

Course Catalog



2016-2017

GPISD Disclaimer:

The contents of the Course Catalog include all state academic and elective courses offered in the District as of November 2015. New course offerings may be added later. Courses will vary among campuses.

Specific school-related questions should be directed to campus staff. When a parent or guardian has a question or concern, he or she should contact the person who made the initial decision. After discussing the matter, if the concern continues, the principal should be contacted.

TABLE OF CONTENTS

LANGUAGE ARTS AND READING	1
MATHEMATICS	8
SCIENCE	12
SOCIAL STUDIES	17
LANGUAGES OTHER THAN ENGLISH	22
PHYSICAL EDUCATION	25
HEALTH	26
FINE ARTS	27
TECHNOLOGY APPLICATIONS	49
CAREER DEVELOPMENT	51
CAREER AND TECHNICAL EDUCATION	52
SPECIAL EDUCATION COURSES	71
ADDITIONAL MIDDLE SCHOOL ELECTIVES	72
ADDITIONAL HIGH SCHOOL ELECTIVES	72

LANGUAGE ARTS AND READING

MIDDLE SCHOOL

English Language Arts and Reading, Grade 6

English Language Arts and Reading, Grade 7

English Language Arts and Reading, Grade 8

The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: reading, in which students read and understand a wide variety of literary and informational texts; writing, in which students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; research, in which students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; listening and speaking, in which students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and oral and written conventions, in which 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. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

Language Arts Electives

Reading

Reading offers students an opportunity to read with competence, confidence, and understanding through instruction in comprehension strategies, word recognition, and vocabulary. Middle school students read, write, listen, speak, and view to learn more about the world around them and to create, clarify, critique, and appreciate ideas and responses. Middle school students complete research projects or locate answers to questions using multiple texts and resources. In addition, middle school students continue to read on their own or listen to texts read aloud for the purpose of enjoyment. Middle school students read both printed texts and electronic media independently, bringing with them various strategies to aid in comprehension. Significant blocks of time are provided for reading both independent- and instructional-level material for varied purposes such as collecting information, learning about and appreciating the writer's craft, and discovering models for their own writing. Middle school students respond to texts through various avenues such as talk, print and electronic formats, connecting their knowledge of the world with the text being read. For middle school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

Professional Communications

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.

HIGH SCHOOL

English I (One Credit)

English II (One Credit)

English III (One Credit)

The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: reading, in which students read and understand a wide variety of literary and informational texts; writing, in which students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; research, in which students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; listening and speaking, in which students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and oral and written conventions, in which 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. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

***Pre-AP English I**

****The Pre-AP Curriculum will be differentiated with depth, complexity, and/or alternate assessments to meet the needs of identified gifted students.***

Students will refine writing skills through compositions that are error-free. Forms of writing will include persuasion, description, and exposition. Multiple genres of world literature will be read, analyzed, and interpreted within historical context. Genres will include stories, drama, novels, and poetry. Diversity will be addressed with multicultural selections throughout these same genres. Students will also learn effective methods of listening and speaking as well as viewing and representing in order to communicate effectively.

Students in this course have demonstrated superior skills and are sufficiently motivated to spend extra hours on challenging assignments, including autonomous, self-initiated study. Additional outside and summer reading to prepare for this course will be required. Students will be involved in enrichment activities, seminars, and in-depth study to help prepare them for the AP courses and examinations they will take their junior and senior year.

***Pre-AP English II**

****The Pre-AP Curriculum will be differentiated with depth, complexity, and/or alternate assessments to meet the needs of identified gifted students.***

Students will continue to gain and refine skills in listening, speaking, reading, writing, viewing, and representing. Students will practice all forms of writing; however, an emphasis is placed on persuasive. Students will read extensively from a variety of cultures and from a multiple of genres, such as stories, dramas, novels, and poetry. Within these readings, students will learn literary forms and terms and will interpret the possible influences of the historical context on a literary work. Students will learn effective communication skills through listening and speaking and viewing and representing.

Students in this course have demonstrated superior skills and are sufficiently motivated to spend extra hours on challenging assignments, including autonomous, self-initiated study. Additional outside and summer reading to prepare for this course will be required. Students will be involved in enrichment activities, seminars, and in-depth study to help prepare them for the AP courses and examinations they will take their junior and senior year.

***English I for Speakers of Other Languages (ESOL) (One Credit)**

***English II for Speakers of Other Languages (ESOL) (One Credit)**

****Identified students may substitute for English I and/or English II***

Students enrolled in ESOL continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and, with increasing accuracy, produce final, error-free drafts. In English I, students practice all forms of writing. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, thesis, and evidence. Students write to persuade and to report and describe. English I students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

Advanced English Courses

English III: Advanced Placement (AP) English Language and Composition (One Credit)

Prerequisite: English II

Content requirements for Advanced Placement (AP) English Language and Composition are prescribed in the College Board Publication Advanced Placement Course Description: English, published by The College Board.

Students enrolled in English III continue to refine their skills in the areas of reading, writing, listening, speaking, viewing, and representing. English III develops advanced composition skills, with an emphasis on business writing; enhances reading skills, with a focus on historical and literary analysis; promotes mastery of language and usage concepts, with student publication of error-free works; and incorporates multiple genres from major literary periods in American and other world literature. Students will demonstrate proficiency in listening, interpreting, and responding in a variety of situations. Students enrolled in this course have demonstrated superior skills and are sufficiently motivated to spend extra hours on

challenging assignments, including autonomous, self-initiated study. Additional outside and summer reading to prepare for this course will be required. Students will be involved in enrichment activities, seminars, and in-depth study to help prepare them for the Advanced Placement examination. Students are expected to take the AP exam. The examination tests the students' skills in analyzing the rhetoric of prose passages and asks them to demonstrate their skill in composition by writing essays in various rhetorical modes. The examination allows students the chance to earn college credit for certain English courses.

English IV: Advanced Placement (AP) English Literature and Composition (One Credit)

Prerequisite: English III or Advanced Placement (AP) English Language and Composition

Content requirements for Advanced Placement (AP) English Literature and Composition are prescribed in the College Board Publication Advanced Placement Course Description: English, published by The College Board.

Students in English IV will refine communication skills. Students will implement editing, engaging language, and correct use of mechanics to produce final, error-free drafts in a variety of forms, including business, personal, literary, and persuasive texts. In addition, students will read extensively from British literature and other world literature, in their historical context, learning literary forms and terms associated from selections read. Students will demonstrate learned skills through a variety of means including viewing, representing, listening, and speaking.

Students enrolled in this course have demonstrated superior skills and are sufficiently motivated to spend extra hours on challenging assignments, including autonomous, self-initiated study. Additional outside and summer reading to prepare for this course will be required. Students will be involved in enrichment activities, seminars, and in-depth study to help prepare them for the Advanced Placement examination. Students are expected to take the AP exam. The examination tests the students' ability to read selected poems and prose passages analytically and to write critical or analytical essays based on poems, prose passages, and complete novels or plays. The examination allows students the chance to earn college credit for certain English courses.

Concurrent Enrollment in College Courses (Dual Credit)

Students shall be awarded one-half credit for each semester of successful completion of a college course in which the student is concurrently enrolled while in high school. In order for students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the TEKS (Texas Essential Knowledge and Skills) in a given course.

English 1301 – Composition I (One-Half Credit)

Prerequisite: College-level ready in Reading and Writing

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. The course emphasizes effective rhetorical choices, including audience, purpose, arrangement, and style and focuses on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

English 1302 – Composition II (One-Half Credit)

Prerequisite: English 1301

Intensive study of and practice in strategies and techniques for developing research-based expository and persuasive texts. The course emphasizes effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

English 2322 – British Literature I (One-Half Credit)

Prerequisites: English 1301 and English 1302

This course is a survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

English 2323 -- British Literature II (One-Half Credit)

Prerequisites: English 1301 and English 1302

This course is a survey of the development of British literature from the Romantic period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

***FOURTH CREDIT OPTIONS (*FOR MINIMUM & FOUNDATION PLANS)**

English IV (One Credit)

Required for entering 9th graders on or before 2013-2014

The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: reading, in which students read and understand a wide variety of literary and informational texts; writing, in which students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; research, in which students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; listening and speaking, in which students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and oral and written conventions, in which 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. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

Literary Genres (One-Half to One Credit)

Students enrolled in Literary Genres will spend time analyzing the fictional and poetic elements of literary texts and read to appreciate the writer's craft. High school students will discover how well written literary text can serve as models for their own writing. High school students respond to oral, written, and electronic text to connect their knowledge of the world.

Creative Writing (One-Half to One Credit)

The study of creative writing allows high school students to earn one-half to one credit while developing versatility as writers. Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fiction, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop peer and self-assessments for effective writing, and set their own goals as writers.

Research and Technical Writing (One-Half to One Credit)

The study of technical writing allows high school students to earn one-half to one credit while developing skills necessary for writing persuasive and informational texts. This rigorous composition course asks high school students to skillfully research a topic or a variety of topics and present that information through a variety of media. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers.

Practical Writing Skills (One-Half to One Credit)

The study of writing allows high school students to earn one-half to one credit while developing skills necessary for practical writing. This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing as well as the writing of others ensures that students completing this course are able to analyze and evaluate their writing.

Journalism (One-Half to One Credit)

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

Business English (One Credit)

Prerequisites: English III and Touch Systems Data Entry

Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. 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

are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts for business reproduction.

Language Arts Electives

Independent Study in English (One-Half to One Credit)

Students enrolled in Independent Study in English will focus on a specialized area of study such as the work of a particular author or genre. Students will read and write in multiple forms for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written compositions on a regular basis and carefully examine their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. A student research/product must be presented before a panel of professionals or approved by the student's mentor.

Reading I (One-Half to One Credit)

Reading II (One-Half to One Credit)

Reading III (One-Half to One Credit)

Reading I, II, and III offer students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional- and independent-level texts that cross the content areas.

College Readiness and Study Skills (One-Half Credit)

High school students who require or request additional honing of the study skills, especially as the students prepare for the demands of college, may enroll in the one-semester course titled College Readiness and Study Skills. In this course, students acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. In all cases, interpretations and understandings will be presented through varying forms, including through use of available technology. Students accomplish many of the objectives through wide reading as well as the use of content texts in preparation for post-secondary schooling.

Humanities (One-Half to Two Credits)

Humanities is an interdisciplinary course in which students recognize writing as an art form. Students read widely to understand how various authors craft compositions for various aesthetic purposes. This course includes the study of major historical and cultural movements and their relationship to literature and the other fine arts. Humanities is a rigorous course of study in which high school students respond to aesthetic elements in texts and other art forms through outlets such as discussions, journals, oral interpretations, and dramatizations. Students read widely to understand the commonalities that literature shares with the fine arts. In addition, students use written composition to show an in-depth understanding of creative achievements in the arts and literature and how these various art forms are a reflection of history. All students are expected to participate in classroom discussions and presentations that lead to an understanding, appreciation, and enjoyment of critical, creative achievements throughout history. Understanding is demonstrated through a variety of media.

Public Speaking I (One-Half to One Credit)

Public Speaking II (One-Half to One Credit)

Public Speaking III (One-Half to One Credit)

In order to have full participation in the civic process, students must have a good understanding of public dialogue. Students must learn the concepts and skills related to preparing and presenting public messages and to analyzing and evaluating the messages of others. Within this process, students will gain skills in reading, writing, speaking, listening, and thinking and will examine areas such as invention, organization, style, memory, and delivery.

Communication Applications (One-Half Credit)

Understanding and developing skills in communication are fundamental to all other learning and to all levels of human interaction. For successful participation in professional and social life, students must develop effective communication skills. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical-thinking and problem-solving processes. Students enrolled in Communication Applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

Speech 1311 – Communication Applications Dual Credit (One-Half Credit)

Prerequisite: College-level ready in Reading and Writing

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.

Oral Interpretation I (One Credit)

Oral Interpretation II (One Credit)

Oral Interpretation III (One Credit)

Literature and its presentation are integral to understanding the cultural aspects of a society. Students in Oral Interpretation I, II, and III will select, research, analyze, adapt, interpret, and perform literary texts as a communication art. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated.

Debate I (One Credit)

Debate II (One Credit)

Debate III (One Credit)

Controversial issues arise in aspects of personal, social, public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues.

Advanced Broadcast Journalism I (One-Half Credit to One Credit)

Advanced Broadcast Journalism II (One-Half Credit to One Credit)

Advanced Broadcast Journalism III (One-Half Credit to One Credit)

Students need to be critical viewers, consumers, and producers of media. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development. High school students enrolled in this course will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product.

Photojournalism (One-Half to One Credit)

Students enrolled in Photojournalism communicate in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, interpret, and critique visual representation, carefully examining their product to ensure its suitability for publication. Students will become analytical consumers of media and technology to enhance their communication skills. Students will study the laws and ethical considerations that impact photography. Published photos of professional photojournalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, and produce effective visual representations. Students enrolled in this course will refine and enhance their journalistic skills and plan, prepare, and produce photographs for a journalistic publication, whether print, digital, or online media.

