government, economics, and people from the prehistoric period to the present. Emphasis is placed on the diversity of the land and cultures that make up Texas.

MATH
Essential Math Course No. 1722

Focal points in mathematics at grade seven are using ratios to describe proportional relationships, geometry, measurement, probability and adding/subtracting decimals, fractions and integers. Problem solving strategies, language communication, connections within and outside mathematics, and formal and informal reasoning are emphasized.

SCIENCE
Essential Science Course No. 1732

Students will study inclined planes to understand the relationship between force and motion, the physical and chemical properties of matter and their interactions. Students investigate the body systems and inherited characteristics of living organisms, as well as their adaptations to Texas ecosystems and the solar system.

PHYSICAL EDUCATION
Adapted Physical Education
Course No. 1750

This course provides student with basic health concepts, lifetime sports and recreation skills. Students will be given the opportunity to participate in leisure and lifetime activities based upon student need, interests, physical strength, vitality and endurance.

EIGHTH GRADE

LANGUAGE ARTS
Essential Language Arts Course No. 1804

The focus is on oral and written language development. Students are expected to analyze information from diverse materials. Students apply literary and expository writing skills, research skills, the use of technology, and the analysis of visual literacy in a variety of genres. Students are expected to communicate written ideas effectively and increase proficiency of conventions such as spelling, capitalization and punctuation.

SOCIAL STUDIES
Essential US History
Course No. 1842

This course focuses on significant persons, issues and events in U.S. History. The time frame begins with the Vikings’ European Exploration and proceeds through the Colonial Period, the Civil War, and Reconstruction.

MATH
Essential Pre Algebra Course No. 1822

Focal points in mathematics at grade eight are using basic principles of algebra to analyze and represent proportional/non proportional relationships, using probability to describe data and make predictions, and gaining facility with rational number operations. Problem solving strategies, language and communication, and connections within and outside mathematics are emphasized.

SCIENCE
Essential Science Course No. 1832

Students will study Newton’s Laws to understand the relationship between force and motion. They investigate the structure of atoms and the Periodic Table. Students will explore characteristics of the universe. Students will study ocean systems and the earth, moon and sun system.

PHYSICAL EDUCATION
Adapted Physical Education
Course No. 1650

This course provides student with basic health concepts, lifetime sports and recreation skills. Students will be given the opportunity to participate in leisure and lifetime activities based upon student need, interests, physical strength, vitality and endurance.
Dear Students and Parents:

The scheduling process is the shared responsibility of students, parents, teachers, and counselors. All contribute ideas and information which result in effective educational programs for students. Since students’ educational programs have implications for post-high school education and eventual career choice, careful planning is required. Parents are strongly encouraged to assist students in the selection process by discussing alternatives with them and by helping them analyze their individual interests, needs, and goals.

Teachers are available to discuss the curriculum with students and to provide understanding of the many options that are available. Students are encouraged to seek their teachers’ recommendations before enrolling in some courses to ensure they are appropriately placed and meet the prerequisites. Counselors are available to assist students, parents, and teachers in developing a sound educational program. The counselors have the skills, experience, and accessibility to records that enable them to provide students with necessary information in the selection process.

Students are provided with information about all the subjects available to them. They must choose those subjects which give them knowledge and skills for their current educational career plans. Therefore, students are encouraged to contact school personnel anytime there are questions, concerns or ideas to be shared.

It is very important for students and parents to plan carefully as course selections are made. In May, students may alter their course requests if there are seats remaining in the class to which they wish to move. After that time we must all be committed to the decisions we made in the spring. This will help insure the school year starts smoothly and the instructional process can begin immediately.

As you begin this enrollment process, we send you our very best wishes. Utilize the whole array of resources that are available to you. By doing so, we believe the upcoming school year will be enriching for each student.

Sincerely,

Catherine Henry
Interim Principal
Grapevine High School

Becky Prentice
Principal
Colleyville Heritage High School
CAREER AND TECHNICAL EDUCATION

There may be additional material costs associated with some career and technical education courses for which the student will be responsible. Enrollment in some courses may be limited due to facilities and safety issues. Some courses may require an application process. This application is available in the counselors’ office. The district will provide transportation for campus specific offerings.

AGRICULTURE, FOOD AND NATURAL RESOURCES

Coordinated group and individual instructional activities consisting of classroom and laboratory experiences, supervised agricultural experiences, and leadership activities are included in this comprehensive secondary program. The program is designed to develop competencies needed by high school students desiring to enter or preparing to enter agricultural, food, and natural resources occupations. Agricultural employment includes all jobs that require agricultural competencies or essential knowledge and skills needed in producing, managing, processing, marketing, distributing, regulating, or protecting any of the renewable natural resources-about 20% of the Gross National Product (GNP). Sixty percent (60%) of all activities are (shop/lab) activities.

FFA activities are an integral part of the AGRICULTURE, FOOD AND NATURAL RESOURCES Career Cluster. Opportunities for developing skills in leadership, cooperation, and citizenship are provided through extension of classroom / laboratory learning experiences by membership and participation in this student leadership organization.

FIFTEEN RELATED CAREERS

Agricultural Scientist, Agricultural Engineer, Technical Sales Rep, Cooperative Extension Service, Biological Scientist (Agricultural), Fish and Game Warden, Farmer/Farm Manager, Quality Control/Landscape Architect, Forster and Conservation Scientist, Technician-Food; Teacher, Career and Technical Education, Range Manager, Crop Protection/ Hazardous Material, Technical Coordinator, Veterinary Technician, Veterinarian

PRINCIPLES OF AGRICULTURE, FOOD AND NATURAL RESOURCES
(Enrollment Based) GHS
Course No. 0801
Semesters: 1; Credits: ½
Prerequisite: None

This is the recommended class for incoming freshman or first year agriculture students. The course addresses the broad spectrum of agriculture science/agribusiness. Students in this class will focus on the scope of world, national and local agriculture issues. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. The course includes instructional units in agricultural career development, leadership, communications, personal finance, and mechanized agriculture.

WILDLIFE, FISHERIES, AND ECOLOGY MGT.
(Enrollment Based) GHS
Course No. 0805
Semesters: 1; Credits: ½
Prerequisite: None

To be prepared for careers in natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. This course examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural and wildlife practices.

LANDSCAPE AND TURF GRASS MGT.
(Enrollment Based) GHS
Course No. 0808
Semesters: 1; Credits: ½
Prerequisite: Sophomore Classification

To be prepared for careers in horticultural systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems 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 knowledge and skills in a variety of settings. This course is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

SMALL ANIMAL MGT.
(Enrollment Based) GHS
Course No. 0852
Semesters: 1; Credits: ½
Prerequisite: None

To be prepared for careers in the field of animal science, students need to enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowldeage and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings. Suggested small animals which may be included in the course of study include, but are not limited to, small mammals, amphibians, reptiles, avian, dogs, and cats.
LIVESTOCK PRODUCTION
(Enrollment Based) GHS
Course No. 0806
Semesters: 1; Credits: ½
Prerequisite: Sophomore Classification

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems 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 in a variety of settings. Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

VETERINARY MEDICAL APPLICATIONS
(Enrollment Based) GHS
Course No. 0853
Semesters: 2; Credits: 1
Prerequisite: Sophomore Classification

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems 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 in a variety of settings. Animal species to be addressed in this course may include, but are not limited to, horses, donkeys, and mules.

ADVANCED ANIMAL SCIENCE
(Enrollment Based) GHS
Course No. 0854
Semesters: 2; Credits: 1
Prerequisite: Senior Classification, Fulfills 4th Year Science Credit

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences.

AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES
(Enrollment Based) GHS
Course No. 0804
Semesters: 1; Credits: ½
Prerequisite: Sophomore Classification

To be prepared for careers in agricultural power, structural, and technical systems, students need to attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings.

This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques.

AGRICULTURAL FACILITIES DESIGN AND FABRICATION
(Enrollment Based) GHS
Course No. 0856
Semesters: 2; Credits: 1
Prerequisite: Junior Classification

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

PRINCIPLES AND ELEMENTS OF FLORAL DESIGN
(Enrollment Based)
Course No. 0826
Semesters: 2; Credits: 1

To be prepared for careers in floral design, students need to attain academic skills and knowledge as well as technical knowledge and skills related to horticultural systems 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. This course 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.
BUSINESS ADMINISTRATION, MARKETING AND FINANCE

This comprehensive program provides students with meaningful instruction both for business and about business, while being flexible and adaptable to the needs of industry and society. Students are provided broad, transferable concepts and competencies that allow them to enter the job market with the ability to function in new and emerging technological occupations as well as to reach maximum potential in higher education.

Basic skills such as reading, writing, computation, and computer technology expertise comprise the foundation of all Business Education courses. Introductory and upper-level courses integrate academic and critical thinking skills for a complete understanding of the functions of business and the implications for personal life skills. Major tasks emphasize developing effective oral and written communication, preparing and analyzing business records, operating appropriate equipment, utilizing software, and developing necessary knowledge and skills to interact successfully with others.

The student organization that provides extra curricular involvement for those enrolled in Business Education is Business Professionals of America (BPA). BPA contributes to the advancement of leadership, citizenship, personal growth, academics, and technological skills. This organization serves as a cohesive agent in the worldwide networking of education, business, and industry. Competitive events enhance career/job preparation, workplace competencies, self-confidence, and the instructional program.

FIFTEEN RELATED CAREERS
Accountant & Auditor, Computer Programmer, Medical Secretary, Bank Manager, Court Reporter, Management Consultant, Buyer, Wholesale & Retail, CPA (Certified Public Accountant), Real Estate Manager, City Manager, Educational Administrator, Stockbroker, Claims Adjuster, Entrepreneur, Telecommunications Specialist

PRINCIPLES OF BUSINESS, MARKETING AND FINANCE
(Enrollment Based)
Course No. 0729
Semesters: 1; Credits: ½
Prerequisite: None

This course introduces students to the basic concepts of business. Some of the topics covered include types of businesses, ethics in business, and the impact of global business. Product pricing and types and effectiveness of advertising will also be presented. Students will explore individual interests and abilities, set goals and develop a career plan. Students will learn to manage their own money matters as they study the principles of money and personal financial management. This class is lab-based and students will have daily access to computers for online activities and to research relevant topics and current events.

TOUCH SYSTEMS DATA ENTRY
(Enrollment Based)
Course No. 0721
Semesters: 1; Credits: ½
Prerequisite: None

Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data entry for production of business documents.

BUSINESS INFORMATION MANAGEMENT I (Enrollment Based)
Course No. 0723
Semesters: 2; Credits: 1
Prerequisite: Touch System Data Entry

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

BUSINESS INFORMATION MANAGEMENT II
(Enrollment Based)
Course No. 0724
Semesters: 2; Credits: 1
Prerequisite: Junior Classification, Business Information Management I.

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to business applications of emerging technologies, create complex documents, sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

BUSINESS LAW (Enrollment Based)
Course No. 0727
Semesters: 1; Credits: ½
Prerequisite: Junior Classification

Students analyze the social responsibility of business and industry regarding the significant issues relating to the legal environment, business ethics, torts, contracts, negotiable financial instruments, personal property, sales, warranties, business organizations, concept of agency and employment, and real property. Students apply technical skills to address business applications of contemporary legal issues. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

PROFESSIONAL COMMUNICATIONS
(Enrollment Based)
Course No. 0743
Semesters: 1; Credits: ½ (½ speech)
Prerequisite: None

Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.
GLOBAL BUSINESS  
(Enrollment Based)  
Course No. 0748  
Semesters: 1; Credits: ½  
Prerequisite: Sophomore Classification  
Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce and postsecondary education. Students apply technical skills to address global business applications of emerging technologies. Students develop a foundation in the economical, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment.

VIRTUAL BUSINESS  
(Enrollment Based)  
Course No. 0747  
Semesters: 1; Credits: ½  
Prerequisite: Sophomore Classification  
Prerequisite: Touch System Data Entry  
Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. Students will be able to identify steps needed to locate customers, set fees, and develop client contracts. Student will be able to provide administrative, creative, and technical services using advanced technological modes of communication and data delivery. The student builds a functional website that incorporates the essentials of a virtual business.

BUSINESS MANAGEMENT  
(Enrollment Based)  
Course No. 0746  
Semesters: 2; Credits: 1  
Prerequisite: Junior Classification  
Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students analyze the primary functions of management and leadership, which are planning, organizing, staffing, directing or leading, and controlling. Topics will incorporate social responsibility of business and industry. Students develop a foundation in the economical, financial, technological, international, social, and ethical aspects of business to become competent managers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate management decisions.

MARKETING  
Marketing Education is a program designed to prepare students to conduct the critical business functions associated with directing the flow of products and services from the producer to the consumer. A fundamental understanding of the marketing concept and basic marketing skills are essential not only to students entering the field of marketing, but also everyone entering the workforce. Marketing Education courses provide students with knowledge and skills that are highly transferable.

The discipline of marketing is built upon three interdisciplinary content areas: economics, human resources, and marketing concepts. Students study and apply the marketing functions that include: Distribution, Promotion, Financing, Purchasing, Marketing-Information Management Risk Management, Product Planning, and Selling. Course work is expanded to include application and integration of technology, higher-order thinking, problem solving, and core academic competencies.

Students also have opportunities to develop leadership, social, civic and career skills in marketing through their participation in DECA, the student organization for Marketing Education. DECA provides well-planned activities that can be integrated into the curriculum and projects that promote occupational competence for students. DECA is committed to building relationships between education and the business community that will enhance the career and educational development of students.

FIFTEEN RELATED CAREERS  
Advertising, Director, International Marketer, Buyer/Purchasing Agent, Hotel/Motel Manager, Marketing Instructor, Financial Manager, Travel Services, Marketing Dir., Fashion Marketer, Broker, Restaurant Manager, Store Manager, Display Designer, Fashion Consultant, Distribution Manager, Product Designer

SPORTS AND ENTERTAINMENT MARKETING  
(Enrollment Based)  
Course No. 0858  
Semesters: 1; Credits: ½  
Prerequisite: None  
This course will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans. This course will also provide students an opportunity to develop promotional plans, sponsorship proposals, endorsement contracts, sports and entertainment marketing plans, and evaluation and management techniques.

FASHION MARKETING  
(Enrollment Based)  
Course No 0860  
Semesters: 1; Credits: ½  
Fashion Marketing is designed to provide students with knowledge of the various business functions in the fashion industry. Students in Fashion Marketing will gain a working knowledge of promotion, textiles, merchandising, mathematics, selling, visual merchandising, and career opportunities.
Within society.

Students integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. This course may include paid or unpaid career preparation experience.

**PRACTICUM IN MARKETING DYNAMICS (Enrollment Based)**

Course No. 0841

Semesters: 2; Credits: 3

Prerequisite: Senior Classification, Principles of Business, Marketing and Finance

Through course required employment, students gain knowledge and skills that help them become proficient in one or more of the marketing functional areas.

**FINANCE**

The Finance Cluster prepares learners for careers in financial planning, insurance, banking, business and financial management. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service and communication.

Students may enjoy leadership and competition opportunities in the Business Professionals of America (BPA) student leadership organization.

**FIFTEEN RELATED CAREERS**

Financial Planner, Tax Preparer, Brokerage Clerk, Sales, Securities and Commodities, Investment Advisor, Development Officer, Teacher, Accounting, Accountant Bookkeeper, Chief Financial Officer, Revenue Agent, Comptroller, Treasurer, Auditor, Economist

**BANKING AND FINANCIAL SERVICES (Enrollment Based)**

Course No. 0779

Semesters: 1; Credits: ½

Prerequisite: Sophomore Classification, Principles of Business, Marketing, and Finance

Students develop knowledge and skills in the economical, financial, technological, international, social, and ethical aspects of banking to become competent consumers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes the operations, sales, and management of banking institutions to gain a complete understanding of how banks function within society.

**SECURITIES AND INVESTMENTS (Enrollment Based)**

Course No. 0781

Semesters: 1; Credits: ½

Prerequisite: Sophomore Classification, Principles of Business, Marketing, and Finance

Students will illustrate appropriate management and research skills to create the marketing mix. This course covers technology, communication, and customer-service skills. The practicum 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. The practicum course is a paid or unpaid experience for students participating in a coherent sequence of career and technical education courses in marketing education.

**ACCOUNTING I (Enrollment Based)**

Course No. 0725

Semesters: 2; Credits: 1

Prerequisite: Sophomore Classification

Prerequisite: Principles of Business, Marketing, and Finance

Students investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students formulate and interpret financial information for use in management decision making.
ACCOUNTING II (Enrollment Based)
Course No. 0778
Semesters: 2; Credits: 1
Prerequisite: Junior Classification, Accounting I

Students continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities.

Students formulate and interpret financial information for use in management decision making.

MONEY MATTERS (Enrollment Based)
Course No. 0785
Semesters: 1; Credits: ½
Prerequisite: None

Students will investigate global economics with emphasis on the free enterprise system and its impact on consumers and businesses.

Students apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to set long-term financial goals based on those options. Students will determine methods of achieving long-term financial goals through investment, tax planning, asset allocation, risk management, retirement planning, and estate planning.

FAMILY CONSUMER SCIENCES/HUMAN SERVICES

The Human Services curriculum empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society. The relationship between work and family is the unique focus of Human Services. The department offers courses designed to prepare students for the world of work and life. The semester courses provide in-depth study for life as well as possible careers in child development, food science, and apparel. Practicum and Human Services offers work-based training opportunities for students. Tech Prep articulated agreements allow students an opportunity to earn college credit in designated areas with specific post-secondary education institutions. The Family, Career, Community Leaders of America (FCCA) organization provides extracurricular involvement for students enrolled in Family and Consumer Sciences Education courses. Leadership skills, citizenship, personal growth and community service related opportunities are supported through membership. Competitive events enhance career preparation, curriculum competencies, self-confidence, and the instructional program.