Advanced Journalism:

Literary Magazine (One-Half to One Credit)

Yearbook I or Newspaper I (One-Half to One Credit)

Yearbook II or Newspaper II (One-Half to One Credit)

Yearbook III or Newspaper III (One-Half to One Credit)

Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine, students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply journalistic ethics and standards. Published works of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in

Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of medi

Transitioning to College English (One credit)

This course is designed to increase the college readiness of current high school students in English Language Arts. This course provides foundation work in the areas of reading and writing for the student who intends to advance to college-level work. This course content includes three required assignments to develop and apply reading and writing skills deemed essential for potential college students. These assignments include expository, persuasive, and text-dependent reading and writing through literary criticism. The goal of these three large assignments is to create a workshop environment in the classroom in which students can participate in ongoing study of reading and writing. Students are encouraged to maintain a portfolio of these three assignments/artifacts throughout the college application process.

A student who successfully completes this English Language Arts College Preparatory Course may use the credit earned to satisfy the advanced English Language Arts curriculum requirement for the Foundation High School Program. In addition, successful completion of this course qualifies a student for a one-year exemption from TSI testing within the partnering school group.

MATHEMATICS

MIDDLE SCHOOL

Mathematics, Grade 6

Mathematics, Grade 7

Mathematics, Grade 8

The primary focal areas in middle school are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalizing procedures from measurement experiences, and using the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology. Students will also study personal financial literacy by applying mathematical process standards to develop an awareness of economic issues and a method for problem solving that is useful in life as a knowledgeable consumer and investor.

Pre-AP Mathematics, Grade 6

The Pre-AP course includes all of the material covered in the Mathematics Grade 6 course with an emphasis on preparing students for Pre-AP and AP high school course success.



Pre-AP Mathematics, Grade 7

The Pre-AP course includes all of the material covered in the Mathematics Grade 7 course with an emphasis on preparing students for Pre-AP and AP high school course success.



Pre-AP Mathematics, Grade 8

The Pre-AP course includes all of the material covered in the Mathematics Grade 8 course with an emphasis on preparing students for Pre-AP and AP high school course success.

HIGH SCHOOL

As presented in grades K-8, the basic understandings of number, operation, and quantitative reasoning; patterns, relationships, and thinking; geometry; measurement; and probability and statistics are essential foundations for all work in high school mathematics.

Algebra I (One Credit)

Prerequisite: *Mathematics, grade 8 or its equivalent.*

Students will build on the knowledge and skills for mathematics in grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

Geometry (One Credit)

Prerequisite: *Algebra I*

In this course the focus will be on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability.

Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. In the logical arguments and constructions strand, students are expected to create formal constructions using a straight edge and compass. Though this course is primarily Euclidean geometry, students should complete the course with an understanding that non-Euclidean geometries exist. In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric figures. Throughout the standards, the term "prove" means a formal proof to be shown in a paragraph, a flow chart, or two-column formats. Proportionality is the unifying component of the similarity, proof, and trigonometry strand. Students will use their proportional reasoning skills to prove and apply theorems and solve problems in this strand. The two- and three-dimensional figure strand focuses on the application of formulas in multi-step situations since students have developed background knowledge in two- and three-dimensional figures. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles. Due to the emphasis of probability and statistics in the college and career readiness standards, standards dealing with probability have been added to the geometry curriculum to ensure that students have proper exposure to these topics before pursuing their post-secondary education.

Geometry Pre-AP (One Credit)

Prerequisite: Algebra I

This Pre-AP course is a more rigorous Geometry course that better prepares students for Pre-AP Algebra II. The focus will be on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. In the logical arguments and constructions strand, students are expected to create formal constructions using a straight edge and compass. Though this course is primarily Euclidean geometry, students should complete the course with an understanding that non-Euclidean geometries exist. In proof and congruence, student will use deductive reasoning to justify, prove and apply theorems about geometric figures. Throughout the standards, the term "prove" means a formal proof to be shown in a paragraph, a flow chart, or two-column formats. Proportionality is the unifying component of the similarity, proof, and trigonometry strand. Students will use their proportional reasoning skills to prove and apply theorems and solve problems in this strand. The two- and three-dimensional figure strand focuses on the application of formulas in multi-step situations since students have developed background knowledge in two- and three-dimensional figures. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles. Due to the emphasis of probability and statistics in the college and career readiness standards, standards dealing with probability have been added to the geometry curriculum to ensure students have proper exposure to these topics before pursuing their post-secondary education.

Algebra II (One Credit) *(Required for Recommended & DAP Graduation Plans)*

Prerequisite: Algebra I

Students will build on the knowledge and skills for mathematics in grades K-8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

Algebra II Pre-AP (One Credit)

Prerequisite: Algebra I

This Pre-AP course is a more rigorous Algebra II course that better prepares students for PreAP Precalculus. Students will build on the knowledge and skills for mathematics in grades K-8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

Precalculus (One Credit)

Prerequisites: Algebra I, Algebra II, Geometry

Precalculus is the preparation for calculus. The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations,

and use technology to build understanding, make connections between representations, and provide support in solving problems.

Precalculus Pre-AP (One Credit)

Prerequisites: Algebra I, Algebra II, Geometry

Pre-AP Precalculus is recommended for students planning to take AP Calculus. The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems.

Mathematical Models with Applications (One Credit)

Prerequisite: Algebra I (This course must be taken before receiving credit for Algebra II)

Mathematical Models with Applications is designed to build on the knowledge and skills for mathematics in grades K-8 and Algebra I. This mathematics course provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects; manipulatives; technology, including graphing calculators, data collection devices, and computers; and paper and pencil and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems.

Advanced Quantitative Reasoning (One Credit)

Prerequisite: Algebra I, Algebra II, Geometry

Students will develop and apply skills necessary for college, careers, and life. Course content consists primarily of applications of high school mathematics concepts to prepare students to become well educated and highly informed 21st-century citizens. Students will develop and apply reasoning, planning, and communication skills to make decisions and solve problems in applied situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, and discrete mathematics.

Engineering Mathematics (One Credit)

Prerequisite: Algebra II

Recommended for Grades 11 and 12

Engineering Mathematics is a course in which students solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming.

Statistics and Risk Management (One Credit)

Recommended prerequisites: Accounting I and Algebra II

Recommended for Grades 11 and 12

Students will use a variety of graphic and numerical techniques to analyze patterns and departures from patterns to identify and manage risk that could impact an organization. Students will use probability as a tool for anticipating and forecasting data within business models to make decisions. Students will determine the appropriateness of methods used to collect data to ensure that conclusions are valid.

Statistics (One Credit)

Prerequisite: Algebra I

Students will build on the knowledge and skills for mathematics in grades K-8 and Algebra I. Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis.

Advanced Mathematics Courses

Advanced Placement (AP) Statistics (One Credit)

Prerequisites: Algebra II, Geometry

Content requirements for Advanced Placement (AP) Statistics are prescribed in the College Board Publication Advanced Placement Course Description: Statistics, published by The College Board.

Students develop analytical and critical thinking skills as they learn to describe data patterns and departures from patterns, plan and conduct studies, use probability and simulation to explore random phenomena, estimate population parameters, test hypotheses, and make statistical inferences.

Advanced Placement (AP) Calculus AB (One Credit)

Prerequisite: Precalculus

Content requirements for Advanced Placement (AP) Calculus AB are prescribed in the College Board Publication Advanced Placement Course Description Mathematics: Calculus AB, Calculus BC, published by The College Board.

Students explore the key concepts, methods, and applications of single-variable calculus including functions, graphs, and limits, derivatives, integrals, and the Fundamental Theorem of Calculus.

Advanced Placement (AP) Calculus BC (One Credit).

Prerequisite: Precalculus

Content requirements for Advanced Placement (AP) Calculus BC are prescribed in the College Board Publication Advanced Placement Course Description Mathematics: Calculus AB, Calculus BC, published by The College Board.

Students explore the key concepts, methods, and applications of single-variable calculus including all topics covered in AP Calculus AB (functions, graphs, and limits, derivatives, integrals, and the Fundamental Theorem of Calculus) as well as additional topics in differential and integral calculus, such as parametric, polar and vector functions, and series.

Advanced Placement (AP) Computer Science A (One Credit)

Prerequisites: Computer Science I, Algebra II, or a student should be comfortable with functions and the concepts found in the uses of functional notation such as $f(x) = x + 2$ and $f(x) = g(h(x))$.

Content requirements for Advanced Placement (AP) Computer Science A are prescribed in the College Board Publication Advanced Placement Course Description: Computer Science A, published by The College Board.

The design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science. This includes the development and analysis of algorithms and fundamental data structures, and the use of logic and formal methods.

Transitioning to College Mathematics (One Credit)

This course provides foundation work in the area of mathematics for the student who intends to advance to college-level work. This course content includes real numbers, symbolic representation, graphing linear equations, basic Geometry, rational expressions and equations, and functions. Calculator use is **not** allowed in specific modules or on final examination and will be allowed in *limited use* during other modules.

A student who successfully completes this Mathematics College Preparatory Course may use the credit earned to satisfy the advanced Mathematics curriculum requirement for the Foundation High School Program.

Concurrent Enrollment in College Courses (Dual Credit)

Students will receive one-half credit for each semester of successful completion of a college course in which the student is concurrently enrolled while in high school. In order for students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.

SCIENCE

MIDDLE SCHOOL

Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale.

Science, Grade 6

Grade 6 Science is interdisciplinary in nature; however, much of the content focus is on physical science.

Science, Grade 6 (Pre-AP)

This course includes all the material covered in Science, grade 6 with an emphasis on preparing students for Pre-AP and AP high school courses. Additional laboratory and research skills, as well as outside projects, will be encouraged.

Science, Grade 7

Grade 7 Science is interdisciplinary in nature; however, much of the content focus is on organisms and the environment.

Science, Grade 7 (Pre-AP)

This course includes all the material covered in Science, grade 7 with an emphasis on preparing students for Pre-AP and AP high school courses. Additional laboratory and research skills, as well as outside projects, will be encouraged.

Science, Grade 8

Grade 8 Science is interdisciplinary in nature; however, much of the content focus is on earth and space science.

Science, Grade 8 (Pre-AP)

This course includes all the material covered in Science, grade 8 with an emphasis on preparing students for Pre-AP and AP high school courses. Additional laboratory and research skills, as well as outside projects, will be encouraged.

HIGH SCHOOL

Biology (One Credit)

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.

Biology Pre-AP (One Credit)

This course includes all of the material covered in Biology with an emphasis on preparing students for the AP Biology course. This includes additional research, laboratory skills, and increased outside-of-class reading assignments.

Aquatic Science (One Credit)

Required prerequisite: Biology

Suggested prerequisite: Chemistry or concurrent enrollment in Chemistry

Students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and fieldwork 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.

Astronomy (One Credit)

Suggested prerequisite: One unit of high school science

Recommended for Grade 11 or 12

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.

Chemistry (One Credit)

Prerequisites: One unit of high school science and Algebra I

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 the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry.

Chemistry Pre-AP (One Credit)

Prerequisites: One unit of high school science and Algebra I

This course includes all of the material covered in Chemistry with an emphasis on preparing students for the AP Chemistry course. This includes additional research, laboratory skills, and increased outside-of-class reading assignments.

Earth and Space Science (One Credit)

Prerequisites: Three units of science and three units of mathematics (one unit of science and one unit of math may be taken concurrently)

Recommended for students in Grade 12

Earth and Space Science is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time.

Environmental Systems (One Credit)

Recommended for Grade 11 or 12

Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes; interrelationships among resources and an environmental system; sources and flow of energy through an environmental system; relationship between carrying capacity and changes in populations and ecosystems; and changes in environments.

Integrated Physics and Chemistry (One Credit)

Recommended for students in Grade 9 or 10

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.

Physics (One Credit)

Prerequisite: Algebra I

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.

Advanced Animal Science (One Credit)

Prerequisite: One credit from the Agriculture, Food, and Natural Resources cluster

Recommended for Grade 12

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.

Advanced Plant and Soil Science (One Credit)

Recommended prerequisite: One credit from the courses in the Agriculture, Food, and Natural Resources cluster

Recommended for Grade 12

Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science.

Anatomy and Physiology (One Credit)

Prerequisites: Three credits of science

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

Medical Microbiology (One-Half to One Science Credit)

Prerequisites: Three credits of science

Students in Medical Microbiology explore the microbial world, studying topics such as pathogenic and nonpathogenic microorganisms, laboratory procedures, and identification of microorganisms, drug resistant organisms, and emerging diseases.

Pathophysiology (One-Half to One Science Credit)

Prerequisites: Three credits of science

Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology study disease processes and how humans are affected. The course emphasizes prevention and treatment of disease. Students will differentiate between normal and abnormal physiology.

Principles of Technology (One Physics Credit)

Prerequisites: One unit of high school science and Algebra I

Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Students will apply physics concepts and perform laboratory experimentations for at least 40% of instructional time using safe practices.

Food Science (One Credit)

Recommended prerequisite: Principles of Hospitality and Tourism

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.

Forensic Science (One Credit)

Prerequisites: Biology and Chemistry

Recommended prerequisites: Principles of Law, Public Safety, Corrections, and Security and Law Enforcement I

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science.

Advanced Biotechnology (One Credit)

Prerequisites: Biology and Chemistry

Students enrolled in this course will apply advanced academic knowledge and skills to the emerging fields of biotechnology such as agricultural, medical, regulatory, and forensics. Students will have the opportunity to use sophisticated laboratory equipment, perform statistical analysis, and practice quality-control techniques. Students in Advanced Biotechnology study a variety of topics that include structures and functions of cells, nucleic acids, proteins, and genetics.

Scientific Research and Design (One Credit)

Prerequisite: One unit of high school science

Students may repeat this course with different course content for up to three credits.

Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable. Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation are experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked. Scientific decision-making is a way of answering questions about the natural world. Students

should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).

Engineering Design and Problem Solving (One Credit)

Prerequisites: *Geometry, Algebra II, Chemistry, and Physics*

Engineering design is the creative process of solving problems by identifying needs and then devising solutions. This solution may be a product, technique, structure, process, or many other things depending on the problem. Science aims to understand the natural world, while engineering seeks to shape this world to meet human needs and wants. Engineering design takes into consideration limiting factors or "design under constraint." Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution. The design process and problem solving are inherent to all engineering disciplines.

Advanced Science Courses

Advanced Placement (AP) Biology (One to One and One-Half Credits)

Prerequisites: *Biology, Chemistry*

Content requirements for Advanced Placement (AP) Biology are prescribed in the College Board Publication Advanced Placement Course Description: Biology, published by The College Board.

Students will learn about the core scientific principles, theories, and processes governing living organisms, biological systems, and natural phenomena. They will understand key science practices that can be used to develop explanations and predictions of natural phenomena, which will be tested and refined through laboratory investigations. Students will develop advanced reasoning and inquiry skills as they design experiments, collect and analyze data using mathematics and other methods, and interpret that data to draw conclusions.

Advanced Placement (AP) Chemistry (One to One and One-Half Credits)

Prerequisites: *Chemistry, Algebra II.*

Content requirements for Advanced Placement (AP) Chemistry are prescribed in the College Board Publication Advanced Placement Course Description: Chemistry, published by The College Board.

Students will learn about the fundamental concepts of chemistry such as structure and states of matter, intermolecular forces, reactions, and how to use chemical calculations to solve problems. They will develop the ability to think clearly and express ideas with clarity and logic, both orally and in writing. Meaningful laboratory investigations that will allow observation of chemical reactions and substances, interpretation of findings, and communication of results will be conducted.

Advanced Placement (AP) Physics 1: Algebra-based (One to One and One-Half Credits)

Prerequisites: *Algebra I, Geometry, Algebra II (may be taken concurrently)*

Content requirements for Advanced Placement (AP) Physics are prescribed in the College Board Publication Advanced Placement Course Description: Physics 1: Algebra-based, published by The College Board.

Students will build critical thinking and reasoning skills through inquiry-based, laboratory investigations that explore a variety of physics concepts including: kinematics, Newton's laws, universal law of gravitation, simple harmonic motion, linear momentum, energy, rotational motion, electrostatics, DC circuits, and mechanical waves and sound.

Advanced Placement (AP) Physics 2: Algebra-based (One to One and One-Half Credits)

Prerequisites: *AP Physics 1, Precalculus (may be taken concurrently)*

Content requirements for Advanced Placement (AP) Physics are prescribed in the College Board Publication Advanced Placement Course Description: Physics 2: Algebra-based, published by The College Board.

Students will build critical thinking and reasoning skills through inquiry-based, laboratory investigations that explore a variety of physics concepts including: thermodynamics, fluid statics and dynamics, electrostatics, DC and RC circuits, magnetism, optics, and quantum, atomic and nuclear physics.

Advanced Placement (AP) Physics C: Mechanics (One to One and One-Half Credits)

Prerequisites: *Calculus (may be taken concurrently)*

Content Requirements. Content requirements for Advanced Placement (AP) Physics are prescribed in the College Board Publication Advanced Placement Course Description: Physics, published by The College Board.

Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.

Advanced Placement (AP) Environmental Science (One to One and One-Half Credits)

Prerequisites: Algebra I, one year of life science and one year of physical science.

Content requirements for Advanced Placement (AP) Environmental Science are prescribed in the College Board Publication Advanced Placement Course Description: Environmental Science, published by The College Board.

Students will explore and investigate the interrelationships of the natural world, identify and analyze environmental problems, both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them.

Concurrent Enrollment in College Courses (Dual Credit)

Students will receive one-half credit for each semester of successful completion of a college course in which the student is concurrently enrolled while in high school. In order for students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.

Physics 1401 – College Physics I (One-Half Credit)

Prerequisites: Math 1314 and Math 1316 or Math 2412. College-level ready in Reading

This course is the first semester of algebra- and trigonometry-based fundamentals of physics sequence. The principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton's Laws of Motion, and gravitation and other fundamental forces are studied with emphasis on problem solving. Laboratory experiments supporting the topics are included.

Physics 1402 (One-Half Credit)

Prerequisites: Physics 1401

This course is the second semester of algebra- and trigonometry-based fundamental principles of physics sequence. The principles and applications of electricity and magnetism, including circuits, electrostatics, electromagnetism, waves, sound, light, optics, and modern physics topics are studied with emphasis on problem solving. Laboratory experiments supporting the topics are included.

SOCIAL STUDIES

MIDDLE SCHOOL

Social Studies, Grade 6

Students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Latin America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view.

Pre-AP Social Studies, Grade 6

The Pre-AP course includes all of the material covered in the Social Studies Grade 6 course with an emphasis on preparing students for Pre-AP and AP high school course success. This includes more frequent historical/geographic analysis through reading, source work, and writing.

Social Studies, Grade 7

In grade 7, students study the history of Texas from early times to the present. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to acquire information about Texas. They examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace.

Pre-AP Social Studies, Grade 7

The Pre-AP course includes all of the material covered in the Social Studies Grade 7 course with an emphasis on preparing students for Pre-AP and AP high school course success. This includes more frequent historical/geographic analysis through reading, source work, and writing.

Social Studies, Grade 8

In grade 8, students study the history of the United States exploration and colonization through Reconstruction. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, industrialization, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.

Pre-AP Social Studies, Grade 8

The Pre-AP course includes all of the material covered in the Social Studies Grade 8 course with an emphasis on preparing students for Pre-AP and AP high school course success. This includes more frequent historical/geographic analysis through reading, source work, and writing.

HIGH SCHOOL

United States History Studies Since 1877 (One Credit)

In United States History Studies Since 1877, which is the second part of a two-year study that begins in grade 8, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

United States History Pre-AP* (One Credit)

This course will focus on United States history from 1860. In order to develop students' research, analytical, and writing skills, an in-depth study of documents and other historical writings will be emphasized. AP strategies will be utilized to prepare students for an AP course in Social Studies upon completion of this course. *This course must be used for state US History requirement. Additional outside reading assignments for this course may be required.*

United States Government (One-Half Credit)

Recommended Grade 12

In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

Economics (One-Half Credit)

Recommended for Grade 12

Economics with emphasis on the free enterprise system and its benefits is the culmination of the economic content and concepts studied from kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues

World History Studies (One Credit)

The major emphasis is on the study of significant people, events, and issues from the formation of early civilizations to the present. Traditional historical points of reference in world history are identified as students analyze important events and

issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

World History Pre-AP* (One Credit)

This course offers global coverage of Asia, Africa, and the Americas, with an emphasis on European history. In order to develop students' research, analytical, and writing skills, an in-depth study of documents and other historical writings will be emphasized. Students are encouraged to take AP European history or other AP Social Studies courses upon completion of this course. *This course must be used for state World History requirement. Additional outside reading assignments for this course may be required.*

World Geography Studies (One Credit)

Students examine people, places, and environments on local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

World Geography Studies Pre-AP* (One Credit)

This course is designed for the college-bound student. The students will be allowed to use critical-thinking and problem-solving skills in relation to current events around the world. This course will study the five themes of geography: location (absolute and relative), physical and human characteristics, human-environment interactions, movement, and regions. Emphasis will be placed on the geographical influences in history and the events of today. Students should take an AP Social Studies course upon completion of this course. Additional outside reading assignments for this course will be required.

***The College Board does not recognize pre-AP courses.**

Advanced Social Studies Courses

Advanced Placement (AP) United States History (One Credit)

Content requirements: Content requirements for Advanced Placement (AP) United States History are prescribed in the College Board Publication Advanced Placement Course in United States History, published by The College Board.

Students will learn about the developments that have shaped U.S. history through the critical analysis of historical events and materials. They will learn to weigh evidence and interpretations as they build their factual knowledge of U.S. history. They will develop the ability to draw conclusions and use informed reasoning to present arguments clearly and persuasively in essay format.

Advanced Placement (AP) World History (One Credit)

Content requirements: Content requirements for Advanced Placement (AP) World History are prescribed in the College Board Publication Advanced Placement Course Description in World History, published by The College Board.

Students will explore key themes of world history, including interaction with the environment, cultures, state building, economic systems, and social structures, from approximately 8000 B.C.E. to the present. They will learn to apply historical thinking skills including the ability to craft arguments from evidence; describe, analyze and evaluate events from a chronological perspective; compare and contextualize historical developments; and analyze evidence, reasoning and context to construct and understand historical interpretations.

Advanced Placement (AP) Human Geography (One-Half to One Credit)

One credit option - both AP Human Guidelines and World Geography TEKS are incorporated; this fulfills Social Studies World Geography course requirement

One half credit option - only AP Human Guidelines taught; fulfills one semester Social Studies Elective

Content requirements: Content requirements for Advanced Placement (AP) Human Geography are prescribed in the College Board Publication Advanced Placement Course Description in Human Geography, published by The College Board.

Students will learn about the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. They will use spatial concepts and landscape analysis to examine human social organization and its environmental consequences and learn about the methods and tools geographers use in their science and practice.

Advanced Placement (AP) U.S. Government and Politics (One-Half Credit)

Content requirements: Content requirements for Advanced Placement (AP) U.S. Government and Politics are prescribed in the College Board Publication Advanced Placement Course in U.S. Government and Politics, published by The College Board.

Students will study Constitutional underpinnings, civil liberties and civil rights, political culture and socialization, citizen participation and influence, political institutions and policy making that are the foundation of modern U.S. government and politics. They will interpret classic and contemporary political writings and apply pertinent Supreme Court rulings to enduring social and political issues in this country.

Advanced Placement (AP) Comparative Government and Politics (One-Half Credit)

Content requirements: Content requirements for Advanced Placement (AP) Comparative Government and Politics are prescribed in the College Board Publication Advanced Placement Course in Comparative Government and Politics, published by The College Board.

Students will compare economic/political challenges, trends and upheavals, and institutional characteristics across six nation states: China, Great Britain, Iran, Mexico, Nigeria, and Russia. They will use the comparative method to analyze and assess the diversity of political life, institutional alternatives, differences in processes and policy outcomes, and the impact of global political and economic changes.

Advanced Placement (AP) Microeconomics (One-Half Credit)

Content requirements: Content requirements for Advanced Placement (AP) Microeconomics are prescribed in the College Board Publication Advanced Placement Course in Microeconomics published by The College Board.

Students will explore the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within an economic system. They will learn about the nature and functions of product markets and factor markets and about the role of government in promoting greater efficiency and equity in the economy.

Advanced Placement (AP) Macroeconomics (One-Half Credit)

Content requirements: Content requirements for Advanced Placement (AP) Macroeconomics are prescribed in the College Board Publication Advanced Placement Course in Macroeconomics published by The College Board.

Students will explore the principles of economics that apply to an economic system as a whole. They will learn about concepts such as national income and price determination and become familiar with economic performance measures, the financial sector, stabilization policies, economic growth and international economics.

Concurrent Enrollment in College Courses (Dual Credit)

Students may be awarded one-half credit for each semester of successful completion of a college course in which the student is concurrently enrolled while in high school. In order for students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.

Government 2305 – Federal Government (One-Half Credit)

Prerequisites: College-level ready in Reading and Writing

Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

History 1301 – History of the United States I (One-Half Credit)

Prerequisites: College-level ready in Reading and Writing

This course is a survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. Themes that may be addressed in United States History I include: American settlement and diversity, American Culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

History 1302 – History of the United States II (One-Half Credit)

Prerequisites: College-level ready in Reading and Writing

This course is a survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil

War/Reconstruction era to the present. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

Social Studies Electives

Advanced Placement (AP) European History (One Credit)

Content requirements: Content requirements for Advanced Placement (AP) European History are prescribed in the College Board Publication Advanced Placement Course in European History, published by The College Board.