FIFTEEN RELATED CAREERS
Family School or Career Counselor, Child Psychologist, Merchandise Display Artist, Child Care Specialist, Hotel/Motel Manager, Public Relations Specialist, Dietitian, Home Furnishings Buyer, Manicurist, Family and Consumer Sciences, Teacher, Cosmetologist, Professional Educator, Fashion Designer, Marketing Research Analyst, Social Worker

PRINCIPLES OF HUMAN SERVICES (Enrollment Based)
Course No. 0812
Semesters: 1; Credits: ½
Prerequisite: None

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

LIFETIME NUTRITION AND WELLNESS (Enrollment Based)
Course No. 0816
Semesters: 1; Credits: ½
Prerequisite: Sophomore Classification, Principles of Human Services, Principles of Hospitality and Tourism

This course is designed to help students make informed choices that promote wellness in relation to sound nutrition. This course will focus on cooking techniques, meal planning, safety and sanitation, and food management, careers.

CHILLO DEVELOPMENT (Enrollment Based)
Course No. 0813
Semesters: 1; Credits: ½
Prerequisite: Sophomore Classification

This semester course is designed to increase the understanding of the various stages of child development. Emphasis is placed on reproduction, prenatal and postnatal care, development of children in the areas of physical, social, emotional, and intellectual progression, appropriate child guidance techniques, and special needs children.

CHILD GUIDANCE (Enrollment Based)
Course No. 0827
Semesters: 2; Credits: 1
Prerequisite: Sophomore Classification, Principles of Human Services and Child Development

This technical laboratory course addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs.

FOOD SCIENCE (Enrollment Based)
Course No. 0815
Semesters: 2; Credits: 1
Prerequisite: Junior Classification, three units of science

4th year science credit only available at Bridges Accelerated Learning Center

In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public.
INSTRUCTIONAL PRACTICES IN EDUCATION AND TRAINING  
(Enrollment Based)  
Course No. 0824  
Semesters: 1-2; Credits: 1-2  
Prerequisite: Junior Classification, Principles of Human Services, Child Development and Child Guidance  

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

PRACTICUM IN HUMAN SERVICES, EDUCATION AND TRAINING  
(Enrollment Based)  
Course No. 0842  
Semesters: 2; Credits: 2-3  
Prerequisite: Junior Classification  
Application Required  

Practicum courses provide occupationally specific training and focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community services careers.

HOSPITALITY AND TOURISM  

Hospitality and Tourism is one of the fastest growing career fields in America. Tourism plays an important part in this increase. More and more cities are taking advantage of these opportunities for the tourist dollar. Real estate developers, corporations and urban planners are all working to tap into the huge amount of money available from tourism. These efforts create jobs for thousands of people. Business people working away from home account for the majority of rented rooms at many hotels across the country. Hotels and services that cater to these travelers to make them more comfortable are thriving. The Hospitality and Tourism focus area provides training in the related fields, with specific focus on job related preparation for employment. Students learn the basics of the tourism industry and the culinary industry and then have the opportunity to practice these skills in the pre-employment laboratory situation. Leadership and competition opportunities are provided for students with the FCCLA club – Family, Career and Community Leaders of America.

FIFTEEN RELATED CAREERS  
Executive Chef, Travel Agent, Hotel Manager, Reservation Agent, Concierge, Food Service Worker, Sous Chef, Waitress/Waiter, Maitre ‘D, Flight Attendant, Cook/Short Order, Cook, Baker, Convention Services, Tour Guide, Food/Beverage Manager

PRINCIPLES OF HOSPITALITY AND TOURISM  
(Enrollment Based)  
Course No. 0829  
Semesters: 1-2; Credits: ½-1  
Prerequisite: None  

The hospitality and tourism industry encompasses lodging; travel and tourism; recreation, amusements, attractions, and resorts; and restaurants and food beverage service. The hospitality and tourism industry maintains the largest national employment base in the private sector. Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry. Students are encouraged to participate in extended learning experiences such as CTSO’s.

HOTEL MANAGEMENT  
(Enrollment Based)  
Course No. 0830  
Semesters: 1-2; Credits: ½-1  
Prerequisite: Sophomore Classification, Principles of Hospitality and Tourism  

This course focuses on the knowledge and skills needed to pursue staff and management positions available in the hotel industry. This in-depth study of the lodging industry includes departments within a hotel such as front desk, food and beverage, housekeeping, maintenance, human resources, and accounting. This course will focus on, professional communication leadership management, human resources, technology, and accounting.

RESTAURANT MANAGEMENT  
(Enrollment Based)  
Course No. 0825  
Semesters: 1-2; Credits: 1  
Prerequisite: Sophomore Classification, Principles of Hospitality and Tourism  

This course will emphasize the planning, organizing, staffing, directing, and controlling the management of food service operations and restaurants. Students are encouraged to participate in extended learning experiences such as CTSO’s.
HOSPITALITY SERVICES  
(Enrollment Based)  
Course No. 0831  
Semesters: 1-2; Credits: 1-2  
This course is recommended for students in Grades 11-12.  
Recommended prerequisite: Hotel Management, Travel and Tourism Management, or Restaurant Management  
Application Required  
Hospitality Services provides students with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. The knowledge and skills are acquired within a sequential, standards-based program that integrates hands-on and project-based instruction. Standards included in the Hospitality Services course are designed to prepare students for nationally recognized industry certifications, postsecondary education, and entry-level careers. In addition, Hospitality Services is designed so that performance standards meet employer expectations, enhancing the employability of students. Instruction may be delivered through laboratory training or through internships, mentoring, or job shadowing.

Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

CULINARY ARTS  
(Enrollment Based)  
Course No. 0817  
Semesters: 1-2; Credits: 2  
Prerequisite: Junior Classification, Restaurant Management, Lifetime Nutrition and Wellness, or Principles of Hospitality and Tourism  
Application Required  
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, a Texas culinary specialist certification, or any other appropriate industry certification. This course may be offered as a laboratory-based or internship course. Students are encouraged to participate in extended learning experiences such as career and technical student organizations.

This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and cte; provides interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace. Students are taught employability skills, which include job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Practicum in Culinary Arts is relevant and rigorous, supports student application of academic standards, and effectively prepares students for college and career success.

INFORMATION TECHNOLOGY/MEDIA  
Information Technology includes the entire world of computers – from learning how to use them to creating them to programming them to repairing them. As technology improves, the desire for faster and more powerful equipment grows. Computer technology is quickly changing every industry – from agriculture to entertainment. People with a scientific understanding of computer technology will play a major role in America’s future. Opportunities will be great for innovative specialists who keep up with the latest technology.

Students may join the BPA – Business Professionals of America student leadership club in order to participate in activities and competitions and develop leadership skills. The Technology Student Association (TSA) provides the same opportunities for students in the more hands-on activities such as networking and computer repair and upgrading.

FIFTEEN RELATED CAREERS  
Computer Systems, Hardware Analyst, Computer Security Specialist, Computer Programmer, Cisco Certified Networking Associate, Computer Repair Technician, Website Designer, Computer Scientist/Engineer, Cryptanalysis, Mathematician, Computer Security Specialist, Global Positioning Technician, Mapmaker, Secretary, Court Reporter, Computer Technician, Computer Education

PRINCIPLES OF INFORMATION TECHNOLOGY  
(Enrollment Based)  
Course No. 0263  
Semesters: 1; Credits: ½  
Prerequisite: None  
Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment.

Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.
**COMPUTER MAINTENANCE**  
*(Enrollment Based)*  
Course No. 0260  
Semesters: 2; Credits: 1  
Prerequisite: Sophomore Classification  

Students acquire principles of computer maintenance, including electrical and electronic theory, computer hardware principles, and broad level components related to the installation, diagnosis, service, and repair of computer systems.

**COMPUTER TECHNICIAN**  
*(Enrollment Based)*  
Course No. 0264  
Semesters: 2; Credits: 2  
Prerequisite: Junior Classification  

Students gain knowledge and skills in the area of computer technologies, including advanced knowledge of electrical and electronic theory, computer principles, and components related to the installation, diagnosis, service, and repair of computer-based technology systems. Students will reinforce, apply, and transfer their knowledge and skills to a variety of settings and problems. Proper use of analytical skills and application of information technology concepts and standards are essential to prepare students for success in a technology-driven society. The critical thinking, information technology experience, and product development may be conducted either in a classroom setting with an instructor, with an industry mentor, or both.

**ANIMATION**  
Course No. 0819  
Semesters: 1; Credits: ½  
Prerequisite: Recommended Grades 10-12  

Students interested in the field of animation will get a hands-on experience altering, manipulating, and reconstructing characters in creating animation. Various software programs to combine visual and audio elements will be explored. Students will storyboard, create graphics, and write ActionScript code, as well as study the history of animation.

**DIGITAL AND INTERACTIVE MULTIMEDIA**  
*(Enrollment Based)*  
Course No. 0726  
Semesters: 2; Credits: 1  

Students will be provided with hands-on experience with current technology in the marketplace and its application. Students will enhance their learning while using their creativity to create and edit interactive multimedia projects, digital images, graphics, animation, sound, movies, and web pages. The knowledge and skills acquired in this class will enable students to successfully perform and interact in today's technology-driven society.

**AUDIO/VIDEO PRODUCTION**  
*(Enrollment Based)*  
Course No. 0811  
Semesters: 2; Credits: 1  
Prerequisite: None  

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, 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.

**VIDEO GAME DESIGN**  
Course No. 0719  
Semesters: 2; Credits: 1  
Prerequisite: Geometry  

Students will be provided the opportunity to design, program, and create a functional video game. The course will introduce basic programming language and skills that are essential to developing a video game. Topics covered are math, physics, design, and computer programming.

**WEB TECHNOLOGIES**  
Course No. 0712  
Semesters: 1; Credits: ½  
Prerequisite: Recommended Grades 10-12  

Web Technologies will allow students to acquire an understanding of the World Wide Web, as well as legal and ethical issues surrounding web use. Students will develop web pages using HyperText Markup Language (HTML), use current web authoring software, and integrate text, images, audio, video, and graphic files into web site design.

**GRAPHIC DESIGN AND ILLUSTRATION**  
*(Enrollment Based)*  
Course No. 0749  
Semesters: 2; Credits: 1  

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. 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.

**COMPUTER SCIENCE** *(These courses meet the Technical Credit requirement for graduation)*

**Pre-AP COMPUTER SCIENCE I**  
*(Enrollment Based)*  
Course No. 0251  
Semesters: 2; Credits: 1  
Prerequisite: Geometry  

This Pre-Advanced Placement (Pre-AP) course is designed to prepare students for success in Advanced Placement (AP) computer science courses and to meet the unique needs of the district’s gifted and talented students in computer science. This course is an introduction to computer science. An important emphasis will be placed on the complete development of algorithms which are independent of a particular language and which lend themselves to easy modification and maintenance. The language used to implement the computer science skills in this course is JAVA. Tech prep college credit is possible.
AP COMPUTER SCIENCE A II
(Enrollment Based)
Course No. 0253
Semesters: 2; Credits: 1
Prerequisite: Pre-AP Computer Science I, Fulfills 4th year math credit

AP Computer Science II continues the emphasis on programming methodology and algorithm development from Computer Science I. The students will learn well-known algorithms and data structures. The importance of selecting the appropriate algorithm based on analysis of the algorithm efficiency will be stressed. Data abstractions will be developed and implemented in student programs using objects and classes. Case studies will be used to give the student practice in the management of complexity and to motivate the use of object-oriented programming. The language used to implement the computer science skills in this course is JAVA. Tech prep college credit is possible.

COMPUTER SCIENCE III
(Enrollment Based) — Local Credit Only
Course No. 0254
Semesters: 2; Credits: 1
Prerequisite: Pre-AP Computer Science I and AP Computer Science A II

Computer Science III is a course intended for students who have taken two previous years of structured programming. Students will design and implement computer-based solutions to problems in several application areas expanding the use of object oriented programming. Students will learn how to develop and use data abstractions that include stacks, queues, linked lists, and binary trees. There will be a continued emphasis on selecting the appropriate algorithms and data structures for the most efficient coding of a solution. Tech prep college credit is possible.

INDEPENDENT STUDY IN TECHNOLOGY APPLICATIONS
(Enrollment Based)
Course No. 0261
Semesters: 2; Credits: 1
Prerequisite: Students must have successfully completed two years of the following programming courses:
Computer Science I, Computer Science II, and Computer Science III

The purpose of the Independent Study in Technology Applications course is to further student skills in programming through instruction on advanced graphics programming in Java. Course goals include: 1) developing skills to understand a partially-created project, completing the project in guided stages to meet pre-determined specifications, and add enhancements to expand the application as it matures; 2) further develop debugging skills by applying them to an application created by another programmer; 3) learning reverse engineering skills by breaking a completed application down into logically appropriate stages, and 4) coding fluently in a well-designed, efficient fashion to create an application that meets a pre-defined set of expectations, rules and appearance.

TECHNOLOGY/ENGINEERING EDUCATION

Technology and Engineering is a comprehensive experienced-based educational program that allows students to investigate and experience the means by which humans meet their needs and wants, solve problems, and extend their capabilities. Technology Education is concerned with the knowledge and skills to develop, produce, and use products or services and how to assess the impacts these activities have on humans and the world.

Technology and Engineering students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems. The study of technology allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. In addition to their general academic and technical knowledge and skills, students gain an understanding of career opportunities available in technology and what employers require for workers to gain and maintain employment in the 21st century.

The Technology Student Association (TSA), the student organization for students enrolled in Science, Technology, Engineering and Mathematics, is an avenue by which leadership, citizenship, and technical skills are integrated into the instructional program. Leadership training is provided through curriculum activities in which students learn to conduct and participate constructively in organized meetings, speak effectively before groups, work cooperatively with others, solve problems, and compete as individuals. TSA assists students in the achievement of technologically related competencies in the areas of bio-related technology, communication, engineering, electronics, graphics, design, manufacturing, and research and development.

FIFTEEN RELATED CAREERS
Aerospace Engineer, Airtraffic Controller, Architect, General Contractor, Civil Engineer, Computer Engineer, Product Designer, Manufacturing Supervisor, Landscape Architect, Laser Technician, Airplane Pilot, Mechanical Engineer, Robotics Technician, Welding Engineer, Supervisor, Construction Trades
CONCEPTS OF ENGINEERING, TECHNOLOGY, AND ROBOTICS
(Enrollment Based)
Course No. 0800
Semesters: 1; Credits: ½
Prerequisite: None

Concepts of Engineering and Technology provide an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will use a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will have an understanding of the various fields and will be able to make informed decisions regarding a coherent sequence of subsequent courses. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments. Further, students will have worked on a design team to construct a robotic devise to compete against other schools in a robotics tournament sponsored by Texas B.E.S.T in the fall.

ENGINEERING DESIGN AND PRESENTATION
(Enrollment Based)
Course No. 0851
Semesters: 2; Credits: 1
Prerequisite: Sophomore Classification, Concepts of Engineering and Technology

Students will demonstrate knowledge and skills of the process of design as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware/software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

ROBOTICS ENGINEERING: THE INFINITY PROJECT
(Enrollment Based)
Course No. 0828
Semesters: 2; Credits: 1
Prerequisite: Junior Classification, Alg. II and 1 credit of lab based science

The student will develop an understanding of the engineering design process using a variety of technological devices to design, build, and test engineering concepts. The student will apply mathematical knowledge to engineering technology while exploring the connections between humans and technology to enhance the human utility of engineering designs. Course should inspire students to pursue higher level math & science. The student will develop an understanding of the process using a robot to design, build and test engineering concepts.

ADVANCED ENGINEERING DESIGN AND PRESENTATION
(Enrollment Based)
Course No. 0850
Semesters: 2; Credits: 2
Prerequisite: Junior Classification Engineering Design and Presentation

This course will provide students the opportunity to master computer software applications in a variety of engineering and technical fields. This course further develops the process of engineering thought and application of the design process.

TRANSPORTATION, DISTRIBUTION AND LOGISTICS

The Transportation, Distribution and Logistics cluster includes the 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. This area provides instruction that develops manipulative skills, safety, judgment, technical knowledge, and related occupational information. These skills prepare students for profitable employment in trade and industrial pursuits. It also trains students for a wide variety of occupations in industrial areas through contextual instruction in the layout, design, production, processing, assembling, testing, diagnosing, and maintaining of industrial, commercial, and residential goods and services.

Individuals who have actual wage-earning experiences in the field provide instruction. Classrooms are laboratory equipped to emulate industry or are actual work sites, through such training arrangements as cooperative education, internships, or apprenticeships. Opportunities to develop and apply leadership, social, civic, and business-related skills are provided through the Skills USA, the student organization for young people enrolled in trade and industrial programs. As an integral part of the instructional program, club activities enhance and expand classroom instruction. Activities are directly related to the objectives of courses in Trade and Industrial Education.

FIFTEEN RELATED CAREERS
AUTOMOTIVE TECHNOLOGY, DISTRIBUTION, AND LOGISTICS
(Enrollment Based) GHS
Course No. 0810
Semesters: 1; Credits: ½
Prerequisite: None

Introduction to Principles of Transportation, Distribution, and Logistics, students 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 logistics of warehousing and transportation systems. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation, distribution, and logistics industries.

COLLISION REPAIR AND REFINISHING
(Enrollment Based) GHS
Course No. 0820
Semesters: 2; Credits: 1
Prerequisite: Sophomore Classification

Collision repair and refinishing services include knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.

AUTOMOTIVE TECHNOLOGY
(Enrollment Based) GHS
Course No. 0822
Semesters: 2, Credits: 1
Prerequisite: Sophomore Classification

Automotive services include knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis 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 the theory of operation of automotive vehicle systems and associated repair practices.

ADVANCED AUTOMOTIVE TECHNOLOGY
(Enrollment Based) GHS
Course No. 0823
Semesters: 2, Credits: 2
Prerequisite: Junior Classification, Automotive Technology

Automotive services include advanced knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Advanced Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices.

ADVANCED COLLISION REPAIR AND REFINISHING
(Enrollment Based) GHS
Course No. 0821
Semesters: 2, Credits: 2
Prerequisite: Junior Classification, Collision Repair and Refinishing

Collision repair and refinishing services include advanced knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles. This course is designed to teach the application of advanced technical skills and practices related to collision repair and refinishing.

FINE ARTS

Information regarding graduation requirements: Credit for Fine Arts may be earned in one of the following four areas: Art, Dance, Music, and Theatre. Dance I-IV may earn Fine Arts or PE credits.