Students will learn about the cultural, economic, political and social developments that have shaped today's world through the study of European history from the year 1450 to present. They will analyze historical evidence and interpretation and express historical understanding through writing as they explore principal themes of modern European history.

Personal Financial Literacy (One-Half Credit)

Recommended Grades 10-12

Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. Students will apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and post-secondary education and training.

Advanced Placement (AP) Psychology (One-Half Credit)

Content requirements: Content requirements for Advanced Placement (AP) Psychology are prescribed in the College Board Publication Advanced Placement Course in Psychology, published by The College Board.

Students will explore the concepts, theories, perspectives, phenomena and behaviors associated with the subfields and research areas of psychology. They will analyze the methods psychologists use to study various types of behavior and mental processes and evaluate the validity and significance of their contributions.

Psychology (One-Half Credit)

Students study the science of behavior and mental processes. Students examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.

Sociology (One-Half Credit)

Sociology is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever-changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.

Special Topics in Social Studies (One-Half Credit)

Case Studies: Topics will vary per class

Students may take this course with different course content for a maximum of two credits

Students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives.

Social Studies Research Methods (One-Half Credit)

Students may take this course with different course content for a maximum of two credits

Social Studies Research Methods is an elective course in which students conduct advanced research on a selected topic in social studies using qualitative and/or quantitative methods of inquiry. Students present their research results and conclusions in written and visual or oral format.

LANGUAGES OTHER THAN ENGLISH

MIDDLE SCHOOL

Exploratory Languages

Exploratory courses in languages other than English introduce the student to the study of other languages. Students use components of language, make observations about languages and cultures, develop language study skills, and/or acquire simple communicative skills by completing one or more of the knowledge and skills for exploratory languages.

Spanish I (One Credit)

Level 1 introduces students to Spanish vocabulary, grammar, pronunciation, dialogues, and sentence patterns. Audio-lingual materials will be used to aid in the development of communication skills. Through various classroom activities, students observe and experience Spanish culture. Skills and concepts in listening, speaking, reading, and writing are stressed; however, major emphasis is given to oral communication.

Spanish II (One Credit)

Prerequisite: Spanish I

Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.

HIGH SCHOOL

Spanish I (One Credit)

Spanish II (One Credit)

Spanish III (One Credit)

Spanish for Spanish Speakers I (One Credit)

Spanish for Spanish Speakers II (One Credit)

French I (One Credit)

French II (One Credit)

French III (One Credit)

Latin I (One Credit)

Latin II (One Credit)

Latin III (One Credit)

American Sign Language Level I (One Credit)

American Sign Language Level II (One Credit)

American Sign Language Level III (One Credit)

Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Acquiring ASL incorporates expressive and receptive communication skills. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.

Cultural and Linguistic Topics (One-Half to One Credit)

Students may choose to receive one-half to one credit for a social studies elective course or for a non-sequential course in languages other than English.

Spanish III Pre-AP (One Credit)

Prerequisites: Spanish I and II

Spanish III Pre-AP students undertake grammar and vocabulary studies, enhance aural comprehension as well as oral and written proficiency, and explore Hispanic culture, particularly in the areas of art, music, history, and geography. Classic and contemporary literatures are studied. Successful completion of Spanish II or the Spanish *Credit by Exam* is required for enrollment in Spanish III Pre-AP.

French III Pre-AP (One Credit)

Prerequisites: French I and II

French III Pre-AP allows students to build upon the structure and vocabulary learned in French 1 & French 2. The purpose of this course is to prepare students for the intense mastery skills required for success on the AP Language and Culture Exam next year. This course emphasizes the goal of authentic communication in each of the four language skills: listening, speaking, reading, and writing. These skills will be developed and evaluated through exposure to authentic French language in various contexts, such as audio recordings and video clips; authentic print and on-line resources; French and Francophone literary selections. Students will be able to use background knowledge to deduce meaning and to understand complex information in oral and written texts. Students will also be able to read simple passages with full understanding on familiar topics of interest. Students will be able to establish connection between language, literature, culture, and civilization. Additionally, students will be able to understand narration about past, present, and future events and meet most practical writings needs and limited social demands. Successful completion of French II is required for French III Pre-AP.

Latin III PreAP (One Credit)

Prerequisites: Latin I and Latin II

In Latin III Pre AP students build upon their successes in structure, grammar and vocabulary, reading, recitation and translation, gained in Latin I & Latin II. The Latin language and classical Roman culture forms the foundation of the entire Western world. The purpose of Latin III Pre AP is for students to master the skills needed for success on the AP Latin Language and Literature Exam next year. In Latin III Pre AP students will deepen these skills through the reading, translation and recitation of authentic classical Latin prose and poetry from a selection of Roman authors. Students will analyze, discuss, and write on the structure, syntax and motivations of the various Roman authors, and draw language, societal and cultural connections to their modern world, all the while strengthening their oral, aural, reading and writing skills. Direct preparation for the AP Latin Exam begins in Latin III Pre AP, so that those who continue on to AP Latin will be prepared to not only succeed but also excel and earn the college credit. Successful completion of Latin II is required for enrollment in Latin III Pre AP.

Advanced World Languages & Cultures Courses

AP French Language and Culture (One Credit)

Content requirements: Content requirements for Advanced Placement (AP) French Language and Culture are prescribed in the College Board Publication Advanced Placement Course in French Language and Culture, published by The College Board.

Students will develop French language proficiency through the exploration of a variety of interdisciplinary themes that tie closely to French culture. They will use authentic French materials and sources to develop their language skills in multiple modes of communication, including two-way interactions in both writing and speaking, interpretation of audio, audiovisual, and print materials, and oral and written presentation of information and ideas.

AP Spanish Language and Culture (One Credit)

Content requirements: Content requirements for Advanced Placement (AP) Spanish Language and Culture are prescribed in the College Board Publication Advanced Placement Course in Spanish Language and Culture, published by The College Board.

Students will develop Spanish language proficiency and the ability to understand the products, practices and perspectives of the cultures in which Spanish is spoken. They will use authentic materials and sources in Spanish to demonstrate language proficiencies in multiple modes of communication, including Interpersonal communication (two-way written interactions and conversations), interpretive communication, (interpretation of written, audio, and audiovisual materials), and presentational communication (oral and written presentations of information, opinions, and ideas).

AP Spanish Literature and Culture (One Credit)

Content requirements: Content requirements for Advanced Placement (AP) Spanish Literature and Culture are prescribed in the College Board Publication Advanced Placement Course in Spanish Literature and Culture, published by The College Board.

Students will develop Spanish language proficiency and cultural understanding through careful reading and critical analysis of literature written in Spanish. They will understand literary works within the contexts of both contemporary and historical cultures of the Spanish-speaking world through the inclusion of art, film and other authentic resources.

AP Latin (One Credit)

Content requirements: Content requirements for Advanced Placement (AP) Latin are prescribed in the College Board Publication Advanced Placement Course in Latin, published by The College Board.

Students will continue their study of classical Latin poetry and prose in preparation for excellence on the AP Latin Exam. They will deepen all skills in reading, reciting, translating, analyzing and understanding passages recommended by the College Board, and strengthen further with unfamiliar passages through regular sight-reading practice. Through further in-depth study of ancient Roman history, politics and culture, students will establish and grasp the importance of not only works of classical literature but literature's place in both the ancient and their own contemporary worlds. Students have the opportunity to college level credit via success on the AP Latin Exam.

PHYSICAL EDUCATION

MIDDLE SCHOOL

State law/rules require students to participate in moderate or vigorous activity for at least 30 minutes per day for at least four semesters during grades 6, 7 and 8. Students at campuses with block scheduling are required to participate in moderate or vigorous activity for at least 225 minutes during each two-week period.

Physical Education, Grade 6

Physical Education, Grade 7

Athletics, Grade 7

Physical Education, Grade 8

Athletics, Grade 8

In grades 6-8, students understand in greater detail the function of the body, learn to measure their own performance more accurately, and develop plans for improvement. They learn to use technology such as heart rate monitors to assist in measuring and monitoring their own performance. Identifying the types of activities that provide them with enjoyment and challenge and that will encourage them to be physically active throughout life is reinforced during instruction in these grades.

HIGH SCHOOL

Foundations of Personal Fitness (One-Half to One Credit)

The Foundations of Personal Fitness course 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.

Adventure/Outdoor Education (One-Half to One Credit)

Students enrolled in Adventure/Outdoor Education are expected to develop competency in outdoor education activities that provide opportunities for enjoyment and challenge. Emphasis is placed upon student selection of activities that also promote a respect for the environment and that can be enjoyed for a lifetime.

Aerobic Activities (One-Half to One Credit)

Students in aerobic activities are exposed to a variety of activities that promote health-related fitness. A major expectation of this course is for the student to design a personal fitness program that uses aerobic activities as a foundation.

Individual or Team Sports (One-Half to One Credit)

Students in Individual Sports are expected to participate in a wide range of individual sports that can be pursued for a lifetime. Students enrolled in Team Sports are expected to develop health-related fitness and an appreciation for teamwork and fair play. The continued development of health-related fitness and reinforcing the concept of incorporating physical activity into a lifestyle beyond high school is a major objective of this course.

Partner PE (One-Half to One Credit)

This course is designed to promote an inclusive educational environment for special education students. Peer assistants help PE teachers to integrate students with developmental and physical disabilities into physical education programs.

The Physical Education requirement may also be satisfied by the following courses:

Athletics

JROTC 1

Marching Band (Fall Semester only)

Cheerleading (Fall Semester only)

Drill Team (Fall Semester only)

HEALTH

One-half credit in Health is a GPISD requirement for graduation and may be satisfied through any of the following courses.

Health I (One-Half Credit)

Students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.

Principles of Health Science (One-Half to One Credit)

The Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others.

Health Science (One to Two Credits)

Prerequisites: Principles of Health Science and Biology

Recommended for students in Grades 10-12

The Health Science course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development. The course may be taught by different methodologies such as clinical rotation and career preparation learning.

FINE ARTS

MIDDLE SCHOOL

State law/rules require students to take at least one Fine Arts course during grade 6, 7 or 8.

Visual Arts

Art I-6

Art I-7

Art I-8

Art I is an introduction to the visual arts and working with drawing, painting, and three-dimensional techniques. Students will experiment with a wide variety of art materials. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts: observation and perception, creative expression, historical and cultural relevance, and critical evaluation and response. The District will provide most art materials; there may be additional supplies required for special projects. Students will be expected to participate in art contests and exhibitions. Art I is a prerequisite for all other art courses.

Art II-7

Art II-8

Prerequisite: Art I

Intermediate Art I builds on the skills and experiences in Art I. Students will develop their personal expression as they explore painting, clay, drawing, sculpture and mixed media. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). The District will provide most art materials. Students will be expected to participate in art contests and exhibitions.

Art III-8

Prerequisite: Art I and Art II

Advanced Art I builds on the skills and experiences in Art II. Students will develop a portfolio of original artwork based on their experiments with drawing and painting material, clay, sculpture and mixed media. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). The District will provide most art materials. Students will be expected to participate in art contests and exhibitions.

Dance

Dance I 6

Dance I 7

Dance I 8

This class is for students without prior dance background. Students will learn the fundamental skills in different types of dance including ballet, jazz, modern, hip hop, choreography studies and dances from different cultures. Students will perform various dance routines. There are no student fees for this class.

Dance I Ballet Folklorico 6

Dance I Ballet Folklorico 7

Dance I Ballet Folklorico 8

Prerequisite: none

This class, which is for students without prior dance background, allows students from all cultures to explore dance as a component of the Mexican heritage. The class includes principles of Mexican folk dance including basic movement techniques, basic skirting styles, rhythms, regional dance forms and styles, and cultural context. There are no student fees for this class.

Dance II 7

Dance II 8

Prerequisite: Dance I or audition

This class will build on the basic dance movements and techniques learned in Dance I. Students will perform various dance routines. Some performances may be outside of the school day. There may be some required after-school rehearsals. There are no student fees for this class. District-provided transportation is used for outside performances.

Dance II Ballet Folklorico 7

Dance II Ballet Folklorico 8

Prerequisite: Dance I Ballet Folklorico or audition

This class will build on the basic dance movements and techniques learned in dance Ballet Folklorico I. Students will perform various dance routines. Some performances may be outside of the school day. There may be some required after-school rehearsals. There are no student fees for this class. District-provided transportation is used for outside performances.

Dance III 8

Prerequisite: Dance II or audition

This class is designed for students who are planning on taking dance at the high school level. Students will prepare for the various dance opportunities at the high school level as well as do outside performances. There may be some required after-school rehearsals. There are no student fees for this class. District-provided transportation is used for outside performances.

Dance III Ballet Folklorico 8

Prerequisite: Dance II Ballet Folklorico or audition

This class is designed for students who are planning on taking Ballet Folklorico at the high school level. Students will prepare for the various dance opportunities at the high school level as well as do outside performances. There may be some required after-school rehearsals. There are no student fees for this class. District-provided transportation is used for outside performances.

Music

Choose from:

Band

Choir

Orchestra

Mariachi

Beginner Band 6

Beginner Band 7

Beginner band is made up of primarily 6th graders, although 7th graders are also welcomed into Beginner Band. Beginner band is designed for students who are interested in starting one of the following instruments: flute, oboe, bassoon, clarinet, saxophone, trumpet, French horn, trombone, euphonium, tuba, and percussion. The primary focus for this class is on basic instrumental skill development and music reading. The goal of the class is to develop the student so that he or she can enter into either Concert or Symphonic Band. Students are split into instrument families of brass, woodwind, and percussion. Instrument and contest fees are paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year.

Concert Band 7

Concert Band 8

Concert Band is an ensemble that provides students with learning and performance opportunities on wind and percussion instruments. The primary focus is on the development, continuation, and expansion of basic skills begun the previous year that are necessary for effective instrumental music performance. In addition to large group ensembles, individual growth and achievement are encouraged through participation in adjudicated solo and ensemble contests, festivals, and private lessons. Instrument and contest fees are paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year.

Symphonic Band 7

Symphonic Band 8

Symphonic Band is the school's most advanced performing ensemble for wind and percussion instrumentalists. This yearlong course introduces comprehensive musicianship through music performance of challenging and varied literature. Skills and concepts from the previous year are developed and expanded upon. In addition to continued refinement of individual performance skills, great emphasis is placed on ensemble performance skills. Students will continue to develop their knowledge of music theory, begin to analyze and evaluate music, and use critical-thinking skills to make refinements in their performance. Individual and ensemble performance skills will be expanded through musical expression and technical accuracy. In addition to large-group ensembles, individual growth and achievement are encouraged through participation in adjudicated solo and ensemble contests, festivals, and private lessons. Instrument and contest fees are

paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year.

Beginning Choir 6:

Beginning choir will guide students in the development of vocal skills and beginning music theory. Students participate in a variety of performance and contest opportunities. Contest fees are paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year.

Select Boys' Choir 7

Select Boys' Choir 8

By audition only

Director approval is required for membership

Boys will study music written specifically for the changing voice and have the opportunity to perform and compete throughout the year. Contest fees are paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year.

Select Girls' Choir 7

Select Girls' Choir 8

By audition only

Director approval is required for membership

Girls will study music written specifically for the middle school female voice and have the opportunity to perform and compete throughout the year. Contest fees are paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year.

Beginner Mariachi 6

Beginner Mariachi 7

Beginner Mariachi 8

The primary focus for this class is on basic instrumental skill development and music reading. The goal of the class is to develop the student so that he or she can enter into either Intermediate or Advanced Mariachi. Instrument and contest fees are paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year.

Intermediate Mariachi 7

Intermediate Mariachi 8

Prerequisite: Beginner Mariachi 6 or 7

Intermediate Mariachi is an ensemble that provides students with learning and performance opportunities. The primary focus is on the development, continuation, and expansion of basic skills begun the previous year that are necessary for effective instrumental music performance. In addition to large-group ensembles, individual growth and achievement are encouraged through participation in adjudicated solo and ensemble contests, and festivals. Instrument and contest fees are paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year.

Advanced Mariachi 7

Advanced Mariachi 8

By audition only

Director approval is required for membership

Advanced Mariachi is the school's most advanced performing ensemble in the Mariachi strand. This yearlong course introduces comprehensive musicianship through music performance of challenging and varied literature. Skills and concepts from the previous year are developed and expanded upon. In addition to continued refinement of individual performance skills, great emphasis is placed on ensemble performance skills. Students will continue to develop their knowledge of music theory, begin to analyze and evaluate music, and use critical-thinking skills to make refinements in their performance. Individual and ensemble performance skills will be expanded through musical expression and technical accuracy. In addition to large-group ensembles, individual growth and achievement are encouraged through participation in adjudicated solo and ensemble contests, and festivals. Instrument and contest fees are paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year.

Beginner Orchestra 6
Beginner Orchestra 7
Beginner Orchestra 8

Beginner Orchestra is made up of primarily 6th graders, although 7th graders are also welcomed into Beginner Orchestra. The primary focus for this class is on basic instrumental skill development and music reading. The goal of the class is to develop the student so that he or she can enter into either Concert or Symphonic Orchestra. Instrument and contest fees are paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year.

Concert Orchestra 7
Concert Orchestra 8

Prerequisite: Beginner Orchestra 6, 7 or 8

Concert Orchestra is an ensemble that provides students with learning and performance opportunities. The primary focus is on the development, continuation, and expansion of basic skills begun the previous year that are necessary for effective instrumental music performance. In addition to large-group ensembles, individual growth and achievement are encouraged through participation in adjudicated solo and ensemble contests, festivals, and private lessons. Instrument and contest fees are paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year.

Symphonic Orchestra 7
Symphonic Orchestra 8

By audition only

Director approval required

Symphonic Orchestra is the school's most advanced performing ensemble. This yearlong course introduces comprehensive musicianship through music performance of challenging and varied literature. Skills and concepts from the previous year are developed and expanded upon. In addition to continued refinement of individual performance skills, great emphasis is placed on ensemble performance skills. Students will continue to develop their knowledge of music theory, begin to analyze and evaluate music, and use critical-thinking skills to make refinements in their performance. Individual and ensemble performance skills will be expanded through musical expression and technical accuracy. In addition to large-group ensembles, individual growth and achievement are encouraged through participation in adjudicated solo and ensemble contests, festivals, and private lessons. Instrument and contest fees are paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year.

Theatre

Theatre I 6
Theatre I 7
Theatre I 8

This class is for students who have not previously taken Theatre. Theatre I consists of basic acting techniques, the role of the actor in interpreting dramatic literature, introduction to stagecraft and technical theatre. All students will perform and participate in acting activities, scenes and performances. Students will participate in at least one play or performance in front of a live audience. *No student participation fees are required.*

Theatre II 7
Theatre II 8

Prerequisite: Theatre I

Theatre II consists of intermediate to advanced acting techniques, the roles of all jobs/roles involved in a play production, interpreting dramatic literature, performing and participating in acting activities, scenes, performances and productions. Students will be taught aspects of stagecraft and technical theatre as well. Students will participate in plays or performances in front of a live audience. Some after-school and extracurricular time will be required. *No student participation fees are required.*

Competition Theatre I 7
Competition Theatre I 8

Middle School Theatre Team

Prerequisites: Theatre I and or Audition /Teacher Approval Needed

For first-year competition theatre students, regardless of grade level, Competition Theatre is a course that is intended for students interested in pursuing theatre at the high school level and beyond. Students will focus on advanced acting

techniques, interpreting dramatic literature, prose and poetry. Students will be required to perform and participate in a wide variety of competitive theatre and oral interpretation competitions, performances and festivals. This course requires after-school rehearsals and performances, many times on Saturdays. All students in this course are required to participate in all after-school productions, performances and events for the Theatre Department. *The district provides entry fees and transportation to required events.*

Competition Theatre II 8

Middle School Theatre Team

Prerequisites: Theatre I and or Audition /Teacher Approval Needed

This course is for second-year competition theatre students. Competitive theatre is a course that is intended for students interested in pursuing theatre at the high school level and beyond. Students will focus on advanced acting techniques, interpreting dramatic literature, prose and poetry. Students will be required to perform and participate in a wide variety of competitive theatre and oral interpretation competitions, performances and festivals. This course requires after-school rehearsals and performances, many times on Saturdays. All students in this course are required to participate in all after-school productions, performances and events for the Theatre Department. The district provides entry fees and transportation to required events

HIGH SCHOOL

AP Art History (One Credit)

By investigating a specific image set of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, art-making, and responses to and interpretations of art.

AP Music Theory (One Credit)

Musicianship skills including dictation and other listening skills, sight singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

VISUAL ARTS

Art I (One Credit)

Art I is an introduction to the visual arts and a prerequisite for all other art courses. Students will explore a variety of hands-on experiences and techniques, and work with drawing, painting, and three-dimensional materials. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts: observation and perception, creative expression, historical and cultural relevance, and critical evaluation and response. The District will provide art materials. Students will be expected to participate in art contests and exhibitions.

Advanced Art I (One Credit)

Prerequisite: Advanced Art in Middle School or Middle School Art teacher recommendation or Portfolio Review

Advanced Art I is an enhanced introduction to the visual arts and a prerequisite for all other art courses. Students will independently investigate a variety of hands-on experiences and techniques, and work with drawing, painting, and three-dimensional materials. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts: observation and perception, creative expression, historical and cultural relevance, and critical evaluation and response. The District will provide art materials. Students will be expected to participate in art contests and exhibitions and produce a portfolio suitable for review by the appropriate AP instructor.

Drawing I (One Credit)

Prerequisite: Art I

This course is an introduction to the drawing process. Students practice drawing skills using a variety of media and techniques applied to a range of themes and subject matter. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). The District will provide most art materials; there may be additional supplies required for special projects. Students will participate in art contests and exhibitions.

Drawing II (One Credit)

Prerequisite: Drawing I

In drawing at the intermediate level, students will build on the skills developed in Drawing I to communicate their ideas and express originality. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). The District will provide most art materials; there may be additional supplies required for special projects. Students will be expected to participate in art contests and exhibitions.

Drawing III (One Credit)

Prerequisite: Drawing II

In drawing at the advanced level, students build on the skills from Drawing II to pursue a personal style and unique voice in their artwork. Students will create a portfolio of drawings with a variety of media and techniques. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). The District will provide most art materials; there may be additional supplies required for special projects. Students will be expected to participate in art contests and exhibitions.

Painting I (One Credit)

Prerequisite: Art I

This course is an introduction to the painting process. Students practice painting skills using a variety of media and techniques applied to a range of themes and subject matter. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). The District will provide most art materials; there may be additional supplies required for special projects. Students will participate in art contests and exhibitions.

Painting II (One Credit)

Prerequisite: Painting I

In painting at the intermediate level, students will build on the skills developed in Painting I to communicate their ideas and express originality. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). The District will provide most art materials; there may be additional supplies required for special projects. Students will be expected to participate in art contests and exhibitions.

Painting III (One Credit)

Prerequisite: Painting II

In painting at the advanced level, students build on the skills from Painting II to pursue a personal style and unique voice in their artwork. Students will create a portfolio of paintings with a variety of media and techniques. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). . Students will be expected to participate in art contests and exhibitions. *The District will provide most art materials; there may be additional supplies required for special projects.*

Advanced Placement Studio Art Drawing Portfolio (One Credit)

Recommended Prerequisite: Art II or permission from AP Instructor after a Portfolio Review

Advanced Placement Studio Art Drawing allows the serious art student to engage in a rigorous, college-level course and possibly earn college credit. Students work to develop and demonstrate mastery of concept, composition and technical skills. Students create artworks using "mark-making" techniques such as drawing, painting and printmaking. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts.

Students build a portfolio of their best work and submit the portfolio to the College Board for review and scoring.

Advanced Placement Studio Art 2-D Design Portfolio (One Credit)

Recommended Prerequisite: Art II or permission from AP Instructor after a Portfolio Review

Advanced Placement Studio Art 2-D Design allows the serious art student to engage in a rigorous, college-level course and possibly earn college credit. Students work to develop and demonstrate mastery of concept, composition and technical skills. Students create artworks using photography, digitally produced or conventionally created techniques. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts.

Students build a portfolio of their best work and submit the portfolio to the College Board for review and scoring.

Advanced Placement Studio Art 3-D Portfolio (One Credit)

Recommended Prerequisite: Art II or permission from AP Instructor after a Portfolio Review

The course enables students to develop mastery (i.e., "high quality" or "college level") in concept (theme or idea), composition (elements of art and principles of design associated with the arrangement of artistic parts in order to achieve

an effect), and execution (technical skills) of 3-D design. The student will create informed solutions to 3D design problems, using additive, subtractive, and fabrication processes to deepen and enrich a student's interest and understanding of 3-D design principles as they relate to art as an ongoing process. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts.

The student must complete a portfolio of up to 20 pieces of artwork, and submit the portfolio to the College Board for review and scoring.