There may be additional material costs associated with fine arts classes for which the student will be responsible in which the resultant product is in excess of minimum requirements and, at the student’s option, becomes the personal property of the student.

ART I
(Enrollment Based)
Course No. 0750
Semesters: 2; Credits: 1
Prerequisite: None

This course offers the beginning art student a general survey of studio art. A variety of media and techniques will be explored throughout the year. Basic drawing skills will be developed through contour line, value (shading to show form), perspective (illusion of space) and portraiture. Color theory will be explored through media such as drawing, painting, and/or printmaking.

Two-dimensional and three-dimensional designs will integrate the elements and principles of art through intentional composition. Art history tie-ins and student critiques will help the student gain a greater understanding of how artists work. Each student will demonstrate his/her accomplishments through a portfolio of work.

Pre-AP ART I – STUDIO ART
(Enrollment Based)
Course No. 0775
Semesters: 2; Credits: 1
Recommended: Teacher recommendation or portfolio review by instructor

This course offers the serious art student interested in advanced placement courses a strong fundamental experience in studio art. These skills will provide the foundation that higher level art coursework will be built upon. A variety of media and techniques will provide a general survey of studio art. Basic drawing skills will be developed through contour line, value (shading to show form), perspective (illusion of space) and portraiture. Color theory will be explored through media such as drawing, painting, and/or printmaking.
Two-dimensional and three-dimensional designs will integrate the elements and principles of art through intentional composition. Art history tie-ins and student critiques will help the student gain a greater understanding of how artists work. Each student will demonstrate his/her accomplishments through a portfolio of work.

**Pre-AP ART II – STUDIO ART**  
*(Enrollment Based)*  
*Course No. 0776*  
*Seminesters: 2; Credits: 1*  
*Recommended: Pre-AP Art I - Studio Art, Art I or teacher recommendation*  
*Sophomore, Junior or Senior classification*  
*Portfolio Review by Instructor*

This course provides the serious art student interested in advanced placement courses the opportunity to build upon the fundamental Art I skills. Focus in this course continues to be on developing technique in a variety of areas including drawing, painting, collage and mixed media. Emphasis will be on developing compositional skills using the art elements (line, shape, color, value, texture, space) to enhance the principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships). Expression of the student’s individual creativity will be encouraged. Art history tie-ins and student critiques will help the student gain a greater understanding of how artists work. Each student will demonstrate his/her accomplishments through a portfolio of work.

**CERAMICS II – IV**  
*(Enrollment Based)*  
*Course No. II – 0770*  
*Course No. III – 0771*  
*Course No. IV – 0772*  
*Seminesters: 2; Credits: 1-3*  
*Prerequisite: Art I*

This course is a continuation of the study of three-dimensional art with a focus on clay as a sculptural medium. Advanced methods and techniques using clay will be explored, including potters wheel and hand-built sculpture. Individual creativity will be stressed.

**DRAWING II – IV**  
*(Enrollment Based)*  
*Course No. II – 0754*  
*Course No. III – 0755*  
*Course No. IV – 0756*  
*Seminesters: 2; Credits: 1-3*  
*Prerequisite: Art I*  
*Portfolio Review by Instructor*

In this class, a variety of drawing possibilities will be explored as students are introduced to a range of drawing techniques and materials. Each student will demonstrate his/her accomplishments through a portfolio of artwork.

**AP DRAWING PORTFOLIO**  
*(Enrollment Based)*  
*Course No. 0758*  
*Seminesters: 2; Credits: 1*  
*Recommended: 2 years of high school level art classes (1 year with teacher recommendation)*  
*Junior or Senior classification*  
*Portfolio review and approval by instructor*

This course is designed to provide the experienced art student with the opportunity to create a comprehensive portfolio based on AP Drawing guidelines. This portfolio will address competent and expressive mark making through light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth. Abstract, observational, and inventive works may be demonstrated through a variety of art media. The portfolio will include 12 pieces to show a breadth of drawing experiences, 12 pieces to show a concentration on a particular idea or concept and 5 art pieces to show high quality artistic skill. In late spring, the portfolio will be submitted to the College Board for assessment as college-level AP credit. Students will be expected to work outside of class in order to complete portfolio requirements.

**ELECTRONIC MEDIA ART II – III**  
*(Enrollment Based)*  
*Course No. II - 0765*  
*Course No. III-0766*  
*Seminesters: 2; Credits: 1*  
*Prerequisite: Junior Classification*  
*Multimedia Computer Class*

This course presents art media and methods through technology applications. Traditional art media such as drawing, painting and collage will be combined with digital media in a variety of ways. Students will explore software applications utilized for graphic design, scanning, photo and video editing. Students will learn how new media is expanding the creative areas of commercial and fine art. Each student will demonstrate his/her accomplishments through an electronic portfolio.

**PORTFOLIO ART — INDEPENDENT STUDY**  
*(Enrollment Based)*  
*(Local Credit Only)*  
*Course No. 0774*  
*Seminesters: 2 - 4; Credits: 1 - 2*  
*Prerequisite: Junior Classification*  
*Current Enrollment in Art AP*

This course is designed for the advanced art student who wants to continue the study of art and develop a personal style. The student works with the art teacher to select projects which will help expand his/her knowledge and skills. Each student works independently toward set goals. Students planning to major in art as a career will complete their portfolio for college. Students may be enrolled in Art Independent Study for no more than four semesters.
AP TWO DIMENSIONAL PORTFOLIO
(Enrollment Based)
Course No. 0757
Semesters: 2; Credits: 1
Recommended: 2 years of high school level art classes (1 year with teacher recommendation)
Senior classification
Portfolio review and approval by instructor

This course is designed to provide the experienced art student with the opportunity to create a comprehensive portfolio based on AP 2-D design guidelines. This portfolio is intended to address purposeful decision making about how to use the elements and principles of art in an integrative way. The principles of design (unity/variety, balance emphasis, contrast, rhythm, repetition, proportion/scale, figure/ground relationships), articulated through the visual elements (line, shape, color, value, texture, space), help the artist organize the elements on a picture plane in order to communicate content. For this portfolio, students are asked to demonstrate mastery of 2-D design through any two-dimensional medium or process. The portfolio will include 12 pieces to show a breadth of 2-D experiences, 12 pieces to show a concentration on a particular idea or concept and 5 art pieces to show high quality artistic skill. In late spring, the portfolio will be submitted to the College Board for assessment as college-level AP credit. Students will be expected to work outside of class in order to complete portfolio requirements.

AP THREE DIMENSIONAL PORTFOLIO
(Enrollment Based)
Course No. 0762
Semesters: 2; Credits: 1
Recommended: Junior or Senior Classification
Two years of three-dimensional art classes

This course is designed to provide students the opportunity to create three dimensional works of art and submit them for advanced placement credit. Students will be exploring specific media and subjects that were found in their general survey of sculpture classes. Students will explore the art historical significance and various approaches of specific media and ideas. Students will integrate sources to create works with related context and present them to the College Board for AP credit. The students will be free to examine a chosen form of artistic expression and work independently on ideas. They will be provided an opportunity to exhibit their three dimensional works after years of guided practice. They will look at their work critically, with intelligence and sensitivity, and attempt to articulate what they see and/or experience.

AP HISTORY OF ART
(Enrollment Based)
Course No. 0773
Semesters: 2; Credits: 1
Recommended: Junior Classification
Pre-AP Art Of History, Pre-AP World History Strongly Recommended

This course introduces students to the understanding, appreciation, and enjoyment of works of art. Students will be exposed to a general survey of art history including architecture, sculpture, painting and other art forms within historical and cultural contexts. Students will examine major forms of artistic expression from the past to the present as well as from a variety of cultures. They will learn to look at works critically, with intelligence and sensitivity, and to articulate what they see and/or experience.

JEWELRY II – IV
(Enrollment Based)
Course No. II - 0759
Course No. III - 0760
Course No. IV - 0761
Semesters: 2; Credits: 1-3
Prerequisite: Art I

This course is a study of the use of a variety of media such as paper, fibers, glass, clay and metal for wearable art. A variety of techniques will be explored while stressing craftsmanship and personal creativity.

PAINTING II – IV
(Enrollment Based)
Course No. II - 0767
Course No. III - 0768
Course No. IV - 0769
Semesters: 2; Credits: 1-3
Prerequisite: Art I
Drawing II
Portfolio Review by Teacher

Students will study color theory through a variety of painting and design projects. Various color theories and painting styles will be learned while completing acrylic canvas paintings and mixed media paintings. Students will need a personal painting kit, including paints, brushes and canvases. Students are responsible for the purchase of these supplies.
**PRINCIPLES AND ELEMENTS OF FLORAL DESIGN**  
(Enrollment Based)  
Course No 0826  
Semesters: 2; Credits: 1

To be prepared for careers in floral design, students need to attain academic skills and knowledge as well as technical knowledge and skills related to horticultural systems 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. This course 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.

**SCULPTURE II – IV**  
(Enrollment Based)  
Course No. II - 0751  
Course No. III - 0752  
Course No. IV - 0753  
Semesters: 2; Credits: 1  
Prerequisite: Art I

A variety of sculpture media will be explored including plaster, wire, rock, mosaic, wood and clay. Students will explore the works of great sculptors throughout history while developing skills in a variety of sculpture techniques. Individual creativity will be stressed.

**DANCE**

Descriptions of dance courses are listed under physical education.  
*Note: Dance I – IV may earn either Fine Arts or PE waiver credits.*

**MUSIC**

(1 – 4) following the course number indicates the number of times a student has been enrolled in a course, not the student’s grade classification.

**BAND I – IV** (Enrollment Based)  
Concert Band – Course No. 0650  
Symphonic Band – Course No. 0652  
Honors Band – Course No. 0654  
Wind Ensemble – Course No. 0656  
Semesters: 2; Credits: 1-4  
Prerequisite: Previous Band Training or Director Approval

There are four bands at the high school level. The Wind Ensemble is the top performing group at the high school. Students in this organization are expected to be the top instrumentalists in the entire district. The second group is the Honors Band, followed by the Symphonic Band and the Concert Band. All students involved in the band program are also required to participate in the marching band. The band is active throughout the school year and participates in many different functions. Group performances include marching contest, halftime performances at football games, concerts, parades and other contests. Other individual performance opportunities are also available to members of the band. Members are auditioned and assigned by the directors to one of the groups according to their audition score. Students are expected to enroll in band for the full year and will be required to participate in activities outside the school day. All wind and percussion performers that utilize a district-owned instrument will need to pay a $50 instrument fee per semester to cover maintenance and repair of that instrument. Participation in this activity requires fees which will be communicated through parent meetings at different times of the year. For more specific costs, please contact the activity sponsor on the campus.

**CHOIR**  
(Enrollment Based)  
Non-Varsity Mixed – Course No. 0670  
Non-Varsity Men – Course No. 0671  
Non-Varsity Women – Course No. 0674  
Varsity Women – Course No. 0672  
Varsity Mixed – Course No. 0676  
Vocal Jazz Ensemble* – Course No.0678  
Semesters: 2; Credits: 1-4  
Prerequisite: Previous Choral Training  
*Concurrent Enrollment in Non-Varsity or Varsity Ensemble

There are six choirs at the high school level. The non-varsity choirs are non-auditioned organizations that are comprised of freshmen and students who are new to choir. The varsity choirs are auditioned organizations comprised of sophomore through senior students. The Vocal Jazz Ensemble is an auditioned organization comprised of freshman through senior students. Members of the Vocal Jazz Ensemble must also be enrolled in one of the non-varsity or varsity choirs. Choir is a full-year enrollment class and requires participation in activities outside the school day. These activities include rehearsals, performances, tours, and competitions. Individual performance and competitive opportunities for students include concert solos, solo and competitive opportunities for students include concert solos, solo and ensemble contests and auditions for the Texas All-State Choir. Participation in this activity requires fees which will be communicated through parent meetings at different times of the year. For more specific costs, please contact the activity sponsor on the campus.

**MUSIC HISTORY I – LITERATURE**  
(Enrollment Based)  
Course No. 0663  
Semesters: 2; Credits: 1  
Prerequisite: None

Students who complete this course will demonstrate knowledge of the historical, musical, and cultural background of a representative sample of musical works of recognized quality. Students will describe and discuss musical examples using the correct terminology, demonstrate an understanding of the aesthetic nature of music and the fine arts, and indicate an understanding of the various roles of music.

*Note: Faculty assignments may require that Music Theory and Music History be offered in alternate years.*
PRE-AP MUSIC THEORY
Course No. 0662
Semesters: 2; Credits: 1
Recommended: Instructor Approval

This course deals with the elements of music including a study of such basics as scale structure, chord structure, chord progression, key and meter signatures, rhythmic and melodic dictation and notation. Composing and music arranging are studied, as well as sight singing and ear training.

AP MUSIC THEORY
Course No. 0784
Semesters 2; Credit 1
Recommended: A minimum of three years of public school band/orchestra/choir ensemble experience, or three years of private instrumental/vocal study with a credible instructor. Teacher recommendation* (required)

AP Music Theory course will provide students with an intensive study of the principles and trends found in the Common Practice Period of Western music composition and history. Students will study vocal and instrumental music across a number of different time periods and genres and will analyze scores based on the aforementioned trends. Students will also study aural skills, learn to sight-read music using the Kodaly system, and will write chorales in four-part texture using their knowledge of chords and tonal relationships.

TEATRE

TECHNICAL THEATRE I – IV
(Enrollment Based)
Course No. I - 0708
Course No. II - 0709
Course No. III – 0710
Course No. IV - 0711
Semesters: 2; Credits: 1-4

Technical theatre focuses on the offstage work in theatre including, but not limited to, set design, safety, lighting, sound, costume and set construction and production. This course is hands on and students will be asked to work sound and lighting assignments as needed.

THEATRE ARTS I
(Enrollment Based)
Course No. 0700
Semesters: 2; Credits: 1
Prerequisite: None

As a general introduction to theatre arts, this course incorporates the basic acting techniques of movement, mime, voice, improvisation, and scene presentation with interpretation of dramatic literature, historical perspective, and evaluation of community productions.

THEATRE ARTS II
(Enrollment Based)
Course No. 0701
Semesters: 2; Credits: 1
Prerequisite: Sophomore Classification, Theatre Arts I, or Instructor Recommendation

Theatre Arts II builds on the background established in Theatre Arts I while continuing the development of acting skills through physical, vocal and improvisation exercises. Acting and directing principles are applied through performances in various theatrical modes including classical and contemporary theatre, dance, drama, mime, and theatre for youth.

THEATRE ARTS III
(Enrollment Based)
Course No. 0702
Semesters: 2; Credits: 1
Prerequisite: Theatre II or Theatre Production II
Meet District Criteria

Emphasis on the elements of directing and play writing as students write original plays and participate in student directed works. Various styles of theatre will be used including but not limited to children’s theatre, puppetry, classical theatre, musical theatre, and video.

THEATRE ARTS IV
(Enrollment Based)
Course No. 0703
Semesters: 2; Credits: 1
Prerequisite: Theatre III or Theatre Production Meet District Criteria

Theatre IV is a continuation of that which began in Theatre III. The emphasis is on student-directed works.

THEATRE PRODUCTION I – IV
(Enrollment Based)
Course No. I – 0704
Course No. II - 0705
Course No. III - 0706
Course No. IV - 0707
Semesters: 1-2; Credits: ½-1
Prerequisite: Theatre I Instructor Approval, Concurrent Enrollment in Theatre Arts is Recommended

This course is designed for the serious drama student. Emphasis will be on public and competitive performances. There will be work on acting skills, improvisation, and script interpretation through Reader’s Theatre, writing original scripts, and developing skills with video equipment. Each student will be expected to work at an independent level in research and rehearsal of individual material. Students may be requested to remain after school for rehearsal during production runs.
LANGUAGE ARTS

All language arts classes require outside reading during the school year and during the summer. Students are held accountable for their summer reading during the first six weeks. Summer reading lists can be accessed at www.gcisd-k12.org. A dictionary and thesaurus are essential tools that students will use from year to year. Although class sets of books are provided, many students choose to purchase their own copies of the assigned novels. Pre-AP, AP and GT students are encouraged to purchase a separate vocabulary book, and may be asked to acquire additional reading materials.

Pre-Advanced Placement (Pre-AP) courses are designed to prepare students for entry into Advanced Placement (AP) Language Arts courses and to meet the unique needs of the district’s gifted and talented language arts students. They are designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and issues in language arts. Basic content is the same as the on level course, but instruction allows for greater depth and complexity in the curriculum. Advanced Placement (AP) courses will challenge students with college level material that enables them to successfully pass the Advanced Placement exam and receive college credit. Reading requirements include the text written on the college level and additional outside reading. AP courses may require summer assignments.

ENGLISH I
(Standard)
Course No. 0101
Semesters: 2; Credits: 1
Prerequisite: None

English I provides the opportunity for students to explore meaningful literature and apply a variety of effective writing techniques. The course integrates the study of literature, writing, vocabulary, and grammar. The purpose of this class is to develop lifelong language fluency, to develop an appreciation of literature, and to develop critical and applied reasoning skills.

ENGLISH I – FOR SPEAKERS OF LANGUAGES OTHER THAN ENGLISH
(Standard)
Course No. 0970
Semesters: 2; Credits: 1
Prerequisite: ESL Identification

English I for Speakers of Languages Other Than English is a full year course of study which explores the essentials of the regular English curriculum with an emphasis on the development of basic interpersonal communication skills and cognitive academic language proficiency. The course of study integrates the study of literature, writing, vocabulary, and grammar necessary for academic English. Readings and writings will parallel the selections in English I, but may reflect the different reading and interest levels of the student.

Pre-AP ENGLISH I
(Standard)
Course No. 0102
Semesters: 2; Credits: 1
Recommended: Freshman Classification

This Pre-Advanced Placement (Pre-AP) course is designed to prepare students for success in Advanced Placement (AP) English courses and to meet the unique needs of the district’s gifted and talented language arts students. Though built upon the regular English I course, Pre-AP English I offers a differentiated curriculum that includes a wider range and a greater depth of subject matter. Its purpose is to increase the student's effectiveness as a reader, speaker, listener, and writer by emphasizing higher-level and critical-thinking skills and by providing opportunities for creative and productive thinking. Emphasis is placed on quality literature, the exploration of literary themes through writing, and the methods of discourse.