Ceramics I (One Credit)

Prerequisite: Art I

This is an introductory studio class designed for students who have an interest in working with clay. The course gives students experiences in making functional as well as sculptural pieces, using a variety of techniques. Focus is on well thought-out forms, designs and functional uses along with good craftsmanship. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). *The District will provide most art materials; additional supplies may be required for special projects. Students will participate in art contests and exhibitions.*

Ceramics II (One Credit)

Prerequisite: Ceramics I

Ceramics at the intermediate level is a studio class developed for students to build on the skills developed in Ceramics I to communicate their ideas and express originality. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the Visual Arts (see Art I). *The District will provide most art materials; additional supplies may be required for special projects. Students will participate in art contests and exhibitions.*

Ceramics III (One Credit)

Prerequisite: Ceramics II

Ceramics at the advanced level is a studio class developed for students to build on the skills developed in Ceramics II to pursue a personal style and unique voice in their artwork. Students will create a portfolio of hand-built, wheel-thrown, and sculptures made with a variety of media and techniques. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). *The District will provide most art materials; additional supplies may be required for special projects. Students will participate in art contests and exhibitions.*

Sculpture I (One Credit)

Prerequisite: Art I

This course is an introduction to the basic elements, materials, and techniques of sculpture. Approaches may include modeling with clay, addition such as assemblage, or subtraction such as carving wood or stone. The student learns how to approach the basic elements of three-dimensional form including scale, mass, color, movement, and use of space in a sculptural manner. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the Visual Arts (see Art I). *The District will provide most art materials; additional supplies may be required for special projects. Students will participate in art contests and exhibitions.*

Sculpture II (One Credit)

Prerequisite: Sculpture I

This course is a continuation of Sculpture I with an increased emphasis on conceptual concerns. Students learn about contemporary approaches to sculpture and have more latitude for stylistic exploration. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). *The District will provide most art materials; additional supplies may be required for special projects. Students will participate in art contests and exhibitions.*

Sculpture III (One Credit)

Prerequisite: Sculpture II

This course is a continuation of Sculpture II with an increased emphasis on conceptual concerns based on research of a personal interest. Personal histories and narratives form the basis of research leading to the production of multi-object sculpture. Student-directed research and presentation form the basis for the development and production of mixed-media installation projects. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). *The District will provide most art materials; there may be additional supplies required for special projects. Students will be expected to participate in art contests and exhibitions.*

Art and Media Communications I (One Credit)

Prerequisite: Art I

Art and Media Communications I is designed to provide access to rigorous and relevant instruction in visual art and media-based skills for those students who may not have an extensive background in formal visual arts training. The course is based on an integrated set of skills and knowledge standards in art and technology applications as well as

Texas college-and-career readiness skills and 21st-century skills. Students learn how to bridge traditional hand skills with current technology applications to create new media such as animations, digital images, multimedia presentations, digital videos, websites, and interactive or site-based installations and performances. Throughout the course, students compile a digital portfolio of work that demonstrates skill and understanding.

DANCE

Dance I (One Credit)

Dance I students will learn fundamental skills in these dance techniques: ballet, jazz, modern, hip hop, and choreography studies. *There are no student fees for this class.*

Dance I-Ballet Folkloric (One Credit)

Mexican Folk dance or *baile folklórico* allows students from all backgrounds to experience and understand dance as a component of the Mexican heritage, giving Mexican-American students particularly a special opportunity to identify with and learn about their culture. The class includes principles of Mexican folk dance including basic movement techniques, basic skirting styles, rhythms, regional dance forms and styles, and cultural context. *There are no student fees for this class.*

Dance II (One Credit)

Prerequisite: Dance I and/or audition

Dance II students will build on skills and techniques learned in Dance I. Dance II techniques explored may include ballet, jazz, modern, tap, and choreography studies. Two performances are required in this course. *There are no student fees for this class.*

Dance II-Ballet Folklorico (One Credit)

Prerequisite: Ballet Folklorico I or audition

This class builds upon the basic movement techniques, skirting styles, and regional dances learned in level I. *There are no student fees for this class.*

Dance III (One Credit)

Prerequisite: Dance II and/or audition.

Dance III students will build on skills and techniques learned in Dance I and Dance II. Dance III techniques explored may include ballet, jazz, modern, tap, folk, character, and a major portion of choreography studies. A minimum of two performances is required in this course. *There are no student fees for this class.*

Dance III-Ballet Folklorico (One Credit)

Prerequisite: Dance II and /or audition

The class includes principles of Mexican folk dance including and reinforcing basic, intermediate and introducing advanced movement and footwork techniques, rhythms, regional dance forms and styles, cultural context and advanced work of skirting. *There are no student fees for this class.*

Dance IV (One Credit)

Prerequisite: Dance III and audition

This class builds on skills and techniques learned in Dance I, II, and III. Dance IV explores ballet, modern, contemporary, jazz, and tap. Composition and dance theory will also be explored through various dance performances. A minimum of two performances is required in this course. *There are no student fees for this class.*

Dance IV-Ballet Folklorico (One Credit)

Prerequisite: Dance III-Ballet Folklorico and audition

The class builds on the principles of Ballet Folklorico I, II, and III reinforcing basic, intermediate and advanced movement and footwork. Composition in various rhythms, regional dance forms, style and cultural context will be explored. *There are no student fees for this class.*

Dance/Drill Team-Varsity (One Credit)

Prerequisite: Audition

This class is designed to meet the needs of the competition dance team. Students must audition and be selected by a panel of judges to be in the class and on the team. Various dance techniques (contemporary, hip hop, pom, team, jazz and modern) will be explored. Officers, captain and/or co-captains will be decided by audition. After-school performances are required as are after-school rehearsals and practices at summer camp. The district provides transportation to public performances.

Dance/Drill Team-Junior Varsity (One Credit)

Prerequisite: Teacher Recommendation

This class is designed to train younger dancers who are interested in pursuing a high school career on the varsity dance team. Various dance techniques (contemporary, hip hop, pom, team, jazz and modern) will be explored. Two public performances are required. Some after-school practice is required. Attendance at summer camp is required. The district provides transportation to public performances.

MUSIC

Band

Band Level I (One Credit)

This band (Band 1) is reserved for those students who are not part of the wind ensemble/symphonic band/concert band (grades 9-12). Student conduct, attendance, and eligibility will be considered when being selected. Instrument and contest fees are paid for by the school district. Rehearsals are held during the school day and there are minimum outside-the-day requirements, with the exception of concerts and UIL contests. *Instrument and contest fees are paid for by the school district.*

Band Level II (One Credit)

By audition only

Concert Band (Band II) is available to all band students who are not part of the wind ensemble or symphonic band (grades 9-12). This is an auditioned band and student conduct, attendance and eligibility are considered. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year and mandatory weekly sectionals before or after school. *The District pays for instrument and contest fees.*

Band Level III (One Credit)

By audition only

Symphonic Band (Band III, Non-Varsity) is available to band students, grades 9-12. This is an auditioned band and student conduct, attendance and eligibility are considered. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year and mandatory weekly sectionals before or after school. Participation in all-region/state, solo/ensemble contest and UIL concert/sight-reading contest is mandatory. Much like the wind ensemble, this group performs difficult, advanced literature. *The District pays for instrument and contest fees.*

Band Level IV (One Credit)

By audition only

The Wind Ensemble (Band IV, Varsity) is available to band students, grades 9-12. This is an auditioned band and student conduct, attendance and eligibility are considered. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year and mandatory weekly sectionals before or after school. Participation in all-region/State, Solo/Ensemble Contest and UIL concert/sight-reading contest is mandatory. This group performs extremely difficult literature at an extremely high level. *The District pays for instrument and contest fees.*

Marching Band (One-half credit)

Fall semester only

The marching band is comprised of all band students in the fall. The group performs at football games, pep rallies, parades, competitions, and many community events. All performances and rehearsals are mandatory. *The District pays for instrument and contest fees.*

Color Guard / Winter Guard (One-half to One credit)

By audition only

The color guard, or "auxiliary unit," is a part of the marching band. The group performs at football games, pep rallies, parades, competitions, and many community events. All performances and rehearsals are mandatory. Membership is based on audition. *The District pays for contest fees.*

Jazz Ensemble (One Credit)

By audition only

The jazz ensemble is available to band students, grades 9-12. The jazz ensemble is a very small group comprised of the following instruments: saxophone, trumpet, trombone, bass guitar (or upright bass), acoustic guitar, piano, and percussion. This is an auditioned band and student conduct, attendance and eligibility are considered. With the exception of piano, guitar, and string bass, membership is open to students currently enrolled in band. *The District pays for instrumentation and contest fees.*

Choir

Men's Choir (One Credit)

Men's Choir is an all-male, sub non-varsity, beginner's class. No prior experience is needed and it is open to all grade levels. This class primarily focuses on the fundamentals of vocal studies. Since this is a performance-based class, attendance at after-school rehearsals and performances is a requirement for all students enrolled in the class. UIL competitions and contests are optional for this class. Students and parents can expect several evening and/or Saturday performances during the school year. *Contest fees are paid for by the school district.*

Women's Choir (One Credit)

Women's Choir is an all-female, sub non-varsity, beginner's class. No prior experience is needed and it is open to all grade levels. This class primarily focuses on the fundamentals of vocal studies. Since this is a performance-based class, attendance at after-school rehearsals and performances is a requirement for all students enrolled in the class. UIL competitions and contests are optional for this class. Students and parents can expect several evening and/or Saturday performances during the school year. *Contest fees are paid for by the school district.*

A Cappella Choir (One Credit)

A Cappella Choir is a mixed, non-varsity, advanced class. Students in this class are selected based on their sight singing skills, voice quality, and work ethic. This class primarily focuses on a deeper exploration of vocal technique, music theory, and music history. Students in this class are required to attend UIL concert and sight singing contest and are highly encouraged to participate in solo and ensemble and all-region contests. Since this is a performance-based class, attendance at after-school rehearsals and performances is a requirement for all students enrolled in the class. Students and parents can expect several evening and/or Saturday performances during the school year. *Contest fees are paid for by the school district.*

Concert Choir (One Credit)

Concert Choir is an all-female, non-varsity, advanced class. Students in this class are selected based on their sight singing skills, voice quality, and work ethic. This class primarily focuses on a deeper exploration of vocal technique, music theory, and music history. Students in this class are required to attend UIL concert and sight singing contest and are highly encouraged to participate in solo and ensemble and all-region contests. Since this is a performance-based class, attendance at after-school rehearsals and performances is a requirement for all students enrolled in the class. Students and parents can expect several evening and/or Saturday performances during the school year. *Contest fees are paid for by the school district.*

Show Choir (One Credit)

By audition only

Director approval required for membership

Show choir is a mixed, varsity, auditioned only, advanced class. Students in this class must audition by singing a song of choice, sight sing in various key signatures, maintain a passing average in all their classes, and demonstrate an excellent work ethic. This class primarily focuses on a deeper exploration of vocal technique, music theory, and music history. Students in this class are required to attend UIL concert and sight singing contest, perform in additional community performances and events, and are highly encouraged to participate in solo and ensemble and all-region contests. Since this is a performance-based class, attendance at after-school rehearsals and performances is a requirement for all students enrolled in the class. Students and parents can expect several evening and/or Saturday performances during the school year. *Contest fees are paid for by the school district.*

MARIACHI

Beginning Mariachi (One Credit)

This group is for beginning Mariachi students, grades 9-12 with previous instrumental experience. This class will focus on technique and fundamental playing skills for Mariachi. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. *The district pays for instrument and contest fees.*

Intermediate Mariachi (One Credit)

By audition only

This group is for students in grades 9-12. This is an auditioned course. The district pays for instrument and contest fees. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year.

Advanced Mariachi (One Credit)

By audition only

Director approval required for membership

This group is for students in grades 9-12. This auditioned group performs difficult music at an advanced level of performance. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. *The District pays for instrument and contest fees.*

ORCHESTRA

Orchestra I: Freshmen Orchestra (One Credit)

This beginning level class is available to students in grade 9. No prior instrumental experience required. Rehearsals are held during the school day and there are minimum outside-the-school-day requirements with the exception of concerts and contests. *The District pays instrument and contest fees.*

Orchestra II (One Credit)

By audition

Director approval required for membership

Concert Orchestra (Orchestra II) is available to all orchestra students who are not a part of the symphonic or chamber orchestras (grades 9-12). This is an auditioned orchestra and students' conduct, attendance, and eligibility are taken into consideration. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. *The District pays for instrument and contest fees.*

Orchestra III (One Credit)

By audition

Director approval required for membership

Symphony Orchestra (Orchestra III) is available to orchestra students in grades 9-12. This is an auditioned orchestra and students' conduct, attendance, and eligibility are taken into consideration. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. The Symphony Orchestra performs difficult, advanced literature. *The District pays for instrument and contest fees.*

Orchestra IV (One Credit)

By audition

Director approval required for membership

Chamber Orchestra (Orchestra IV) is available to orchestra students in grades 9-12. This is an auditioned orchestra and students' conduct, attendance, and eligibility is taken into consideration. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. Participation in all-region/state, UIL solo/ensemble contest and UIL concert/sight-reading contest is mandatory. This group performs extremely difficult literature at an extremely high level. *The District pays for instrument and contest fees.*

THEATRE

Theatre I (One Credit)

Theatre Arts I is for first-year theatre students regardless of grade level. Theatre I consists of basic acting techniques, the role of the actor in interpreting dramatic literature, introduction to stagecraft and technical theatre. All students will be expected to perform and participate in acting activities, scenes and performances. Students will participate in at least one play or performance in front of a live audience. *The District provides supplies.*

Theatre II (One Credit)

Prerequisite: Theatre I

Theatre Arts II is for second-year theatre students regardless of grade level. Theatre II consists of intermediate to advanced acting techniques, the roles of all jobs involved in a play production, interpreting dramatic literature, performing and participating in acting activities, scenes, performances and productions. Students will be taught aspects of stagecraft and technical theatre as well. Students will be expected to participate in plays or performances in front of a live audience. Some after-school and extracurricular time will be required. *The District provides supplies.*

Competition Theatre--High School Varsity Theatre Team (One Credit)

Prerequisites: Audition Only/Teacher Approval Needed

Competitive theatre is a course that is intended for students interested in pursuing theatre at the college/university level and beyond. Students will focus on advanced acting techniques, interpreting dramatic literature, prose and poetry.