GLOBAL STUDIES GT*
(Enrollment Based)
Pre-AP English I Course No. 0130
Human Geography AP
Course No. 0131
Semesters: 2; Credits: 2
Recommended: Freshman Classification
Meet GT Standards

Designed to meet the needs of G/T students, these courses, AP Human Geography and Pre-AP English I explore major global issues from both a social-political as well as aesthetic/humanist standpoint. Students will be expected to respond to questions in the form of essays as well as oral and written presentations, focusing on developing analytical, communication, and writing skills associated with higher-level thinking.

Note: Fulfills both World Geography and English I requirements. Requires summer reading and assignments. The AP Human Geography textbook is college level; test questions require a high degree of analysis and application of knowledge.

ENGLISH II
(Standard)
Course No. 0103
Semesters: 2; Credits: 1
Prerequisite: English I

English II extends the exploration of meaningful literature and effective writing techniques from English I. It is the study of varied literary genres along with their characteristic elements. The course integrates the study of literature, writing, vocabulary, and grammar with the goals of developing lifelong language fluency, appreciation of literature, and critical and applied reasoning skills.
ENGLISH II - FOR SPEAKERS OF LANGUAGES OTHER THAN ENGLISH
(Standard)
Course No. 0971
Semesters: 2; Credits: 1
Prerequisite: ESL Identification

English II for Speakers of Languages Other Than English is a full year course of study which explores the essentials of the regular English curriculum with an emphasis on the development of basic interpersonal communication skills and cognitive academic language proficiency. The course of study integrates the study of literature, writing, vocabulary, and grammar necessary for academic English. Readings and writings will parallel the selections in the English II program. ESL students will move directly into academic English III.

Pre-AP ENGLISH II
(Standard)
Course No. 0104
Semesters: 2; Credits: 1
Recommended: Sophomore Classification

This Pre-Advanced Placement (Pre-AP) course is designed to prepare students for success in Advanced Placement (AP) English courses and to meet the unique needs of the district’s gifted and talented language arts students. Pre-AP English II employs a humanities approach to the study of the hero, integrating the areas of literature, religion, philosophy, political science, art, music, history and encourages higher level thinking skills. Through a study of literary heroes in various arenas (classical, political, and contemporary) students extrapolate ideas through composition; review and refine skills in language, critical thinking and reading comprehension; and explore and develop skills in guided and independent research.

WORLD STUDIES GT*
(Enrollment Based)
Pre-AP English II Course No. 0132
AP World History Course No. 0133
Semesters: 2; Credits: 2
Recommended: Sophomore Classification
GT/Pre-AP English and Geography Courses Recommended
Meet GT Standards

Designed to meet the needs of G/T students, these courses, AP World History and Pre-AP English II, explore the complexities of world society from earliest civilizations to the present. Thematic integration of content will explore the interrelationship between political, economic, religious, social, intellectual and artistic issues. A focus on higher level thinking will be developed through oral and written presentations and the study of historic and thematic literature.

Note: Fulfills both AP World History and English II requirements.

ENGLISH III
(Standard)
Course No. 0105
Semesters: 2; Credits: 1
Prerequisite: English II

English III is a study of the development of American literature, focusing on representative authors and their works and emphasizing expository writing and vocabulary enrichment within the framework of the literature. The purpose of this class is to increase the student’s awareness of American cultural heritage and develop an appreciation of themes in American literature. Strengthening student skills in composition, vocabulary, language, and reading comprehension is emphasized.

Pre-AP ENGLISH III
(Standard)
Course No. 0106
Semesters: 2; Credits: 1
Recommended: Junior Classification

This Pre-Advanced Placement (Pre-AP) course is designed to prepare students for success in Advanced Placement (AP) English courses and to meet the unique needs of the district’s gifted and talented language arts students. English III Pre-AP is a study of the development of American literature focusing on the historical perspective which provides opportunities for broad reading experiences with many representative authors and their works. Emphasis is placed on independent thought, critical analysis, and evaluation. Its purposes are to allow interested and able students to deepen their understanding of American cultural heritage through literature and to strengthen the students’ skills in composition and language.

AP ENGLISH III - LANGUAGE AND COMPOSITION
(Enrollment Based)
Course No. 0107
Semesters: 2; Credits: 1
Recommended: Junior

The AP English III Language and Composition course of study on the freshman college level combines the content of junior level American Literature with an intensive college level analysis of varieties of written prose. Students will participate in the process of writing from the discovery of topics to the development of preliminary drafts and the final edited drafts. Students will study examples of prose from various periods and fields that will serve as models of effective styles. This course prepares the student to take the Advanced Placement Language and Composition Exam which allows them to qualify for college credit. The course compliments the junior level AP United States History course and senior level AP Literature and Composition course. Advanced English courses in grades eight through ten will help prepare students for success in the Advanced Placement English course and on the Advanced Placement Exam. Reading requirements include the text written on the college level, as well as critical review of literature journal articles.
The vocabulary program.

Analogies and etymologies invigorate composition, and students will study examples of prose from various periods and fields that will serve as models of effective styles. This course prepares the student to take the Advanced Placement Language and Composition Exam and the Advanced Placement United States History Exam which allows them to qualify for college credit. Students will be expected to respond to questions in the form of essays as well as oral and written presentations, focusing on developing analytical, communication, and writing skills associated with higher-level thinking.

ENGLISH IV DUAL ENROLLMENT – See Available College Programs

ENGLISH IV – LITERATURE AND COMPOSITION (Standard)
Course No. 0112
Semesters: 2; Credits: 1
Recommended: Senior Classification
Pre-AP/AP English Courses Strongly Recommended

The course for Advanced Placement in Literature provides instruction on the college sophomore level and focuses on the reading and analysis of selected writings from world literature. Course content will include the study of major literary movements and significant writers as well as the distinctive features of particular literary traditions. It prepares students to take the Advanced Placement Exam in Literature.

LANGUAGE ARTS ELECTIVES

INDEPENDENT STUDY IN ENGLISH I, II, III (Enrollment Based)
Course No. I - 0115
Course No. II - 0116
Course No. III - 0117
Semesters: 1-6; Credits: ½-3
Prerequisite: Instructor Approval
Sophomore Classification

The Independent Study of English course is designed to prepare students for the US Academic Decathlon competition. The purposes of the Academic Decathlon are to stimulate intellectual growth and achievement, to encourage students to develop a greater respect for knowledge, to promote wholesome inter-school competition in academic areas of study and interest, and to encourage public interest and awareness of outstanding programs in public schools. The competition includes six tests of academic strength, three demonstrations of communication ability, and the Super Quiz; a team event before a large audience. In addition to an interview, an essay, and two speeches (prepared and impromptu), written comprehensive exams are given in economics, fine arts, English and literature, Mathematics, science, and the social sciences. Students are not required to be members of the team to take the class.

CREATIVE WRITING I
(Enrollment Based)
Course No. 0120
Semesters: 1; Credits: ½
Prerequisite: Sophomore Classification

Creative Writing I is an elective for students whose interests lie in the area of writing and creative expression. The course provides opportunities to explore and employ principles of creative writing in the production of original works. Students will keep a journal, compile a poetry notebook, write a variety of short stories, write short descriptive passages, and have the opportunity to enter writing contests for publication.

LITERARY GENRE: WORLD LITERATURE (Optional)
Course No. 0108
Semesters: 1; Credits: ½
Prerequisite: Junior/Senior Classification

This course has a multicultural focus and is designed for students who enjoy reading and discussing literature. Students will have the opportunity to read particularly, but not exclusively, current literature written by minority authors. Novel reading is the primary focus. Through these readings students will learn to identify cultural themes and appreciate the diversity of cultures in our world. Students will be encouraged to acquire additional reading materials for this class.

LITERARY GENRE: SHAKESPEARE
(Optional)
Course No. 0109
Semesters: 1; Credits: ½
Prerequisite: None

The student is actively engaged in relating Shakespeare to art, music, and writing. Active learning is emphasized, capitalizing on personal interests and talents of set design, costuming, and acting. Students will read the plays and sonnets as archetypal of the human condition. Special attention focuses on the sonnets and these plays: Hamlet, King Lear, A Midsummer Night’s Dream, Othello, Taming of the Shrew, The Tempest, and Twelfth Night. Students will be encouraged to acquire additional reading materials for this class.
THE BIBLE AS LITERATURE
(Enrollment based)
Course No. 0111
Semesters: 1; Credits: ½
Prerequisite: English I

This course will explore the literary genres, forms and motifs of the Bible. Students will research and discuss the influences of these narratives on western literature. The course will compare the stories of origin, hero’s journey, psalm, and the theme of loss with modern literature. Students will recognize similarities in biblical stories of love, jealousy and family with the writing of Shakespeare and other poets. Students will be required to furnish their own copy of the required textbook and a student-selected translation of the Bible.

PRACTICAL WRITING
(Enrollment Based)
Course No. 0122
Semesters: 1; Credits: ½
Prerequisite: None

This course is designed for students who want to develop practical writing skills including letter writing and completion of applications, forms, and interviews. Persuasive and reflective writing, formal and informal communication, grammar, and editing will be emphasized. Individual study plans may be developed to meet a student's writing needs and standardized test objectives.

READING I, II & III
(Enrollment Based)
Course No. 0124
Course No. II- 0125
Course No. III - 0126
Semesters: 1-6; Credits: ½-3
Prerequisite: None

Reading is an elective designed for the student interested in improving reading skills. The instructional emphasis targets individual improvement in reading comprehension, vocabulary, critical thinking, reading rate, and study skills. Skills are practiced through the use of relevant materials and computer software. This course is recommended for all students and is individualized to target specific reading skills emphasized on standardized test. Ample time for silent reading is provided.

JOURNALISM
(1 – 3) following the course number indicates the number of times a student has been enrolled in a course, not the student's grade classification.

JOURNALISM I (Enrollment Based)
Course No. 0140
Semesters: 1-2; Credits: ½-1
Prerequisite: None

Journalism I offers an introduction to the basics of print journalism. Its scope includes forms and styles of journalistic writing, journalistic ethics, current events, layout, design, and production methods; and learning about the school newspaper and yearbook.

ADVANCED JOURNALISM/NEWSPAPER I, II & III (Enrollment Based)
Course No. I - 0144
Course No. II - 0145
Course No. III - 0146
Semesters: 2-6; Credits: 1-3
Prerequisite: Sophomore Classification Application, Instructor Approval
Jrnlsm I Strongly Recommended

This class is designed for journalism students who work on the school newspaper. The student works in one or more of the following areas: photography, editing, reporting news, sports and feature writing. Students should plan to work after school at deadline time. Students are encouraged to attend a summer workshop for three to five days. Costs will range from $150-$250.

ADVANCED JOURNALISM/YEARBOOK I, II & III (Enrollment Based)
Course No. I - 0141
Course No. II - 0142
Course No. III - 0143
Semesters: 2-6; Credits: 1-3
Prerequisite: Sophomore Classification Application, Instructor Approval
Jrnlsm I Strongly Recommended

This course is designed for students who produce the school yearbook. Students will have the opportunity to publish a digitally-produced high school yearbook, handle financial responsibilities, cover events, write feature stories, write cutlines and headlines, edit, and proofread copy. Students should expect to work some evenings and weekends as well as during class time. Students are encouraged to attend a summer workshop for three to five days. Costs will range from $150-$250.

INDEPENDENT STUDY IN JOURNALISM
(Enrollment Based)
Course No. 0147 (1 – 3)
Semesters: 1-2; Credits: ½-1
Prerequisite: Advanced Journalism/Yearbook or Newspaper
Instructor Approval

Students must assume responsibility for editing the school's yearbook or newspaper. In the spring, each student will work with the instructor on an individualized plan of study to compile a portfolio or project. Students should expect to work before and after school on a regular basis to meet deadlines and complete assignments.

INDEPENDENT STUDY IN JOURNALISM/PHOTO
(Enrollment Based)
Course No. 0149 (1 – 3)
Semesters: 1-2; Credits: ½-1
Prerequisite: Photojournalism I
Instructor Approval

Students must assume responsibility for photographic coverage in the school's yearbook and newspaper, by working independently and fulfilling assignments. In the spring, each student will work with the instructor on an individualized plan of study to compile a portfolio and mount a public showing of works. Students should expect lab work and photography assignments before and after school on a regular basis. Photographers should have their own 35mm SLR cameras.

PHOTOJOURNALISM I
(Enrollment Based)
Course No. 0148
Semesters: 1-2; Credits: ½-1
Prerequisite: Sophomore Classification

Photojournalism I teaches the basic skills of black and white photography and visual language. The cost of supplies is $40 per semester. Students are encouraged to have their own camera to use.
SPEECH/DEBATE

Participation in speech/debate classes requires fees which will be communicated through parent meetings at different times of the year. For more specific costs, please contact the activity sponsor at the campus. Except for Communication Applications, tournament registration fees and expenses will be paid by the student.

COMMUNICATION APPLICATION (Standard)
Course No. 0730
Semesters: 1; Credits: ½
Prerequisite: Junior Classification is Recommended

Communication Application is designed to prepare students to communicate in professional and social roles beyond high school. The course will target the skills needed to send clear verbal messages given the expanding technologies of our current day. Students will learn to choose effective nonverbal behaviors, listen for desired results, and apply valid critical thinking and problem solving skills to ensure effective communication. Analysis and evaluation of communication skills needed for professional and social success in interpersonal situations, group interactions and personal and professional presentations will be addressed. This course is required for all students to fulfill the graduation requirement for one semester of Speech.

DEBATE I (Enrollment Based)
Course No. 0735
Semesters: 2; Credits: 1
Prerequisite: None

This course serves as an introduction to competitive debate. Debate stresses the development of advanced research skills and higher level thinking. Students learn to participate in a variety of debate formats including Cross-Examination Debate, Lincoln-Douglas Debate, and Parliamentary Debate. In addition, students prepare for other competitive speaking events such as Extemporaneous Speaking, Original Oratory and Impromptu Speaking. Basic processes of logic and reasoning are taught in addition to persuasive argument construction.

All students approved for the course will become part of the high school debate team and are responsible for all team obligations and policies, including required practices and tournament participation. Minimum requirements include attending/competing in one tournament per six weeks and attending weekly practice sessions.

DEBATE II, III (Enrollment Based)
Course No. II - 0736
Course No. III - 0737
Semesters: 2-4; Credits: 1-2
Prerequisite: Debate I
Instructor Approval Required

Debate II & III are specifically designed for the academic debater/speaker. This course will focus on advanced skills necessary for successful varsity competition while also serving as preparation for competitive college and professional experiences. Students work in a lab setting to prepare for tournament-style debate. Advanced research and higher level thinking skills are refined. Students continue to polish their communication skills through ongoing speaking drills. All students approved for the course become part of the high school debate team and are responsible for all team requirements including attending or competing in two tournaments per six weeks and attending weekly practice sessions.

ORAL INTERPRETATION I, II, III
(Enrollment Based)
Course No. I - 0732
Course No. II - 0733
Course No. III - 0734
Semesters: 2-6; Credits: 1-3
Prerequisite: Instructor Approval
Speech or Theatre Strongly Recommended

Oral Interpretation is designed for the student who is considering competitive speech or drama. The class will focus on prose, poetry, storytelling, Reader's theater, monologue, and one act plays. Students will learn how to choose, cut, and perform literature. This class is reserved for students who have prior experience in speech or drama. Students are expected to attend tournaments each six weeks. A material fee will be required for this course. Tournament registration fees and expenses will be paid by the student.

INDEPENDENT STUDY IN SPEECH I, II, III (Enrollment Based)
Course No. I - 0738
Course No. II - 0739
Course No. III - 0740
Semesters: 2-6; Credits: 1-3
Prerequisite: Debate I
Concurrent Enrollment in Advanced Debate; Instructor Approval

This course taken with Debate II or III has the same goals, obligations and requirements. Activities are individually tailored for high-achieving students. Students complete individual research assignments using a variety of sources. Local university and community resources are used in completing projects. Students continue refinement of advanced speaking and writing skills in a specific area of interest. Peer tutoring is used for students to share their work. Cooperative efforts with feeder programs will utilize student projects. All activities are used in competitive or community forensic presentations. This course does not fulfill the graduation requirement for Speech.

PROFESSIONAL COMMUNICATIONS
(Enrollment Based)
Course No. 0743
Semesters: 1; Credits: ½ (½ speech)

Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.
LANGUAGES OTHER THAN ENGLISH

A dictionary in the target language is an essential tool that the student will use from year to year.

American Sign Language: Students should note that while colleges accept ASL as a foreign language entrance requirement, colleges may not recognize ASL as a foreign language. Students may need to begin in another foreign language in college. Levels IV and V are not offered by GCISD.

American Sign Language I
(Standard)
Course No. 0172
Semesters: 2; Credits: 1
Prerequisite: None

ASL is the language that the deaf use incorporating signs and body language. This course teaches receptive and expressive signing, interactive communication, culture, and language concepts. Students will be expected to learn the operation of languages, the study of linguistics and the learning processes involved in acquiring a second language. Students must complete the full three year course of study in order for ASL to meet the three year graduation requirement for second language studies.

American Sign Language II
(Standard)
Course No. 0173
Semesters: 2; Credits: 1
Prerequisite: ASL I

Students will continue to develop proficiency in receptive and expressive signing, interactive communication, culture, and language concepts. Students will be expected to participate in dialogues about familiar situations using complex sentences and grammatical patterns, short stories, and narratives. Linguistic and cultural elements of signing will continue to be studied in greater depth.

American Sign Language III
(Standard)
Course No. 0174
Semesters: 2; Credits: 1
Prerequisite: ASL II

Students will continue to develop proficiency in receptive and expressive signing, interactive communication, culture, and language concepts. Students will continue to learn the complexities of specific grammatical features of ASL. Prepared dialogues will be used as a vehicle for providing the student with contextual exposure and practice of targeted grammatical features. Students are accountable for mastery of increasingly more complex features across the same range of linguistic behaviors.