Students will be required to perform and participate in a wide variety of competitive theatre and oral interpretation competitions, performances and festivals including but not limited to UIL, Texas Forensics Association and The National Speech and Debate Association. This course requires after-school rehearsals and performances, many times on Saturdays. All students in this course are required to participate in all after-school productions, performances and events for the Theatre Department. Attendance and competing at tournaments, rehearsals and productions are mandatory. *The District provides competition fees and transportation.*

Technical Theatre I (One Credit)

Grades 10-12

This is a course for first-year technical theatre students, regardless of grade level. The course introduces students to stage equipment, stage/tool safety procedures, rigging, operation of scenery, makeup, sound, public relations, and publicity as well as stage lighting and equipment. The course also introduces the basics of set construction and engineering principles for stage/set design. This is a very hands-on course that requires working with tools, power tools, climbing ladders, painting and basic stage/area upkeep and cleanliness. Some out-of-school rehearsals and technical assistance for performances are required. *The District provides supplies.*

Technical Theatre II/III (One Credit)

Grades 11-12

Prerequisites: Technical Theatre 1 and Audition Only/Teacher Approval

This is a course for second- and third-year technical theatre students, regardless of grade level. The course offers advanced instruction in stage equipment, stage/tool safety procedures, rigging, operation of scenery, makeup, stage management, sound, public relations, and publicity as well as stage lighting and equipment. The course also requires students to explore and participate in set construction and engineering principles for stage/set design. This is a very hands-on course that requires working with tools, power tools, climbing ladders, painting and basic stage/area upkeep and cleanliness. After-school and extra-curricular are required for all theatre productions and technical assistance, as well as production assistance for any organization needing technical theatre assistance. *The District provides supplies.*

Costume/Makeup Technical Theatre I (One Credit)

Grades 10-12

Prerequisites: Audition Only/Teacher Approval Needed

This is a course for first-year costume/makeup technical theatre students, regardless of grade level. The course offers basic instruction in stage make-up and costumes from a variety of historical eras. Also, students will be introduced to constructing stage props, puppets, public relations, and publicity as well as fashion design and sewing. This is a very hands-on course that requires working with tools, sewing, designing, painting and basic stage/area upkeep and cleanliness. After-school and extra-curricular are required for all theatre productions and technical assistance, as well as production assistance for any organization needing technical theatre assistance. *The District provides supplies.*

Costume/Makeup Technical Theatre II (One Credit)

Grades 11-12

Prerequisites: Audition Only/Teacher Approval Needed

This is a course for second-year costume/makeup technical theatre students, regardless of grade level. The course offers advanced instruction in stage make-up and costumes from a variety of historical eras. Also, students will receive instruction in constructing stage props, puppets, public relations, and publicity as well as fashion design and sewing. This is a very hands-on course that requires working with tools, sewing, designing, painting and basic stage/area upkeep and cleanliness. After-school and extra-curricular are required for all theatre productions and technical assistance, as well as production assistance for any organization needing technical theatre assistance. *The District provides supplies.*

Costume/Makeup Technical Theatre III (One Credit)

Grade 12

Prerequisites: Audition Only/Teacher Approval Needed

This is a course for third-year costume/makeup technical theatre students, regardless of grade level. The course offers advanced instruction in stage make-up and costumes from a variety of historical eras. Also, students will receive instruction in constructing stage props, puppets, public relations, and publicity as well as fashion design and sewing. This is a very hands-on course that requires working with tools, sewing, designing, painting and basic stage/area upkeep and cleanliness. After-school and extra-curricular are required for all theatre productions and technical assistance, as well as production assistance for any organization needing technical theatre assistance. *The District provides supplies.*

GRAND PRAIRIE FINE ARTS ACADEMY

MIDDLE SCHOOL

Visual Arts

Art I-6

The art program at GPFAA integrates fine arts with media and arts literacy, with explorations of style, color, painting, sculpture, and drawing. Our 6th grade program introduces students to a range of techniques, materials, genres, and art and media history while building skills and confidence as creative artists. Students will create artworks that reinforce learning the elements of art and principles of design. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts: observation and perception, creative expression, historical and cultural relevance, and critical evaluation and response. Students will work with other fine arts strands and Pre/AP academics to further enhance their visual arts experience and prepare them for the rigor and expectations of the 7th grade art program. Sixth grade visual arts students will also be introduced to various competitions, exhibitions and events in which their art skills will be featured. In addition, 6th grade students will go on various field trips to galleries, college campuses, and museums as well as have multiple opportunities to learn about their chosen strand with workshops and professional guest artists.

Art II-7

Prerequisite: Art I Grade 6

The GPFAA 7th grade visual arts program builds on the skills and concepts introduced in sixth grade while continuing to explore a new range of artists, genres, techniques and materials. Students will focus more on who they are as artists and how they can infuse their art with a sense of their own individuality. We will begin to delve into the portraiture/grids, widen artistic literacy with new vocabulary, color theory, in-depth explorations of 3-D with clay, wood, plaster, and wire media. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I.) Students will work with larger scale surfaces and learn new techniques for surface preparation. Seventh grade students will prepare works for consideration in various events, competitions, and exhibitions. However, all consideration for any and all competitions will be allowable only if the student is passing all academic/fine arts classes. Students will go on various field trips to galleries, studios, college campuses, and museums as well as have the multiple opportunities to learn from and work with professional artists.

Art III-8

Prerequisite: Art One Grade 7

Exploring various ways artists influence and get their ideas out to the world is a large part of the 8th grade experience. Imagery, issues of inspiration and, influence are just a few of the concepts students will explore. Students look at ways they can learn from, and be inspired by, other artists. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I.) They will be introduced to a wide variety of artwork, genres, and techniques that have influenced the way art is perceived. Through cross-curricular studies, 8th graders will discover how art can serve as their vehicle for expressive communication through the written word, community involvement, and also, learn the tools/techniques of creating art with a cause that can influence the viewer's experience. Students will have the opportunity to build on and apply the skills they have developed to create even more sophisticated and technically precise imagery. Eighth grade students will focus on college readiness by beginning works to include in their portfolio as they move to high school. Field trips and workshops with various local colleges will take place in the spring as well as, several professional guest artists visiting throughout the year. All 8th grade students are expected to participate in exhibitions, contests, juried exhibitions, and various events throughout the year.

Dance

Academy Dance 6

Academy Dance 7

Academy Dance 8

Students are expected to demonstrate both the technical and theoretical principles with an emphasis on repertory. Each level of dance instruction builds on the foundation of knowledge and skills established at prior levels. Each course has a unique focus. The course is designed to refine skill, awareness of movement and aesthetic principles to a particular style of dance. Students will be expected to demonstrate both the technical and theoretical principles with an emphasis on repertory.

Academy Dance Technique 6

Academy Dance Technique 7

Academy Dance Technique 8

Each level of dance instruction builds on the foundation of knowledge and skills established at prior levels. Each course has a unique focus. The course is designed to refine skill, awareness of movement and aesthetic principles to a particular style of dance. Students will be expected to demonstrate both the technical and theoretical principles.

Music

Mixed Middle School Choir 6

Mixed Middle School Choir 7

Mixed Middle School Choir 8

This choir is designed for boys and girls, grades 6-8. Students will study proper vocal techniques, music theory, music history, sight-reading, dance movement, coordination, and stage presence. Aria Chorale students are expected to participate in all-region contest, solo/ensemble contest, UIL concert and sight-reading. The district will pay contest fees. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year.

Advanced Treble Middle School Choir 6

Advanced Treble Middle School Choir 7

Advanced Treble Middle School Choir 8

By audition only

This choir is designed for girls, grades 6-8. This class is by audition only and requires director approval. Students will study proper vocal techniques, music theory, music history, sight-reading, dance movement, coordination, and stage presence. Bella Voce students are expected to participate in all-region contest, solo/ensemble contest, UIL concert and sight-reading. The district will pay contest fees. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. This class is by audition.

Tenor/Bass Middle School Boys Choir 6

Tenor/Bass Middle School Boys Choir 7

Tenor/Bass Middle School Boys Choir 8

This choir is designed for boys, grades 6-8. Students will study proper vocal techniques, music theory, music history, sight-reading, dance movement, coordination, and stage presence. Lyres students are expected to participate in all-region contest, solo/ensemble contest, UIL concert and sight-reading. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. *The district will pay contest fees.*

Treble Middle School Girls 6

Treble Middle School Girls 7

Treble Middle School Girls 8

This class is designed for girls, grades 6-8. This course offers beginning choir students opportunities in exploration of music from a wide variety of cultures and time periods. Students will focus on basic technique, music theory, sight-reading, and theory. Trouveres students are expected to participate in all-region contest, solo/ensemble contest, 6th grade contest, and UIL concert and sight-reading. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. *The district will pay contest fees.*

Beginning Orchestra 6

Beginning Orchestra 7

Students will learn the elements of music and will use performance skills to express musical ideas. The instruments offered at GPFAA are: violin, viola, cello or string bass. No prior experience on an instrument is necessary. This is a performance-based class, and students and parents can expect several evening or Saturday performances during the school year. *The district covers all instrument and contest fees.*

Ensemble Orchestra 6

Designed for students who have at least one year of experience on their instrument, the 6th grade Ensemble will continue to provide students with learning and performance opportunities. The primary focus is on the expansion of basic skills necessary for effective instrumental music performance. In addition to large-group ensembles, individual growth and achievement are encouraged through participation in adjudicated events such as solo and ensemble contests and all-region orchestras. This is a performance-based class, and students and parents can expect several evening or Saturday performances during the school year. *The district covers all instrument and contest fees.*

Advanced Orchestra 7

Advanced Orchestra 8

This is an advanced performing ensemble. In this course, students will continue to refine their technical skills as well as enhance their performance abilities through musical expression. More emphasis is placed on ensemble performance skills, and students will continue to develop their knowledge of music theory, analyze and evaluate music, and use critical-thinking skills to make refinements in their performance. Individual growth and achievement are encouraged through participation in adjudicated events such as solo and ensemble contests and all-region orchestras. This is a performance-based class, and students and parents can expect several evening and Saturday performances during the school year.

The district covers all instrument and contest fees.

Beginning Mariachi 6

Designed for the 6th grade instrumental beginners, beginning mariachi teaches students the fundamentals of the instrumental performance. The following instruments are offered at the GPFAA in the beginner mariachi class: flute, violin, trumpet, vihuela, golpe, guitar, guitarron, and harp. Students will be evaluated and placed on an instrument within the first week of school. No experience on an instrument is necessary for acceptance into the Mariachi Program. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. Seventh grade beginners will be considered. *Instrument and contest fees are paid for by the school district.*

Intermediate Mariachi 7

Intermediate Mariachi 8

Designed for 7th and 8th grade students who have one to two years' experience on their instrument, Mariachi Juvenil Sol Azteca focuses on fundamental playing and performance pieces, as well as music theory, music history and music listening. The district pays for instrument and contest fees. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. Students will be given several opportunities to excel individually throughout the school year including all-region mariachi auditions and solo/ensemble contest. Sixth graders with a year of playing experience will be considered based on audition.