French I
(Standard)
Course No. 0162
Semesters: 2; Credits: 1
Prerequisite: None

Students will learn to understand and produce the sounds, stress patterns, and intonation of the language. The content of this course will include an introduction to all four language skills (listening, speaking, reading, and writing) with emphasis on the ability to communicate orally from the core of this course of study. Students will take part in everyday simple conversations using basic grammatical structures and learn to read and write simple questions and answers as they develop as world citizens. Students will also study basic facts about the geography, customs, and culture of the country.

French II
(Standard)
Course No. 0163
Semesters: 2; Credits: 1
Prerequisite: French I

Students will develop more sophisticated communication skills and refine their reading and writing skills. Literature study focuses on the 16th through 19th centuries in France; a survey of the history of France will be presented. Students will hear reports in the target language and recognize subtle points and moods as conveyed by the speakers. Students will write short compositions relevant to content being studied. Students will describe, summarize, propose, convince, explain, and discuss practical subjects. They will also express ideas using complete sentences and broaden their appreciation of the foreign culture.

Pre-AP French I
(Enrollment Based)
Course No. 0164
Semesters: 2; Credits: 1
Prerequisite: None

Recommended: Pre-AP French I

The purpose of this course is to prepare students to take the Advanced Placement Language Exam given each year. Students will study the use of language for active communication. Specifically, they will understand the spoken target language in both formal and conversational situations.
Students will express ideas accurately and resourcefully, both orally and in writing, with reasonable fluency. Students will develop a vocabulary sufficiently ample for reading newspaper and magazine articles, contemporary literature, and other non-technical writings, without dependence on a dictionary. Students will receive extensive training in the organization and writing of compositions, review syntax, and study selected works by contemporary authors.

**GERMAN I (Standard)**
Course No. 0168
Semesters: 2; Credits: 1
Prerequisite: None

Students will learn to understand and produce the sounds, stress patterns, and intonation of the language. An introduction to all four language skills (listening, speaking, reading, and writing) with emphasis on the ability to communicate orally forms the core of this course of study. Students will take part in everyday simple conversations using basic grammatical structures and learn to read and write simple questions and answers. Students will also study basic facts about the geography, customs, and culture of the country.

**GERMAN II (Standard)**
Course No. 0169
Semesters: 2; Credits: 1
Prerequisite: German I

Students will continue to develop proficiency in all four language skills: listening, speaking, reading, and writing. Emphasis is on the ability to communicate orally. Students will participate in dialogues about familiar situations using more complex sentences and grammatical patterns. Students will read familiar material and write short directed compositions. A study of family structure, school life, and holidays of the culture will be completed.

**Pre-AP GERMAN III (Standard)**
Course No. 0181
Semesters: 2; Credits: 1
Prerequisite: German I

The content of this course will be accelerated and expanded to include an extensive study of grammar and advanced vocabulary so that students may communicate in different time frames, and at a higher, more complex level. This course is designed for those students planning to continue their language study and/or prepare for the Advanced Placement Exam.

**Pre-AP GERMAN IV (Enrollment Based)**
Course No. 0171
Semesters: 2; Credits: 1
Recommended: Pre-AP German III

Students will develop more sophisticated communication skills and refine reading and writing skills. A survey of the history of each country will be presented. Students will hear reports in the target language and recognize subtle points and moods as conveyed by the speakers. Students will describe, summarize, explain, and discuss practical subjects. Students will express ideas using complete sentences and broaden their appreciation of the foreign culture.

**AP GERMAN V (Enrollment Based)**
Course No. 0182
Semesters: 2; Credits: 1
Recommended: Pre-AP German IV

This course will delve into the study of German history, geography, German literature, and advanced grammatical concepts. Emphasis is placed on increasing the student’s reading comprehension, command of vocabulary, fluency in oral expression, and grammatical accuracy in written composition. Reading materials include classical and contemporary literature and selections from current periodicals. This course also deals with the nonverbal aspects of communication in the culture studied.

**LATIN I (Standard)**
Course No. 0158
Semesters: 2; Credits: 1
Prerequisite: None

Latin I is the study of the language, the culture, and the attitude of the Roman Empire. Students study basic grammar and learn the essential elements of Latin pronunciation, as well as build a comprehensive and practical vocabulary through the use of Latin roots, terms, prefixes, suffixes, and phrases.

Points of grammar and syntax are developed through the study of literary passages on topics such as the mythology, history, government, geography, and culture of the Romans.

**LATIN II (Standard)**
Course No. 0159
Semesters: 2; Credits: 1
Prerequisite: Latin I

Students learn additional vocabulary and new points of grammar and syntax in order to read more complex sentences and paragraphs. Roman life and Rome's contribution to our civilization and language will be studied. There is an additional emphasis on the study of Roman mythology.

**Pre-AP LATIN III (Standard)**
Course No. 0180
Semesters: 2; Credits: 1
Recommended: Latin II

The content of this course will be accelerated and expanded to include an extensive study of grammar and advanced vocabulary so that students may communicate in different time frames, and at a higher, more complex level. This course is designed for those students planning to continue their language study and/or prepare for the Advanced Placement Exam.

**Pre-AP LATIN IV (Enrollment Based)**
Course No. 0161
Semesters: 2; Credits: 1
Recommended: Pre-AP Latin III

The purpose of this course is to give the students another year of translating before preparing for the Advanced Placement Exam. Students study the literary technique used by Roman authors such as Livy, Cicero, Martial, Ovid and Vergil. Students will be refining their ability to read and understand Latin prose and poetry and to comprehend and interpret the readings of the above authors. Works will be analyzed for content, style, and connotation of words.
Students will study the life and times of the authors; mainly the early part of the Empire. In addition to translating works by the above authors, students will also read works by several Roman authors in translation in order to give them a well-rounded knowledge of Latin literature.

AP LATIN V: VERGIL  
(Enrollment Based)  
Course No. 0160  
Semesters: 2; Credits: 1  
Recommended: Pre-AP Latin IV

The purpose of this course is to give the students another year of translating in preparation for the Advanced Placement Exam. Students will study the literary technique used by the Roman author Vergil. Students will be refining their ability to read and understand Latin prose and poetry and to comprehend and interpret the readings of Vergil. Works will be analyzed for content, style, and connotation of words. Students will study the life and times of Vergil.

SPANISH I (Standard)  
Course No. 0150  
Semesters: 2; Credits: 1  
Prerequisite: None

This course is an introductory course for beginning Spanish. Basic language concepts important to developing oral proficiency will be stressed, including production of sounds, stress patterns, and intonation of the language. Students also study basic facts about the geography, customs, and culture of the Spanish-speaking countries.

SPANISH II (Standard)  
Course No. 0152  
Semesters: 2; Credits: 1  
Prerequisite: Spanish I

In this course students will continue to develop proficiency in all four language skills: listening, speaking, reading, and writing. Emphasis will be placed on the ability to communicate orally as a world citizen. Students will participate in dialogues about familiar situations, using more complex sentences and grammatical patterns. Familiar materials will be read and short, directed compositions will be written.

SPANISH III (Standard)  
Course No. 0153  
Semesters: 2; Credits: 1  
Prerequisite: Spanish II

In this course students will continue to develop proficiency in all four language skills: listening, speaking, reading, and writing. Emphasis will be placed on consistent and sustained use of the language with more complex grammatical structures. Reading selections using structures of increased complexity will be discussed. Students will recognize word relationships and associate them with proper meaning. Reports, general correspondence and simple compositions will be written.

Pre-AP SPANISH III (Standard)  
Course No. 0154  
Semesters: 2; Credits: 1  
Recommended: Spanish II

The content of this course will be accelerated and expanded to include an extensive study of grammar and advanced vocabulary so that students may communicate at a higher, more complex level. This course is designed for those students planning to continue their language study and/or prepare for the Advanced Placement Exam.

PRE-AP SPANISH III FOR SPANISH SPEAKERS  
Course No. 0177  
Semesters: 2; Credits 1  
Recommended: Spanish I and II

This course is designed to meet the unique needs of Spanish speakers including an extensive study of advanced grammar and vocabulary so that students may communicate at a higher, more complex level. Students will read critically and be able to synthesize information in order to write a well organized essay. This course is designed to develop student’s language skills and prepare them for the Advanced Placement Exam.

Pre-AP SPANISH IV  
(Enrollment Based)  
Course No. 0155  
Semesters: 2; Credits: 1  
Recommended: Pre-AP Spanish III

Students will develop more sophisticated communication skills and refine their reading and writing skills. Students will also hear reports in Spanish and recognize subtle points and moods as conveyed by the speakers. Students describe, summarize, explain, and discuss practical subjects. They will also express ideas using complete sentences and broaden their appreciation of the foreign culture using the most complex grammar structures.

AP SPANISH V  
(Enrollment Based)  
Course No. 0156  
Semesters: 2; Credits: 1  
Recommended: Pre-AP Spanish IV

The purpose of this course is to prepare students to take the Advanced Placement Language Examination given each spring. Students will study the use of language for active communication. Specifically, they will understand the spoken target language in both formal and conversational situations. Students will express ideas accurately and resourcefully, both orally and in writing, with reasonable fluency. Students will develop a vocabulary sufficiently ample for reading newspaper and magazine articles, contemporary literature, and other non-technical writings without dependence on a dictionary. Students will receive extensive training in the organization and writing of compositions, review syntax, and other complex grammar structures.
AP SPANISH V FOR SPANISH SPEAKERS (Enrollment Based)
Course No. 0178
Semesters: 2; Credits: 1
Recommended: Pre-AP Spanish III for Spanish Speakers

The purpose of this course is to prepare students to take the Advanced Placement Language Examination given each spring. Students will study the use of language for active communication. Specifically, they will understand the spoken target language in both formal and conversational situations. Students will express ideas accurately and resourcefully, both orally and in writing, with reasonable fluency.

AP SPANISH LITERATURE (Enrollment Based)
Course No. 0176
Semesters: 2; Credits: 1
Recommended: AP Spanish V

The purpose of this course is to prepare students to take the Advanced Placement Spanish Literature Examination given each spring. Students will study an introductory and diverse quantity of Peninsular and Latin American literary texts. The reading list will expose students to Spanish works from a variety of genres and historical periods that also influenced literature and art around the world. Students will learn to analyze the poetry, themes, and literary text. The course also will provide interpretive and reading comprehension skills. Students will be expected to learn to analyze passages that may or may not be familiar to them and also be familiar with the basic elements of Spanish meter and rhyme.

MATHEMATICS

All mathematics classes use the TI 83 Plus/84 graphing calculators when appropriate. Calculators are available for use in class. A personal unit would be advantageous; however, one can be checked out from the school for home use.

Pre-Advanced Placement (Pre-AP) courses are designed to prepare students for entry into Advanced Placement (AP) mathematics courses and to meet the unique needs of the district’s gifted and talented mathematics students. Basic content is the same as the on level course, but instruction allows for greater depth and complexity in the curriculum.

Advanced Placement (AP) courses will challenge students with college level material that enables them to successfully pass the Advanced Placement exam and receive college credit. Reading requirements include the text written on the college level an additional outside reading. AP courses may require summer assignments.

Secondary mathematics course sequence chart is located in the front section of this book.

ALGEBRA I (Standard)
Course No. 0202
Semesters: 2; Credits: 1

Symbolic reasoning provides powerful ways to represent mathematical situations and to express generalizations. Algebra I continues to develop the set of real numbers as a mathematical system, focusing on linear equations and inequalities, operations with polynomials, and solving problems. This course provides the connection between symbolic language and real world applications. It includes the study of function families and multiple representations of them, various solution strategies for systems of equations, and graphing skills, with and without technology.

Pre-AP ALGEBRA I (Standard)
Course No. 0203
Semesters: 2; Credits: 1

Students will develop advanced problem-solving skills and algebraic symbol manipulation, computation in problem solving contexts, mathematical language and communication, connections inside and outside mathematics, reasoning, multiple representations, applications and modeling, and justification.

GEOMETRY (Standard)
Course No. 0205
Semesters: 2; Credits: 1
Recommended: Algebra I

Geometry consists of the study of geometric figures of zero, one, two, and three dimensions and the relationships among them. Students use spatial reasoning and geometric thinking to understand mathematical concepts and the relationships among them. Students study properties and relationships having to do with size, shape, location, direction, and orientation of these figures. They will study the connection between geometry and algebra and real world applications and use geometric ideas, relationships, and properties to solve problems. They will solve meaningful problems by representing figures, transforming figures, and analyzing and proving relationships.
Pre-AP GEOMETRY  
(Standard)  
Course No. 0206  
Semesters: 2; Credits: 1  
Recommended: Algebra I

Emphasis is on the development of critical-thinking skills and deriving geometric proofs. Students will solve meaningful problems by representing figures, transforming figures, and analyzing and proving relationships.

MATHEMATICAL MODELS WITH APPLICATIONS  
(Enrollment Based)  
Course No. 0204  
Semesters: 2; Credits: 1  
Prerequisite: Algebra I, Geometry  
May not be taken after Algebra II

Students in preparation for taking Algebra II, continue to build on Algebra I and Geometry foundations as they expand their understanding through other mathematical experiences. Students will use algebraic, graphical and geometric reasoning to recognize patterns and structures, to model information, and to solve problems from various disciplines. They will use mathematical methods and understanding of functions to model and solve real-life problems involving money, data, probability, patterns, music, design, and science.

ALGEBRA II  
(Standard)  
Course No. 0207  
Semesters: 2; Credits: 1  
Prerequisite: Geometry

The emphasis in Algebra II is on equation solving and its application to solving word problems. It includes such topics as solving and graphing systems of equations and inequalities, direct and inverse variation, arithmetic sequences, polynomials and word problems. It also includes the study of functions, radicals and exponents, quadratic equations, conics, and logarithms.

Pre-AP ALGEBRA II  
(Standard)  
Course No. 0208  
Semesters: 2; Credits: 1  
Recommended: Geometry  
May be taken concurrently with Pre-AP Geometry upon recommendation of Math Instructor

Course will include conic sections and their transformations, and rational, polynomial, exponential, and natural log functions exploring the topics in more depth and enhancing this exploration with the use of technology.

ADVANCED ALGEBRA  
(Standard)  
Course No. 0229  
Semesters: 2; Credits: 1  
Prerequisite: Algebra II  
Geometry

This course provides students with a third year of algebra skills development before they begin college level mathematics. Solving techniques, functions, and mathematical modeling are heavily emphasized. Preparation for college placement math tests will be included.

PRECALCULUS  
(Standard)  
Course No. 0209  
Semesters: 2; Credits: 1  
Prerequisite: Algebra II

Students in this course use functions, equations, and limits as useful tools for expressing generalizations and as a means for analyzing and understanding a broad variety of mathematical relationships. Precalculus includes rigorous study and applications of such advanced topics as real numbers; composite and inverse functions; polynomial and rational functions; exponential and logarithmic functions; sequences and series; trigonometric functions; graphs, inverses and identities; vectors, and conics.

Pre-AP PRECALCULUS  
(Standard)  
Course No. 0210  
Semesters: 2; Credits: 1  
Recommended: Pre-AP Algebra II  
Required

Emphasis will be on preparation for Advanced Placement Calculus. Course will include additional opportunities for the development of critical-thinking skills, exploring the topics in more depth and enhancing this exploration with the use of technology.

AP CALCULUS AB  
(Enrollment Based)  
Course No. 0217  
Semesters: 2; Credits: 1  
Recommended: Pre-AP Precalculus

Calculus is designed for the college-bound student who has completed the appropriate prerequisites and plans to enter a college program requiring a strong mathematics background. Some of the topics covered include rate of change, limits, derivatives, and applications of derivatives. Definite integrals, indefinite integrals, techniques of integration, and applications of the definite and indefinite integral are among the topics covered. Reading requirements include text written on the college level.

AP CALCULUS BC  
(Enrollment Based)  
Course No. 0218  
Semesters: 3; Credits: 1  
Recommended: Pre-AP Precalculus

This course includes all the topics covered in Calculus AB along with such topics as arc length and surfaces of revolution, work, trigonometric integrals, sequences and series. Taylor and Maclaurin polynomials and series, derivatives of parametric equations, differentiation and integration of vector-valued functions, partial derivatives and additional integration techniques will also be covered. Reading requirements include text written on the college level.
AP STATISTICS
(Enrollment Based)
Course No. 0214
Semesters: 2; Credits: 1
Recommended: Pre-AP Algebra II or Algebra II and AP/Pre-AP English
The purpose of the AP Statistics course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course will be built around four essential themes: exploring data by observing patterns, planning a study by deciding what and how to measure, anticipating patterns in advance, producing models that use probability and statistics, and confirmation of models through statistical inference. Reading requirements include text written on the college level. Statistics should not be used as a replacement for precalculus but as an additional option.

MATH IMPROVEMENT
(Enrollment Based)
Course No. 0223
Semesters: 1-2; Credits: Local
This is not to replace Algebra I, Geometry, or Mathematical Models with Applications.

AP COMPUTER SCIENCE A II
(Enrollment Based)
Course No. 0253
Semesters: 2; Credits: 1
Recommended: Pre-AP Computer Science I, Fulfills 4th year math credit
AP Computer Science II continues the emphasis on programming methodology and algorithm development from Computer Science I. The students will learn well-known algorithms and data structures. The importance of selecting the appropriate algorithm based on analysis of the algorithm efficiency will be stressed. Data abstractions will be developed and implemented in student programs using objects and classes. Case studies will be used to give the student practice in the management of complexity and to motivate the use of object-oriented programming. The language used to implement the computer science skills in this course is JAVA. Tech prep college credit is possible.

ADVANCE QUANTITATIVE REASONING (AQR)
(Enrollment Based)
Course No. 0215
Semesters: 2; Credits: 1
Prerequisite: Algebra II
Students will develop and apply skills used in college and careers, including investigation, research, collaboration, and communication of problems in applied situations. They will make decisions and solve problems involving statistics in the media, data management, network graphs, credit and debt, and investments. Students will be prepared with a relevant mathematics foundation for non-mathematics intensive majors in college (such as business, social sciences, the arts, or technical certificate programs). This course meets requirements for 4th year math.

SCIENCE
Pre-Advanced Placement (Pre-AP) courses are designed to prepare students for entry into Advanced Placement (AP) science courses and to meet the unique needs of the district’s gifted and talented science students. They are designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and issues in science. Basic content is the same as the on level course, but instruction allows for greater depth and complexity in the curriculum.

Advanced Placement (AP) courses will challenge students with college level material that enables them to successfully pass the Advanced Placement exam and receive college credit. Reading requirements include the text written on the college level and additional outside reading. AP courses may require summer assignments. Secondary science course sequence chart is located in the front section of this book.

INTEGRATED PHYSICS AND CHEMISTRY (Standard)
Course No. 0300
Semesters: 2; Credits: 1
Prerequisite: Sophomore Classification Only
In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific methods during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter. On the recommended graduation plan students graduate on minimum This course will not count as a required science course for students on the state distinguished achievement plan.

BIOLOGY (Standard)
Course No. 0302
Semesters: 2; Credits: 1
In Biology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment.
Pre-AP BIOLOGY (Standard)  
Course No. 0303  
Semesters: 2; Credits: 1  

In Biology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment. This course involves greater detail in the above topics and will move at a faster pace. Dissections are required. Special projects and independent/group activities are required.

AP BIOLOGY (Enrollment Based)  
Course No. 0304  
Semesters: 2; Credits: 1  
Recommended: Junior/Senior  
Classification  

AP Biology is a detailed study in molecules and cells, genetics and evolution, and organisms and populations. Curriculum is outlined by The College Board. Experiments are required utilizing advanced laboratory techniques and technologies. Laboratory topics include Diffusion/Osmosis, Enzyme Catalyst, Mitosis, Plant Pigments/Photosynthesis, Cellular Respiration, DNA Extraction/Electrophoresis, Drosophila Genetics, Population Genetics, Behavior/Habitat Selection, and Dissolved Oxygen and Primary Productivity. Reading requirements include college level text and research of professional articles.

CHEMISTRY (Standard)  
Course No. 0305  
Semesters: 2; Credits: 1  

In Chemistry, 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 characteristics of matter, use of Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

Pre-AP CHEMISTRY (Standard)  
Course No. 0306  
Semesters: 2; Credits: 1  

In Chemistry, 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 characteristics of matter, use of Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives. Topics covered in Chemistry Pre-AP are more in-depth and involve a more mathematical approach than regular Chemistry. Emphasis is placed on individual study and problem solving.

AP CHEMISTRY (Enrollment Based)  
Course No. 0307  
Semesters: 2; Credits: 1  
Recommended: Junior Classification  
Pre-AP Chemistry Recommended  
Pre-AP Algebra II or Concurrent Enrollment Recommended  

AP Chemistry is a course designed to be equivalent to a general Chemistry class taken during the first year of college. AP Chemistry students will cover atomic and molecular structure, bonding, stoichiometry, periodicity, gases, thermochemistry, kinetics, equilibrium, acids and bases, electrochemistry, and organic chemistry. Reading requirements include the text written on the college level, as well as scientific research of professional articles.

PHYSICS (Standard)  
Course No. 0308  
Semesters: 2; Credits: 1  

Physics I is a first-year algebra-based introductory physics course dealing with a broad range of topics. 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. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical-thinking skills.

Pre-AP PHYSICS (Standard)  
Course No. 0309  
Semesters: 2; Credits: 1  
Recommended: Precalculus or Concurrent Enrollment in Precalculus  

Pre-AP Physics is a first year Precalculus based introductory physics course also dealing with a broad range of topics. 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. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical-thinking skills. The course objective is to prepare the student for AP Physics their senior year.
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, and changes in environments.

ANATOMY AND PHYSIOLOGY
(Enrollment Based)
Course No. 0311
Semesters: 2; Credits: 1
Prerequisite: Biology, Chemistry

Anatomy and Physiology is offered for students interested in biological, medical, and health-related fields of study. Course topics include chemistry, cell function, tissues, introduction to the human body, support and movement, control systems, maintenance, continuity, and development. Dissections are required. Special projects requiring independent work may also be required.

ASTRONOMY
(Enrollment Based)
Course No. 0316
Semesters: 2; Credits: 1

In Astronomy, students conduct laboratory and field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology and space exploration. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, and develop critical-thinking skills.

AQUATIC SCIENCE
(Enrollment Based)
Course No. 0317
Semesters: 2; Credits: 1
Prerequisite: Biology, Chemistry

In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems.

Investigations and field work in this course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.
SOCIAL STUDIES

Pre-Advanced Placement (Pre-AP) courses are designed to prepare students for entry into Advanced Placement (AP) Social Studies courses and to meet the unique needs of the district’s gifted and talented social studies students. They are designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and issues in social studies. Basic content is the same as the on level course, but instruction allows for greater depth and complexity in the curriculum.

Advanced Placement (AP) courses (including Global Studies, World Studies, and American Studies) will challenge students with college level material that enables them to successfully pass the Advanced Placement exam and receive college credit. Reading requirements include the text written on the college level and additional outside reading. AP courses may require summer assignments.

There may be additional material costs associated with some Social Studies classes for which the student will be responsible in which the resultant product is in excess of minimum requirements and, at the student’s option, becomes the personal property of the student.

WORLD GEOGRAPHY
(Standard)
Course No. 0400
Semesters: 2; Credits: 1
Prerequisite: Freshman Classification

The scope of this course will include physical, economic and cultural geography. Students will become familiar with geographical terminology. They also will be provided opportunities to locate and describe major land forms and features of the earth as well as major natural resources of the world. Emphasis will be placed on understanding the impact that the environment has on social, cultural and economic life in a region. An examination of uses, abuses, and preservation of natural resources and the physical environment will be included.

Pre-AP WORLD GEOGRAPHY
(Standard)
Course No. 0401
Semesters: 2; Credits: 1
Prerequisite: Freshman Classification, Recommended: Pre-AP Social Studies Courses

Students in Pre-AP World Geography will study geography in greater depth and complexity. Emphasis will be placed on physical, economic, environmental, and cultural geography. Students will be required to participate in oral and written presentations, write various essays and read required selections taken from primary and secondary sources. Content selection will provide higher level thinking skills as well as a basis for students to compare and analyze man and his global environment.

AP HUMAN GEOGRAPHY
(Enrollment Based)
Course No. 0427
Semesters: 2; Credits: 1
Prerequisite: Freshman Classification
Recommended: Pre-AP Social Studies Courses or GT Courses
Satisfies World Geography Credit

AP Human Geography is an advanced placement course that can substitute for World Geography or Pre-AP World Geography. The course addresses geography as a social science by emphasizing the relevance of geographic concepts to human problems. Central themes include globalization, cultural diversity, population, and global forces and local impacts. Units of study focus on topics ranging from folk and popular culture to urban patterns in the 21st century. Students will investigate the use of contemporary geographic tools.

GLOBAL STUDIES GT*
(Enrollment Based)
Pre-AP English I
Course No. 0130
AP Human Geography
Course No. 0131
Semesters: 2; Credits: 2
Prerequisite: Freshman Classification
Meet GT Standards

Satisfies World Geography Credit

Note: Fulfills both World Geography and English I requirements. Requires summer reading and assignments. The AP Human Geography textbook is college level; test questions require a high degree of analysis and application of knowledge.

WORLD HISTORY
(Standard)
Course No. 0402
Semesters: 2; Credits: 1
Prerequisite: Sophomore Classification

World History is a survey course of the history of civilization which has evolved since early man. It includes the social, economic, and political development, as well as the contributions of each major area of the world. Content selected will provide a basis for students to compare and analyze ways of life and patterns of culture, emphasizing both the diversity and commonality of mankind's behavior.

Pre-AP WORLD HISTORY
(Standard) Course No. 0403
Semesters: 2; Credits: 1
Prerequisite: Sophomore Classification
Recommended: Pre-AP/AP Social Studies Courses

Students in Pre-AP World History will study the history of the world in greater depth than the regular course. Emphasis will be placed on the major political, social, economic, and artistic movements throughout the various periods covered. Students will be required to participate in oral and written presentations, write various essays and research papers, and read required selections taken from primary sources. Content selected will provide higher level thinking skills as well as a basis for the students to compare and analyze ways of life and patterns of culture, emphasizing both the diversity and commonality of mankind's behavior.
AP WORLD HISTORY
(Enrollment Based)
Course No. 0424
Semesters: 2; Credits: 1
Prerequisite: Sophomore Classification
Recommended: Pre-AP World Geography/AP Social Studies Courses

AP World History will develop a greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course offers a truly balanced global coverage with Africa, the Americas, Asia, and Europe each represented. Students practice writing analytical essays and research papers, and analyzing and interpreting primary sources, and statistical data.

WORLD STUDIES GT*
(Enrollment Based)
Pre-AP English II Course No. 0132
AP World History Course No. 0133
Semesters: 2; Credits: 2
Prerequisite: Sophomore Classification
Meet GT Standards

Pre-AP United States History is a survey course with supplementary readings in the form of documents, essays, or books on special themes, providing substantive and thematic coverage. Students will learn to assess historical materials and their relevance to a given interpretive problem, their reliability, and their importance. Students will develop skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay form. Pre-AP United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and issues in United States History. This course is highly recommended for students interested in taking AP Social Studies courses.

UNITED STATES HISTORY
(Standard)
Course No. 0404
Semesters: 2; Credits: 1
Prerequisite: Junior Classification

A brief review is given to the period of colonization through the Civil War. The remainder of the course includes Reconstruction to the present period. Emphasis is placed on present day issues which have their roots in the past. Using a chronological as well as a thematic approach, the course will explore the emergence of the United States as a world power through the various social, environmental, economic, and political implications.

Pre-AP UNITED STATES HISTORY
(Standard)
Course No. 0425
Semesters: 2; Credits: 1
Prerequisite: Junior Classification
Recommended: Pre-AP/AP Social Studies Courses

Pre-AP United States History is a survey course with supplementary readings in the form of documents, essays, or books on special themes, providing substantive and thematic coverage. Students will learn to assess historical materials and their relevance to a given interpretive problem, their reliability, and their importance. Students will develop skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay form. Pre-AP United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and issues in United States History. This course is highly recommended for students interested in taking AP Social Studies courses.

AMERICAN STUDIES GT*
(Enrollment Based)
AP English III Language and Composition Course No. 0134
AP United States History
Course No. 0135
Semesters: 2; Credits: 2
Prerequisite: Junior Classification
Meet GT Standards

Designed to meet the needs of G/T students, these courses, AP World History and Pre-AP English II, explore the complexities of world society from earliest civilizations to the present. Thematic integration of content will explore the interrelationship between political, economic, religious, social, intellectual and artistic issues. A focus on higher level thinking will be developed through oral and written presentations and the study of historic and thematic literature. Note: Fulfills both AP World History and English II requirements.

AP UNITED STATES HISTORY
(Enrollment Based)
Course No. 0405
Semesters: 2; Credits: 1
Prerequisite: Junior Classification
Recommended: Pre-AP World History /AP Social Studies Courses

AP United States History encompasses the full sweep of chronological history from discovery to present and is as demanding as an introductory college course in United States History. Students are expected to strike a balance between learning factual knowledge and critical analysis. The course also trains students to analyze and interpret primary sources, maps, statistical tables, and pictorial and graphic evidence of historical events. Students practice writing analytical essays and research papers allowing for the expression of clarity and precision.

Note: Fulfills AP United States History and AP English III Language and Composition requirements. Requires summer reading assignments. The AP United States History textbook is college level: test questions require a high degree of analysis and application of knowledge.
AP EUROPEAN HISTORY  
(Enrollment Based)  
Course No. 0411  
Semesters: 2; Credits: 1  
Prerequisite: Junior/Senior Classification  
Recommended: Pre-AP World History

AP European History is designed to be equivalent to a college-level introductory course in European History from 1450 to the present. The course emphasizes the political, intellectual, cultural, social, and economic history of Europe. Analytical and research skills will be used to study primary sources and scholarly works. The course goals are to develop an understanding of the principal themes in modern European history, to analyze historical evidence, and to express that understanding and analysis in written form.

UNITED STATES GOVERNMENT  
(Standard)  
Course No. 0406  
Semesters: 1; Credits: ½  
Prerequisite: Senior Classification

This course provides students with both a factual background and a conceptual understanding of the American political system. Units included are the origins of government, beginning governments in the early United States, development of our national government with emphasis on each branch, and civil rights. Attention will also be given to voting, political parties, and government at the state and local level.

AP UNITED STATES GOVERNMENT  
(Enrollment Based)  
Course No. 0407  
Semesters: 1; Credits: ½  
Prerequisite: Senior Classification  
Recommended: Pre-AP/AP Social Studies Courses

AP United States Government will fulfill the requirements for senior level government. This course will extend both factual and conceptual understanding of the historical background of our political system, the role of interest groups and political parties, the influence and power of the legislative, executive, and judicial branches and the role of civil rights.

AP COMPARATIVE GOVERNMENT AND POLITICS  
(Enrollment Based)  
Course No. 0428  
Semesters: 1; Credits: ½  
Prerequisite: Junior/Senior Classification  
Recommended: Pre-AP/AP Social Studies Courses

AP Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. This course does not fulfill the requirement for senior level government.

ECONOMICS  
(Standard)  
Course No. 0408  
Semesters: 1; Credits: ½  
Prerequisite: Senior Classification

This course is designed to provide students with an understanding of economic theory and to provide them with a realistic view of how the economy has an effect on daily lives. Emphasis is placed on the various aspects of the free enterprise system as it relates to the consumer with comparisons to other economic systems. Areas of instruction include basic economic concepts, the role of supply and demand, national production, the role of labor, business organizations and markets, and the role of the government through spending, taxes, money and banking. Students deal with current economic problems determining causes and possible solutions. Tech prep college credit is possible.

AP MICROECONOMICS  
(Enrollment Based)  
Course No. 0409  
Semesters: 1; Credits: ½  
Prerequisite: Senior Classification  
Recommended: Pre-AP/AP Social Studies Courses

AP Microeconomics fulfills the requirements for senior level economics. This course extends both factual and conceptual understanding of economics on the national level with emphasis on supply and demand, the function of the firm, markets and the impact of the government on the economy.

PSYCHOLOGY  
(Enrollment Based)  
Course No. 0412  
Semesters: 1; Credits: ½  
Prerequisite: Junior Classification

Course emphasis is placed on learning psychology for the purpose of developing skills in understanding one's self and others. This is accomplished by helping the students to understand what wholesome personality is, how it can be developed, and the benefits that result from a wholesome personality to both the individual and society.

AP PSYCHOLOGY  
(Enrollment Based)  
Course No. 0413  
Semesters: 2; Credits: ½ State and ½ Local  
Prerequisite: Junior/Senior Classification  
Recommended: Pre-AP/AP Social Studies Courses

AP Psychology is equivalent to a college-level Introduction to Psychology course. The students will study the nature of psychology, human growth, development, and behavior, and the development of the individual.

SOCIOLOGY  
(Enrollment Based)  
Course No. 0414  
Semesters: 1; Credits: ½  
Prerequisite: Junior classification

Sociology is a social science that studies human society and social behavior. Sociology is about how people act, react, and interact, both in their everyday lives and under extraordinary circumstances. In Sociology, students will explore a variety of topics such as cultures, the socialization of children, theories on individual and group behavior, riots, cult groups, leadership styles, crime, poverty, and current social issues. Sociology helps students gain a new perspective for looking at themselves and the world around them.
PHYSICAL EDUCATION, HEALTH, AND ATHLETICS

GRADUATION REQUIREMENTS:

One-half credit of Health is required for graduation.
One credit of Physical Education is required for graduation.

Drill Team, Dance IA, Cheerleading, Marching Band, Athletics, and PE substitutions may substitute for Foundations of Personal Fitness. Marching Band, Drill Team and Cheerleading may be substituted for Physical Education during the fall semester only. Athletics may substitute for Physical Education. Dance I-IV may earn Fine Arts or Physical Education credits.

Athletics courses are offered as competitive sports and are governed by the rules and regulations of the University Interscholastic League. Membership on these teams may count in lieu of Physical Education as required for graduation.

Fees are authorized for materials used in any program in which the resultant product is in excess of minimum requirements and, at the student’s option, becomes the personal property of the student.

Off-campus PE information packet can be picked up in the counselors’ office.

PE I: FOUNDATIONS OF PERSONAL FITNESS
(Standard)
Course No. 0500
Semesters: 1; Credits: ½
Prerequisite: None

Foundations of Personal Fitness represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the cornerstone of this course and is exemplified by one of the course objectives - students designing their own personal fitness program. This course is a prerequisite for all other physical education classes. Students are required to purchase a PE uniform to be worn during this class period.

PE II - B: INDIVIDUAL SPORTS
(Enrollment Based)
Course No. 0502
Semesters: 1-2; Credits: ½-1
Prerequisite: Foundations of Personal Fitness

Students in Individual Sports are expected to participate in a wide range of individual sports that can be pursued for a lifetime. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable are major objectives of this course. Activities may include but are not limited to tennis, badminton, golf, table tennis, pickle ball, and disc golf. Students are required to purchase a PE uniform to be worn during this class period.

PE II - C: TEAM SPORTS
(Enrollment Based)
Course No. 0503
Semesters: 1-2; Credits: ½-1
Prerequisite: Foundations of Personal Fitness

Students enrolled in Team Sports are expected to develop health-related fitness and an appreciation for team work and fair play. Like the other high school physical education courses, Team Sports is less concerned with the acquisition of physical fitness during the course than reinforcing the concept of incorporating physical activity into a lifestyle beyond high school. Activities may include but are not limited to basketball, flag football, soccer, volleyball, ultimate Frisbee, softball, and gym hockey. Students are required to purchase a PE uniform to be worn during this class period.

PE III - B: ADVANCED WEIGHT TRAINING
(Enrollment Based)
Course No. 0505
Semesters: 1-2; Credits: ½-1
Prerequisite: Foundations of Personal Fitness

The students will identify health and fitness benefits of a weight training program. The student will demonstrate proper technique, safety precautions, and knowledge of a variety of lifts. Students will be expected to design and implement an individual strength and conditioning program. Students are required to purchase a PE uniform to be worn during this class period.

HEALTH
(Standard)
Course No. 0504
Semesters: 1; Credits: ½
Prerequisite: None

In health education, emphasis is placed on acquiring knowledge and skills regarding healthy behaviors that will safeguard one’s health, particularly pertaining to health risks. Students develop skills that will make them health-literate adults. By using problem-solving, research, goal-setting, and communication skills, they will gain knowledge and skills to protect their health and that of the community including an introduction to CPR. Abstinence-based programs such as “Choosing the Best Path”, Aim for Success, and "Play It Safe" are major components in providing this health information. CPR certification is provided for the $15 fee.
ATHLETICS (Enrollment Based)

Students who participate in school-sponsored trips shall be required to ride in transportation provided by the school to and from the event. Exceptions may be made if the student’s parent or guardian presents a written request to the principal before the scheduled trip requesting that the student be allowed to ride with the parent, that the student be allowed to ride with another person designated by the parent, or that the student be allowed to drive him or herself to the event. In those instances where the District does not provide transportation to an extracurricular school-related activity in a non-required course, students are responsible for obtaining their own transportation. The District shall not be liable for any injuries that occur to students riding in vehicles that are not provided by the school.

Semesters: 1-2; Credits: ½
Prerequisite: Instructor Approval

A pre-participation physical exam must be completed by a physician each year a student is in athletics.

(1 – 4) following the course number indicates the number of times a student has been enrolled in a course, not the student’s grade classification.

<table>
<thead>
<tr>
<th>Boys Athletics</th>
<th>Course Name</th>
<th>Course No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys 9th Athletics</td>
<td>0506</td>
<td></td>
</tr>
<tr>
<td>Baseball</td>
<td>0510 (1 – 4)</td>
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</tr>
<tr>
<td>Basketball</td>
<td>0509 (1 – 4)</td>
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<tr>
<td>Cross Country</td>
<td>0512 (1 – 4)</td>
<td></td>
</tr>
<tr>
<td>Diving (JV)</td>
<td>0537 (1 – 4)</td>
<td></td>
</tr>
<tr>
<td>Diving (Varsity)</td>
<td>0530 (1 – 4)</td>
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<tr>
<td>Golf</td>
<td>0520 (1 – 4)</td>
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<tr>
<td>Football</td>
<td>0508 (1 – 4)</td>
<td></td>
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<tr>
<td>Gymnastics</td>
<td>0523 (1 – 4)</td>
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<tr>
<td>Soccer</td>
<td>0513 (1 – 4)</td>
<td></td>
</tr>
<tr>
<td>Swim Team (JV)</td>
<td>0540 (1 – 4)</td>
<td></td>
</tr>
<tr>
<td>Swim Team (Varsity)</td>
<td>0528 (1 – 4)</td>
<td></td>
</tr>
<tr>
<td>Tennis (JV)</td>
<td>0518 (1 – 4)</td>
<td></td>
</tr>
<tr>
<td>Tennis (Varsity)</td>
<td>0519 (1 – 4)</td>
<td></td>
</tr>
<tr>
<td>Track (no credit)</td>
<td>0516 (1 – 4)</td>
<td></td>
</tr>
<tr>
<td>Water Polo</td>
<td>0517 (1 – 4)</td>
<td></td>
</tr>
<tr>
<td>Wrestling</td>
<td>0507 (1 – 4)</td>
<td></td>
</tr>
</tbody>
</table>

ATHLETIC TRAINING (Enrollment Based)
Course No. 0525 (1 – 4)
Semesters: 1-2; Credits: ½-1
Prerequisite: Instructor Approval
Concurrent Enrollment or Completion of Health and Biology is Recommended
Athletic Training does not satisfy a P.E. credit.

This class is an introduction to athletic training and will cover basic first aid, injury management, taping techniques, and training room procedures.

Students will need to attend practices and games in order to meet class requirements.

SPORTS MEDICINE I (Enrollment Based)
Course No. 0527
Semesters: 2, Credits: 1
Prerequisite: None

Sports Medicine I is a program designed for students interested in fields such as athletic training, physical therapy, medicine, fitness, physiology of exercise, kinesiology, nutrition, nursing, and other medicine related fields. Sports Medicine I includes class work and practical hands-on application in the following areas: prevention, treatment, and rehabilitation of sports injuries, taping and wrapping of injuries, first aid/CPR, emergency procedures, and sports medicine careers. This course is available to students in grades 9 – 12.

DANCE

Students are required to purchase specified dance attire and dance shoes for class (cost range $50-$100). Public performance in the Dance I-IV annual production will be required.

Note: Dance I-IV may earn either Fine Arts or PE waiver credits

DANCE I (Enrollment Based)
Course No. 0531
Semesters: 1-2; Credits: ½-1
Prerequisite: None

This course is part one of a structured elective course which serves as an introduction to dance as an art form. This course will help the student develop basic awareness of movement factors that influence the shaping of movement into dance. Additional focus is placed on overall body conditioning and muscular control. The students will be able to identify, distinguish, and experience movement as it relates to the dance forms of classical ballet, modern dance, folk/ethnic dance, and jazz dance.

Girls Athletics

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course No.</th>
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<tbody>
<tr>
<td>Girls 9th Athletics</td>
<td>0524</td>
</tr>
<tr>
<td>Basketball</td>
<td>0521 (1 – 4)</td>
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<tr>
<td>Cross Country</td>
<td>0512 (1 – 4)</td>
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<tr>
<td>Diving (JV)</td>
<td>0537 (1 – 4)</td>
</tr>
<tr>
<td>Diving (Varsity)</td>
<td>0530 (1 – 4)</td>
</tr>
<tr>
<td>Golf</td>
<td>0520 (1 – 4)</td>
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<tr>
<td>Gymnastics</td>
<td>0523 (1 – 4)</td>
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<tr>
<td>Soccer</td>
<td>0514 (1 – 4)</td>
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<tr>
<td>Softball</td>
<td>0529 (1 – 4)</td>
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<tr>
<td>Swim Team (JV)</td>
<td>0540 (1 – 4)</td>
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<tr>
<td>Swim Team (Varsity)</td>
<td>0528 (1 – 4)</td>
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<td>Tennis (JV)</td>
<td>0518 (1 – 4)</td>
</tr>
<tr>
<td>Tennis (Varsity)</td>
<td>0519 (1 – 4)</td>
</tr>
<tr>
<td>Track (no credit)</td>
<td>0516 (1 – 4)</td>
</tr>
<tr>
<td>Volleyball</td>
<td>0522 (1 – 4)</td>
</tr>
<tr>
<td>Water Polo</td>
<td>0517 (1 – 4)</td>
</tr>
<tr>
<td>Wrestling</td>
<td>0507 (1 – 4)</td>
</tr>
</tbody>
</table>

PE/ADVENTURE/OUTDOOR EDUCATION (Enrollment Based)
Course No.0546
Semesters: 1 Credits: ½
Prerequisite: Junior Classification
(Physical Education or Elective credit)

This course offers the student the opportunity to participate in and learn about outdoor activities that promote a respect for the environment and that can be enjoyed for a lifetime. Lessons on angling, environmental needs, Taxidermy, swimming/water safety, scuba, and rock climbing will be included in this course. The course will also provide career information to students interested in these fields.
DANCE II - DEVELOPING SKILLS IN DANCE  
(Enrollment Based)  
Course No. 0532  
Semesters: 1-2; Credits: ½-1  
Prerequisite: Dance I  
This course is a continuation of Dance I. Using knowledge gained in Dance I, the student will develop complex skills in dance. Increased opportunities to explore dance as a fine art will be provided. The student will be able to identify, distinguish, experience, and personally perform dance patterns and phases of the dance forms such as classical ballet, modern dance, folk/ethnic dance, jazz, and tap dance. The student will develop awareness that dance and the arts are part of our heritage and an additional means of communication.

DANCE III - INTERMEDIATE SKILLS IN DANCE  
(Enrollment Based)  
Course No. 0533  
Semesters: 1-2; Credits: ½-1  
Prerequisite: Dance I, Dance II  
Instructor Approval  
This course is a continuation of Dance I and Dance II. Using knowledge gained in Dance I & II, the student will develop complex skills in dance. Increased opportunities to explore and engage in stylistic dance will be provided. Emphasis will be placed on analysis and performance of classical ballet and modern dance, along with folk/ethnic dance, jazz and/or tap dance. Processes of creativity and choreography, as well as artistic judgment, will be explored.

DANCE IV - DANCE THEORY AND PRODUCTION  
(Enrollment Based)  
Course No. 0534  
Semesters: 2; Credits: 1  
Prerequisite: Dance I-III  
Instructor Approval  
Using knowledge gained in Dance III, the student will perform intermediate dance movements and phrases with an awareness of choreographic design and factors that influence movement and style. Emphasis will be placed on classical ballet and modern dance, with folk/ethnic dance, jazz and/or tap dance. Choreography and production processes will be integrated into dance movement and style.

DRILL TEAM AND CHEERLEADING  
(1 – 4) following the course number indicates the number of times a student has been enrolled in a course, not the student’s grade classification.  
Participation in drill team and cheerleading activities requires fees which will be communicated through parent meetings at different times of the year. For more specific costs, please contact the activity sponsor at the campus.

CHEERLEADING  
(Enrollment Based)  
Freshman – Course No. 0554 (1)  
Jr. Varsity – Course No. 0554 (2)  
Varsity – Course No. 0554 (3-4)  
Semesters: 2; Credits: 1  
Prerequisite: Cheerleader  
Instructor Approval  
The junior varsity drill team is a select group chosen for their dance ability and willingness to promote school spirit at the junior varsity level. These students participate in precision dance performances on a local level throughout the school year. This is a preparatory group for future varsity drill team members. The junior varsity drill team works in a cooperative effort in the development of the overall program. This varsity drill team performs precision dance routines at community and athletic events, as well as at state and national level competitions. The students selected for the dance/drill team are chosen for their dance ability and for their commitment to promoting school spirit. The drill team is involved in school and community events on a year-round basis.

LOCAL CREDIT  
Will not count toward 26 required credits for graduation.

COMMUNICATION APPLICATION – TEEN LEADERSHIP SKILLS  
(Optional)  
Course No. 0728  
Semesters: 1; Credits: .5  
Prerequisite: Communication Application I (High School Level) Instructor Approval  
This course is the continuation of Communication Application designed to prepare students to be the leaders of this generation.

Students will continue to improve presentation techniques and explore the importance of effective interpersonal communication skills in strengthening relationships and organizations. The curriculum is focused on building the confidence and experience of students as ethical and responsible leaders.

Emphasis will be on the practical application of effective communication strategies while working on a variety of service projects. Students will learn and utilize: conflict resolution strategies, leadership, democracy and citizenship skills, motivational strategies, effective visual aids including power points and video organizational structures research techniques.
OFFICE ASSISTANT  
(Optional)  
Course No. 0950  
Semesters: 1-4; Credits: ½-2 (local credit only)  
Prerequisite: Junior Classification  
Administrator Approval  
Office assistants are needed in the main office, attendance office, counseling office and library. To be an assistant, one must have approval from the office (or library). A student may receive 1/2 credit per semester for a maximum of two credits. A student may not be concurrently enrolled as an office and teacher assistant.

PORTFOLIO ART — INDEPENDENT STUDY  
(Enrollment Based)  
Course No. 0774  
Semesters: 2 - 4; Credits: 1 - 2  
Prerequisite: Junior Classification  
Current Enrollment in Art AP  
This course is designed for the advanced art student who wants to continue the study of art and develop a personal style.

MISCELLANEOUS  
LEADERSHIP CLASS  
(Optional)  
Course No. 0419  
Semesters: 1-2; Credits: ½-1  
Prerequisite: Junior Classification  
Instructor Approval  
The Student Leadership Course provides an opportunity to study, practice, and develop group and individual leadership and organizational skills. These skills include, but are not limited to, decision making skills, problem solving techniques, communication skills, leadership roles, human relations skills, and understanding the need for civic responsibility. Students who take this course will apply these skills in dealing with peers, school administrators, and the community. It is a hands-on, lab oriented approach to leadership. Students enrolled should be a member of Student Council and must have written teacher approval.

PATH TO SUCCESS (STUDY SKILLS)  
(Optional)  
Course No. 0100  
Semesters: 1-2; Credits: ½-1  
Prerequisite: None  
The student works with the art teacher to select projects which will help expand his/her knowledge and skills. Each student works independently toward set goals. Students planning to major in art as a career will complete their portfolio for college. Students may be enrolled in Art Independent Study for no more than four semesters.

TEACHER ASSISTANT  
(Optional)  
Course No. 0951  
Semesters: 1-4; Credits: ½-2  
Prerequisite: Junior Classification, Teacher Approval  
The student will assist the teacher in various classroom duties. Teachers may have only one assistant. A student may receive 1/2 credit per semester for a maximum of two credits. A student may not be concurrently enrolled as an office and teacher assistant.

SERVICE LEARNING  
(Optional)  
Course No. 0421  
Semesters: 1-2; Credits: ½-1  
Prerequisite: Junior Classification  
This course is designed to promote involvement in the community. Students will volunteer to serve with local governments, public programs, or community organizations. The purpose of this course is to direct students into practical settings where the primary motivation is service. This course will offer students the opportunity to be responsible, caring, and participating members of society. Students must provide their own transportation. If this course is taken a second year, it is awarded local credit only.

PSAT TEAM  
Course No. 0731  
Semesters: 1 Credits ½ (Local)  
Invitation only for students that meet a standard set by the PSAT teachers after the scores from the 10th grade administration. The PSAT Team is an intensive educational course that prepares a select group of students for the PSAT/NMSQT. After the PSAT, the instruction will shift to the SAT. The rigorous instruction is designed to improve Critical Reading, Math and Writing scores.

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PATH TO SUCCESS (STUDY SKILLS)  
(Optional)  
Course No. 0100  
Semesters: 1-2; Credits: ½-1  
Prerequisite: None  
The student works with the art teacher to select projects which will help expand his/her knowledge and skills. Each student works independently toward set goals. Students planning to major in art as a career will complete their portfolio for college. Students may be enrolled in Art Independent Study for no more than four semesters.

TEACHER ASSISTANT  
(Optional)  
Course No. 0951  
Semesters: 1-4; Credits: ½-2  
Prerequisite: Junior Classification, Teacher Approval  
The student will assist the teacher in various classroom duties. Teachers may have only one assistant. A student may receive 1/2 credit per semester for a maximum of two credits. A student may not be concurrently enrolled as an office and teacher assistant.

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Course No. 0421  
Semesters: 1-2; Credits: ½-1  
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Prerequisite: Junior Classification  
Instructor Approval  
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PATH TO SUCCESS (STUDY SKILLS)  
(Optional)  
Course No. 0100  
Semesters: 1-2; Credits: ½-1  
Prerequisite: None  
The student works with the art teacher to select projects which will help expand his/her knowledge and skills. Each student works independently toward set goals. Students planning to major in art as a career will complete their portfolio for college. Students may be enrolled in Art Independent Study for no more than four semesters.

TEACHER ASSISTANT  
(Optional)  
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Semesters: 1-4; Credits: ½-2  
Prerequisite: Junior Classification, Teacher Approval  
The student will assist the teacher in various classroom duties. Teachers may have only one assistant. A student may receive 1/2 credit per semester for a maximum of two credits. A student may not be concurrently enrolled as an office and teacher assistant.

SERVICE LEARNING  
(Optional)  
Course No. 0421  
Semesters: 1-2; Credits: ½-1  
Prerequisite: Junior Classification  
This course is designed to promote involvement in the community. Students will volunteer to serve with local governments, public programs, or community organizations. The purpose of this course is to direct students into practical settings where the primary motivation is service. This course will offer students the opportunity to be responsible, caring, and participating members of society. Students must provide their own transportation. If this course is taken a second year, it is awarded local credit only.

PSAT TEAM  
Course No. 0731  
Semesters: 1 Credits ½ (Local)  
Invitation only for students that meet a standard set by the PSAT teachers after the scores from the 10th grade administration. The PSAT Team is an intensive educational course that prepares a select group of students for the PSAT/NMSQT. After the PSAT, the instruction will shift to the SAT. The rigorous instruction is designed to improve Critical Reading, Math and Writing scores.
OPTIONAL OPPORTUNITIES FOR CREDIT

If students need to pursue other avenues for credit, the following options are available. Information on the following options is available through the counseling office.

**TARGET**: Eligibility criteria include: desire for early graduation, successful completion of at least six credits, a year or more deficient in credits, pregnant or parenting, social/economic factors or low daily attendance.

**TARGET** Evening Education is a comprehensive evening educational alternative. The Office of Continuing Education in the Grapevine-Colleyville Independent School District offers evening high school courses that allow students the opportunity to earn up to one full credit per session. **TARGET** offers basic high school courses that include English, mathematics, science, social studies, keyboarding and health. Five sessions are held throughout the school year. This is an excellent opportunity for students to catch up on credits, advance in order to graduate early, or open a section of their normal schedule to take another course of their choice. Course and tuition information will be available from Bridges Accelerated Learning Center, phone 817-251-5474.

**CREDIT BY EXAM WITHOUT PRIOR INSTRUCTION**

The District shall give a student in grades 6-12 credit for an academic subject in which the student has received no prior instruction if the student scores 90 percent or above on a criterion-referenced examination for acceleration for the applicable course. If such credit is given, the District shall enter the examination score on the student’s transcript. Courses for which credit is earned by examination in grades 9-12 shall not be included in the calculation of the weighted grade point average for purposes of class ranking. Requests for these examinations are made to the Director of Assessment, Research and Evaluation.

**CREDIT BY EXAM WITH PRIOR INSTRUCTION**

The District shall give a student in grades 6-12 credit for an academic subject in which he or she had some prior instruction (courses which students have not successfully completed), if the student scores 70 percent or better on a criterion-referenced test for the applicable course. If such credit is given the District shall enter the examination score on the student’s transcript. Courses for which credit is earned by examination in grades 9-12 shall not be included in the calculation of the weighted grade point average for purposes of class ranking. Requests for these examinations are made to the Director of Assessment, Research and Evaluation.

**CORRESPONDENCE COURSES**

High school students may earn up to two (2) credits toward graduation through correspondence courses. Students wishing to enroll in correspondence courses must consult with a counselor. Correspondence courses shall be used for emergencies or enrichment only and should not become a substitute for residence work. Courses are subject to approval by the principal. Students are responsible for paying all fees for course materials and resources.

**SUMMER CLASSES**

One full credit may be earned in each session of the Secondary Summer School program. Courses in core subjects as well as electives are available on a fee basis.
COLLEGE READINESS ELECTIVES

AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)
Course No. 0430 Freshman Avid
Course No. 0431 Sophomore Avid
Semesters 2; Credits: 1 (high school)
Prerequisite: Application and Instructor Approval; Offered in 2012-2013 for 9th & 10th Grades only

AVID is a structured, college-preparatory system for students who want to take on challenges and advanced courses. The AVID elective provides support in the form of tutorials, writing, inquiry, collaboration, reading, college and career preparation, and strategies for success. Potential students will need to apply and interview before being accepted into the elective.

AVAILABLE COLLEGE PROGRAMS

Three opportunities to earn college credit exist for students in high school. Students may earn credit through Concurrent Enrollment, Dual Enrollment, and Tech Prep options. Qualifications begin with senior classification and also require a minimum grade point average of 80. The THEA (Texas Higher Education Assessment) test is required before any student is allowed to enroll. Students must take the test in the spring or summer of their junior year. Visit your counselor to learn how to take advantage of these programs.

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<tr>
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<th>DUAL ENROLLMENT</th>
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</thead>
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<tr>
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<td>(Enrollment Based)</td>
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<td>Course No. 0959</td>
</tr>
<tr>
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<td>Semesters: 1-2; Credits: College and High School</td>
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<tr>
<td>Prerequisite: Junior or Senior Classification</td>
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</tr>
<tr>
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<td>Meet TCC Early Entrance Requirements</td>
</tr>
</tbody>
</table>

The concurrent enrollment program is designed to provide students with the opportunity to complete college courses during their last two years of high school. All students must be enrolled in a minimum of six high school credits; three credits per semester. The concurrent college class does not count as one of the six required credits. Concurrent enrollment provides the opportunity for juniors and seniors to take any course offered at any university or college campus. See your counselors for additional information about this opportunity, including courses offered on the high school campuses.

The Dual Enrollment Program allows students to take courses that apply toward both high school and college graduation. Only a limited number of courses meet the strict requirements of this program. See your counselor about the availability of these courses and requirements. Students must maintain a 70 or above to receive high school credit for the course. The following TCC courses are available for Dual credit:

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<tr>
<td>Government</td>
<td>Government 2305  US Government</td>
</tr>
<tr>
<td>Economics</td>
<td>Econ 2301  Principles of Microeconomics</td>
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TEXAS VIRTUAL SCHOOL NETWORK

Texas Education Code 26.0031 requires that at the time and in the manner that a school district or open-enrollment charter school informs students and parents about courses that are offered in the district’s or school’s traditional classroom setting, the district or school shall notify parents and students of the option to enroll in a course offered through the state virtual school network under Chapter 30A.

SPECIAL PROGRAMS COURSE OFFERINGS

APPLIED COURSES
Applied courses are intended to foster development of functional skills necessary for adult living for students with significant cognitive disabilities who will graduate on the Minimum High School Program (MHSP). When a locally developed course is a substitute for a course in which a STAAR End Of Course (EOC) exam exists, HB3 requires that the content of that course be fully aligned to the TEKS for the course it replaces. Students who receive special education services are required to participate in an EOC assessment (general, modified, or alternate) for the course that has been substituted. The following applied courses require TEKS alignment: Algebra I, English I, Biology, World Geography, English II, Geometry, World History, English III, and U.S. History.

APPLIED ECONOMICS
Course No. 1425
Semesters: 1; Credits: ½
Prerequisite: ARD Committee Recommendation

This course provides the opportunity to reinforce skills related to the fiscal responsibilities of a consumer.

APPLIED ENGLISH I
Course No. 1121
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

English I TEKS are addressed through prerequisite skills in this course that provides a foundation of functional and academic skills in the areas of reading, writing, research, listening and speaking, and oral and written conventions. In Applied English I, students engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students read and write on a daily basis.

APPLIED ENGLISH II
Course No. 1122
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

English II TEKS are addressed through prerequisite skills in this course that provides a foundation of functional and academic skills in the areas of reading, writing, research, listening and speaking, and oral and written conventions. In Applied English II, students engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students read and write on a daily basis.

APPLIED ENGLISH III
Course No. 1123
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

English III TEKS are addressed through prerequisite skills in this course that provides a foundation of functional and academic skills in the areas of reading, writing, research, listening and speaking, and oral and written conventions. In Applied English III, students engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students read and write on a daily basis.

APPLIED ENGLISH IV
Course No. 1124
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

This course provides a foundation of functional skills in the areas of communication, reading and printing/writing.

APPLIED FINE ARTS
Course No. 1750
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

This course provides students the opportunity to express their individuality through art and music. Students will develop and create original works of art through a variety of mediums. Students will participate in a variety of musical activities designed for personal enjoyment.

APPLIED GOVERNMENT
Course No. 1424
Semesters: 1; Credits: ½
Prerequisite: ARD Committee Recommendation

This course is intended to foster the development of skills associated with basic government principles with emphasis on the rights and responsibilities of a consumer.

APPLIED ALGEBRA I
Course No. 1221
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

Algebra I TEKS are addressed through prerequisite skills in this course that provides a foundation of functional and academic skills that students can apply to their mathematical experiences. Study will include tasks related to the following essence statements: basic understanding of functions, simplifying expressions and solving problems, representations of linear functions, and formulating and solving systems of linear equations.

APPLIED GEOMETRY
Course No. 1222
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

Geometry TEKS are addressed through prerequisite skills in this course that provides a foundation of functional and academic skills that students can apply to their mathematical experiences. Study will include tasks related to the following essence statements: recognizing the foundations of geometric concepts, using geometric representations to solve problems, using the concept of congruence in geometric figures, and using the concept of similarity in geometric figures.

APPLIED ALGEBRA II
Course No. 1223
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

Algebra II TEKS are addressed through prerequisite skills in this course that provides a foundation of functional and academic skills that students can apply to their mathematical experiences. Study will include tasks related to the following essence statements: basic understanding of functions, simplifying expressions and solving problems, representations of linear functions, and formulating and solving systems of linear equations.

APPLIED ALGEBRA III – IV
Course No. 1223 – 1224
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

These courses provide a foundation of functional skills that students can apply to real life situations. Areas of study will include skills in the following strands: basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics.

APPLIED MATH III
Course No. 1323
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

Algebra III TEKS are addressed through prerequisite skills in this course that provides a foundation of functional and academic skills that students can apply to experiences related to life science. Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions. Study will include tasks related to the following essence statements: living things are composed of cells that perform specific functions and that viruses are different from cells, the structure of DNA determines the inherited traits in organisms, biological systems have functions and interact, and interdependence and interactions occur within an environmental system.

APPLIED SCIENCE II – IV
Course No. 1322 – 1324
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

These courses are intended to foster development of functional science skills associated with adult living. Students participate in hands-on experiments and engage in the inquiry process. Areas of study include environmental science, physics, and chemistry.

APPLIED WORLD GEOGRAPHY STUDIES
Course No. 1421
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

World Geography TEKS are addressed through prerequisite skills in this course that provides a foundation of functional and academic skills that students can apply to experiences related to an understanding of people, places, and environments at local, regional, national, and international scales. Study will include tasks related to the following essence statements: processes that influence political divisions, relationships, and policies; patterns and characteristics of different landforms, climates, and ecosystems of Earth; characteristics and contributions of different cultures; and distribution and characteristics of economic systems in the world.

APPLIED BIOLOGY
Course No. 1321
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

Biology TEKS are addressed through prerequisite skills in this course that provides a foundation of functional and academic skills that students can apply to experiences related to life science. Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions. Study will include tasks related to the following essence statements: basic understanding of functions, simplifying expressions and solving problems, representations of linear functions, and formulating and solving systems of linear equations.

APPLIED RADIOLOGY
Course No. 1422
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

These courses are intended to foster development of functional science skills associated with adult living. Students participate in hands-on experiments and engage in the inquiry process. Areas of study include environmental science, physics, and chemistry.
APPLIED WORLD HISTORY
STUDIES
Course No. 1422
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

World History TEKS are addressed through prerequisite skills in this course that provides a foundation of functional and academic skills that students can apply to experiences related to an understanding of the history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Study will include tasks related to the following essence statements: important events and turning points in world history from 1750 to the present; influence of geographic factors on historic events; significance of political decisions made by individuals, groups, and nations throughout history; and origins of contemporary economic systems and the benefits of free enterprise in world history.

BASIC COURSES
Basic courses offer a modified general education curriculum based on individual student needs for students who will graduate on the Minimum High School Program (MHSP). When a locally developed course is a substitute for a course in which a STAAR End Of Course (EOC) exam exists, HB3 requires that the content of that course be fully aligned to the TEKS for the course it replaces. Students who receive special education services are required to participate in an EOC assessment (general, modified, or alternate) for the course that has been substituted. The following basic courses require TEKS alignment: Algebra 1, English I, Biology, World Geography, English II, Geometry, World History, English III, and U.S. History. (*Algebra II, Chemistry, and Physics are not required courses on the MHSP; however, if a student is enrolled in any of these courses, it is essential that the correct code is noted. There are no state modified assessments for these courses, so students taking these courses will be responsible for taking STAAR EOC if an incorrect PEIMS code is utilized.)

BASIC ALGEBRA I
Course No. 1205
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

This course provides the connection between symbolic language and real world applications. It includes the study of function families and multiple representations of them, various solution strategies for systems of equations, and graphing skills, with and without technology.

BASIC GEOMETRY
Course No. 1206
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

Geometry consists of the study of geometric figures of zero, one, two, and three dimensions and the relationships among them. Students use spatial reasoning and geometric thinking to understand mathematical concepts and the relationships among them. Students study properties and relationships having to do with size, shape, location, direction, and orientation of these figures. They will study the connection between geometry and algebra and real world applications and use geometric ideas, relationships, and properties to solve problems. They will solve meaningful problems by representing figures, transforming figures, and analyzing and proving relationships.

*ALGEBRA II (Standard)
Course No. 0207
PEIMS 03100605
Semesters: 2; Credits: 1
Prerequisite: Geometry

(Not a required course on MHSP)
See Mathematics Section page 52.

APPLIED U. S. HISTORY
Course No. 1423
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

U.S. History TEKS are addressed through prerequisite skills in this course that provides a foundation of functional and academic skills that students can apply to experiences related to an understanding of history of the United States since Reconstruction to the present. Study will include tasks related to the following essence statements: impact of the American civil rights movement; relationship between the arts and the times during which they were created; concept of American exceptionalism; and impact of scientific revolutions, technological innovations, and the free enterprise system on U.S. economic development.

BASIC MATH III – IV
Course No. 1203 – 1204
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

These courses reinforce math operations using practical, real life situations to facilitate the understanding of mathematics.

BASIC ENGLISH I – III
Course No. 1101 – 1103
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

These courses address the following strands: reading, where students read and understand a wide variety of literary and informational texts; writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; listening and speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and oral and written conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English I-III, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills.

BASIC ENGLISH IV
Course No. 1104
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

The focus is on the study of integrated language arts as it relates to language/writing, literature/reading and speaking/listening. Students will practice oral and written uses of language, as well as discuss and respond to relevant literature.

BIOLOGY (Standard)
Course No. 0302
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation
See Science Section page 53.

*CHEMISTRY (Standard)
Course No. 0305
Semesters: 2; Credits: 1
Prerequisite: Algebra 1

(Not a required course on MHSP)
See Science Section page 54.

*PHYSICS (Standard)
Course No. 0308
Semesters: 2; Credits: 1
Prerequisite: Algebra 1 or concurrent enrollment in Algebra 1

(Not a required course on MHSP)
See Science Section page 54.

WORLD GEOGRAPHY (Standard)
Course No. 0400
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation
See Social Studies Section page 56.

WORLD HISTORY (Standard)
Course No. 0402
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation
See Social Studies Section page 56.
PRACTICAL ENGLISH I
Course No. 1111
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

See course description for English I on page 65 for students addressing TEKS through prerequisite skills and page 66 for students addressing modified TEKS.

PRACTICAL ENGLISH II
Course No. 1112
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

See course description for English I on page 65 for students addressing TEKS through prerequisite skills and page 66 for students addressing modified TEKS.

PRACTICAL ENGLISH III
Course No. 1113
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

See course description for English I on page 65 for students addressing TEKS through prerequisite skills and page 66 for students addressing modified TEKS.

PRACTICAL ENGLISH IV
Course No. 1114
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

Emphasis is on the study of literature, reading, writing, vocabulary, and grammar.

PRACTICAL WORLD GEOGRAPHY STUDIES
Course No. 1411
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

See course description on page 65 for students addressing TEKS through prerequisite skills and page 66 for students addressing modified TEKS.

PRACTICAL WORLD HISTORY STUDIES
Course No. 1412
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

See course description on page 66 for students addressing TEKS through prerequisite skills and page 66 for students addressing modified TEKS.

PRACTICAL UNITED STATES HISTORY
Course No. 1413
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

See course description on page 66 for students addressing TEKS through prerequisite skills and page 67 for students addressing modified TEKS.

PRACTICAL GOVERNMENT
Course No. 1414
Semesters: 1; Credits: ½
Prerequisite: ARD Committee Recommendation

Students participate in activities that reinforce the basic concepts relative to the structures of power and authority in American society.

PRACTICAL ECONOMICS
Course No. 1415
Semesters: 1; Credits: ½
Prerequisite: ARD Committee Recommendation

The course examines the structure and function of the United States economic free enterprise system as it relates to consumers, the monetary system, and consumer responsibilities.

PRACTICAL ALGEBRA I
Course No. 1211
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

See course description on page 65 for students addressing TEKS through prerequisite skills and page 66 for students addressing modified TEKS.

PRACTICAL GEOMETRY
Course No. 1212
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

See course description on page 65 for students addressing TEKS through prerequisite skills and page 66 for students addressing modified TEKS.

PRACTICAL MATH III-IV
Course No. 1213-1214
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

The courses reinforce math operations using practical, real life situations to facilitate the understanding of mathematics.

PRACTICAL BIOLOGY
Course No. 1311
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

See course description on page 65 for students addressing TEKS through prerequisite skills and page 66 for students addressing modified TEKS.

PRACTICAL SCIENCE I–IV
Course No. 1312 – 1314
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

Students participate in daily living activities correlated with the basics of the science curriculums. Activities include planning, shopping, and preparing meals, as well as budgeting and the study of nutrition.

PRACTICAL TECHNOLOGY
Course No. 1811
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

Activities include skill development in the areas of keyboarding, word processing, spreadsheet, database, web design and computer hardware/software.

ELECTIVES

ACTIVITIES OF DAILY LIVING I – VIII
Course No. 1921 – 1928
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

These courses are developed to address the individual student needs as they apply to activities associated with daily living experiences. Emphasis is on the application of skills for independent living within the range of each student’s ability.

APPLIED COMMUNICATIONS I – VIII
Course No. 1721 – 1728
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

This course provides students with the opportunity to develop skills in the areas of expressive, receptive, written and/or symbolic representation of language. Attention is given to the ability to communicate effectively within the range of the student’s abilities (direct or through assistive devices).

CAREER EXPLORATION
Course No. 1911
Semesters: 1-2; Credits: ½-1
Prerequisite: ARD Committee Recommendation

This course provides opportunities for students to develop self-awareness in relation to career opportunities. Activities will emphasize the development of skills in the areas of employability, job procurement, and self-advocacy.

COMMUNITY INTEGRATION I – VIII
Course No. 1951 – 1958
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

See course description on page 66 for students addressing TEKS through prerequisite skills and page 67 for students addressing modified TEKS.

Students who will graduate on the Minimum High School Program (MHSP). When a locally developed course is a substitute for a course in which a STAAR End Of Course (EOC) exam exists, HB3 requires that the content of that course be fully aligned to the TEKS for the course it replaces. Students who receive special education services are required to participate in an EOC assessment (general, modified, or alternate) for the course that has been substituted. The following courses require TEKS alignment: Algebra I, English I, Biology, World Geography, English II, Geometry, World History, English III, and U.S. History.
These courses introduce students to the interactive relationship between the student, school community and the community at large. Emphasis is placed on the application of integrated skills applicable to an adult lifestyle.

**DEVELOPING LEARNING SKILLS I – IV**
Course No. 1011 – 1014
Semesters: 2; Credits: 1
Prerequisite: Special Services Teacher Recommendation, ARD Committee Recommendation

These courses are ARD developed as special circumstance courses for addressing the needs of particular students who are unsuccessful in using appropriate social interaction skills without specific adult oversight.

**DEVELOPING SOCIAL SKILLS I – IV**
Course No. 1015 – 1018
Semesters: 2; Credits: 1
Prerequisite: Special Services Teacher Recommendation

Behavior intervention plan that addresses social skills interaction, ARD Committee Recommendation

**OCCUPATIONAL PREP I – VIII**
Course No. 1931 – 1938
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

These courses provide students with employability and vocational skills. Areas that will be addressed include career awareness, work behavior and job procurement. Preparatory work skills may include food service, home industry, horticulture, housekeeping, janitorial and office/clerical. Instruction may occur on campus or in the community.

**PERSONAL HEALTH I – VIII**
Course No. 1521 – 1528
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

These courses are intended to foster development of functional personal health skills to support independent living. Areas of study include feeding, dressing, toileting, grooming, safety, self-concept and wellness. Emphasis is on the application of skills for independent living within the range of each student’s ability.

**VOCATIONAL EXPERIENCE**
Course No. 1910
Semesters: 2; Credits: 1
Prerequisite: ARD Committee Recommendation

Junior Classification
16 years of age

The vocational experience program is designed to assist students in making a smooth transition from the school setting to employment. Emphasis is placed on skill development in the areas of job procurement, quality employability skills and fiscal responsibilities.
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