Theatre

Academy Theatre 6

Sixth grade Academy Theatre consists of basic acting techniques, the role of the actor in interpreting dramatic literature, introduction to stagecraft and technical theatre. All students will perform and participate in acting activities, scenes and performances. Students will participate in at least one play or performance in front of a live audience. Students will also be required to perform and participate in a wide variety of competitive theatre and oral interpretation competitions, performances and festivals. Students will participate in guest artist workshops and clinics run by industry professionals. Some after-school and extracurricular time will be required. *The District provides supplies.*

Academy Theatre 7

Seventh grade Academy Theatre consists of intermediate to advanced acting techniques, the roles of all jobs/roles involved in a play production, interpreting dramatic literature, performing and participating in acting activities, scenes, performances and productions. Students will be taught aspects of stagecraft and technical theatre as well. Students will participate in a plays or performances in front of a live audience. Students will also be required to perform and participate in a wide variety of competitive theatre and oral interpretation competitions, performances and festivals. Students will participate in guest artist workshops and clinics run by industry professionals. Some after-school and extracurricular time will be required. *The district provides supplies.*

Academy Theatre 8

Eighth grade Academy Theatre consists of advanced acting techniques, the roles of all jobs/roles involved in a play production, interpreting dramatic literature, performing and participating in acting activities, scenes, performances and productions. Students will be taught aspects of stagecraft and technical theatre as well. Students will participate in a plays or performances in front of a live audience. Students will also be required to perform and participate in a wide variety of competitive theatre and oral interpretation competitions, performances and festivals. Students will participate in guest artist workshops and clinics run by industry professionals. Some after-school and extracurricular time will be required. *The district provides supplies.*

HIGH SCHOOL

Visual Arts

Art I (One Credit)

Art I is an introduction to the visual arts and a prerequisite for all other art courses. Students will explore a variety of hands-on experiences and techniques, and work with drawing, painting, and three-dimensional materials. Students will experiment with a wide variety of art materials. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts: observation and perception, creative expression, historical and cultural relevance, and critical evaluation and response. *The District will provide most art materials; there may be additional supplies required for special projects. Students will be expected to participate in Art contests and exhibitions.*

Painting I (One Credit)

Prerequisite: Art I

Painting I focuses on the materials and techniques of drawing and painting with the study of contemporary and historical painters. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). *The District will provide most art materials; there may be additional supplies required for special projects. Students will be expected to participate in Art contests and exhibitions.*

Painting II (One Credit)

Prerequisite: Painting I

Painting II is a continuation of Painting I with an increased emphasis on color and paint handling while using systems of design and composition. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). *The District will provide most art materials; there may be additional supplies required for special projects. Students will be expected to participate in art contests and exhibitions.*

Painting III (One Credit)

Prerequisite: Painting II

Painting III is a continuation of Painting II with an increased emphasis in thematic development, concepts and integration of mixed media. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the Visual Arts (see Art I). *The District will provide most art materials; there may be additional supplies required for special projects. Students will be expected to participate in art contests and exhibitions.*

Art Design (One Credit)

Art Design is an introduction to technique and style. Students will explore various styles of art utilizing principles and elements of art. *The District will provide most art materials; there may be additional supplies required for special projects.*

Advanced Placement Studio Art 2-D Design Portfolio (One Credit)

Recommended Prerequisite: Art Two or permission from AP Instructor after a Portfolio Review.

AP 2D Design is an intense study dependent on thematic development with heavy influence of design concepts. Students will build on an existing portfolio of work while integrating a variety of media and techniques. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). Enrollment is based on director approval.

Advanced Placement Studio Art 3-D Design Portfolio (One Credit)

Recommended Prerequisite: Art Two or permission from AP Instructor after a Portfolio Review.

AP 3D Design is an intense study dependent on thematic development with heavy influence of design concepts. Students will build on an existing portfolio of work while integrating a variety of media and techniques. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). Enrollment is based on director approval.

Advanced Placement Studio Art Drawing Portfolio (One Credit)

Recommended Prerequisite: Art Two or permission from AP Instructor after a Portfolio Review.

AP Drawing is an intense study dependent on thematic development with heavy influence on drawing technique and style. Students will build on an existing portfolio of work while integrating a variety of media and techniques. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). Enrollment is based on director approval.

Sculpture I (One Credit)

Prerequisite: Art I

This course is an introduction to the basic elements, materials, and techniques of sculpture. Approaches may include modeling with clay, addition such as assemblage, or subtraction such as carving wood or stone. The student learns how to approach the basic elements of three-dimensional form including scale, mass, color, movement, and use of space in a sculptural manner. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). *The District will provide most art materials; there may be additional supplies required for special projects. Students will be expected to participate in art contests and exhibitions.*

Sculpture II (One Credit)

Prerequisite: Sculpture I

This course is a continuation of Sculpture I with an increased emphasis on conceptual concerns. Students learn about contemporary approaches to sculpture and have more latitude for stylistic exploration. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). *The District will provide most art materials; there may be additional supplies required for special projects. Students will be expected to participate in art contests and exhibitions.*

Sculpture III (One Credit)

Prerequisite: Sculpture II

This course is a continuation of Sculpture II with an increased emphasis on conceptual concerns based on research of a personal interest. Personal histories and narratives form the basis of research leading to the production of multi-object sculpture. Student-directed research and presentation form the basis for the development and production of mixed media installation projects. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). *The District will provide most art materials; there may be additional supplies required for special projects. Students will be expected to participate in art contests and exhibitions.*

Art and Media Communication I (One Credit)

This course is an introduction to visual communication that explores the unique meanings and principles of design and its supporting elements. Students will learn how to bridge traditional hand-skills with current technology applications to create new media such as animations, digital images, multimedia presentations, digital videos, websites, and interactive or site-based installations and performances. *The District will provide most art materials; there may be additional supplies required for special projects. Students will be expected to participate in art contests and exhibitions.*

Dance

Students are placed in technique classes based on ability and assessment by faculty. Grade level may or may not play a factor in their placement.

Academy Dance I (One Credit)**Academy Dance II (One Credit)****Academy Dance III (One Credit)****Academy Dance IV (One Credit)**

Students will be expected to demonstrate both the technical and theoretical principles with an emphasis on repertory. Each level of dance instruction builds on the foundation of knowledge and skills established at prior levels. Each course has a unique focus. The course is designed to refine skill, awareness of movement and aesthetic principles to a particular style of dance. Students will be expected to demonstrate both the technical and theoretical principles with an emphasis on repertory.

Academy Dance Technique I (One Credit)**Academy Dance Technique II (One Credit)****Academy Dance Technique III (One Credit)****Academy Dance Technique IV (One Credit)**

Each level of dance instruction builds on the foundation of knowledge and skills established at prior levels. Each course has a unique focus. The course is designed to refine skill, awareness of movement and aesthetic principles to a particular style of dance. Students will be expected to demonstrate both the technical and theoretical principles.

Academy Modern I (One Credit)

Academy Modern II (One Credit)

Academy Modern III (One Credit)

This course introduces students to the basic fundamentals of modern dance technique and history with an emphasis on physiologically sound movement progressions, energy contrast, correct alignment, and coordination in both traveling and axial sequences.

Academy Tap I (One Credit)

Academy Tap II (One Credit)

Academy Tap III (One Credit)

This class includes a proper foundation of tap technique which is established through barre exercises, creative movement and center floor studies with an emphasis on technique, body placement, terminology, history and development of simple rhythms.

Dance for the Working Artist (One Credit)

This class introduces basic dance and audition skills for the novice dancer. It focuses on basic rhythms, beginning technique, beginning combinations, and the commercial audition process.

Dance Composition I (One Credit)

Dance Composition II (One Credit)

This course is a practical exploration of a variety of processes and elements that may be used in the study of creating artistic choreography with an emphasis on cross-strand collaboration. Students will create their own dance studies in response to a variety of assigned choreographic exercises. Topics will include elements such as space, time, shape, dynamics, and processes. Other areas of study include anatomy, physiology, kinesiology, nutrition, history and philosophy.

Music

Philharmonic Orchestra I (One Credit)

Philharmonic Orchestra II (One Credit)

Philharmonic Orchestra III (One Credit)

Philharmonic Orchestra IV (One Credit)

The Philharmonic Orchestra is the entry level, high school ensemble in the orchestra strand. The students in this orchestra show excellent proficiency in regard to posture, intonation, articulation and bowing technique. Participation in this ensemble prepares each student for the Symphony Orchestra. Intermediate and advanced repertoire is selected from the standard orchestral literature. This is a performance-based ensemble. Students and parents can expect evening and weekend performances during the school year. *The District covers all instrument and contest fees.*

Symphony Orchestra I (One Credit)

Symphony Orchestra II (One Credit)

Symphony Orchestra III (One Credit)

Symphony Orchestra IV (One Credit)

By audition only

The Symphony Orchestra is the top performing string orchestra in the orchestra strand. The members of this elite ensemble are selected through a rigorous audition process. The students in this orchestra show superior proficiency in regard to posture, intonation, articulation and bowing technique. Participation in this ensemble prepares each student for the college auditions. Repertoire is chosen from the advanced orchestral and concerto literature. This is a performance-based ensemble. Students and parents can expect evening and weekend performances during the school year. *The District covers all instrument and contest fees.*

Women's Choir I (One Credit)

Women's Choir II (One Credit)

Women's Choir III (One Credit)

Women's Choir IV (One Credit)

This class is designed for female singers, grades 9-12. The class will offer an exploration of music from a variety of cultures and time periods. Students will focus on basic technique, music theory, sight-reading, and music history. Students will perform a wide variety of literature incorporating vocal technique and stage presence. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the

school year. Students are expected to participate in competitions such as honor choir/all-region auditions, UIL solo/ensemble, and UIL concert and sight-reading contest. *The District will pay contest fees.*

Men's Choir I (One Credit)

Men's Choir II (One Credit)

Men's Choir III (One Credit)

Men's Choir IV (One Credit)

This choir designed for male singers, grades 9-12. This course will explore more deeply into music theory, music reading, and sight-reading. This course will offer advanced choral literature with increased parts and harmonies written for men's voices. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. Students are expected to participate in competitions such as honor choir/all-region auditions, UIL solo/ensemble, and UIL concert and sight-reading contest. *The District will pay contest fees.*

A Capella Choir I (One Credit)

A Capella Choir II (One Credit)

A Capella Choir III (One Credit)

A Capella Choir IV (One Credit)

This class is designed for male and female singers, grades 9-12. This is an upper-level performing group for accomplished singers in the choir strand. Students will study advanced choral literature with increased parts and harmonies, incorporating staging and movement, as well as develop critical-thinking skills through the analysis of musical elements, including form and text. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. Students are expected to participate in competitions such as honor choir/all-region auditions, UIL solo/ensemble, and UIL concert and sight-reading contest. *The District will pay contest fees.*

Show Choir I (One Credit)

Show Choir II (One Credit)

Show Choir III (One Credit)

Show Choir IV (One Credit)

This is an audition only class designed for male and female singers, grades 9-12. This course studies the preparation and performance practices of Madrigals (14th century-18th century) and performance practices of 21st century Show Choirs (all genres, including dance and staging). Advanced choral literature from the 14th-18th century written for men's and women's voices will be studied, and period costumes and staging will be included. . This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. Students are expected to participate in competitions such as honor choir/all-region auditions, UIL solo/ensemble, and UIL concert and sight-reading contest. *The District will pay contest fees.*

Vocal Studio III (One Credit)

Vocal Studio IV (One Credit)

This class is designed for students, grades 10-12 outside of the music strand. This course will focus on basic fundamentals, basic performing techniques, and other music components suitable to those enrolled. Vocal ensemble skills of proper breathing, vocal production, blend and balance, range expansion, intonation, ear training and sight-reading will be stressed.

Concert Choir I (One Credit)

Concert Choir II (One Credit)

Concert Choir III (One Credit)

Concert Choir IV (One Credit)

This course is designed for females, grades 9-12. This audition only class is an upper-level performing group for accomplished female singers in the choir strand. Students will study advanced choral literature with increased parts and harmonies written for women's voices, incorporating staging and movement, as well as develop critical-thinking skills through the analysis of musical elements, including form and text. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. Students are expected to participate in competitions such as honor choir/all-region auditions, UIL solo/ensemble, and UIL concert and sight-reading contest. *The District will pay contest fees.*

Intermediate Mariachi I (One Credit)

Intermediate Mariachi II (One Credit)

Intermediate Mariachi III (One Credit)

Intermediate Mariachi IV (One Credit)

This course is designed for students who have two or more years of experience on their instrument and is open to students in grades 9-12. Mariachi Sol Azteca Plata focuses on fundamental playing and intermediate to advanced performance pieces, as well as music theory, music history, and music listening. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. Students will be given several opportunities to excel individually throughout the school year including all-region mariachi auditions and solo/ensemble contest and UIL mariachi competition. *The District pays for instrument and contest fees.*

Advanced Mariachi II (One Credit)

Advanced Mariachi III (One Credit)

Advanced Mariachi IV (One Credit)

This course is designed for students in grades 10-12, with multiple years of experience and advanced performance skills. This is an auditioned group and students' conduct, attendance, and eligibility are considered. Mariachi Sol Azteca is the premier performance group and performs difficult literature at an extremely high level of performance. This is a performance-based class; students and parents can expect several evening and/or Saturday performances, along with extra rehearsals throughout the year. Participation in all-region auditions, all-state auditions, and solo/ensemble contest is required.

Theatre

Theatre I for the Working Artist (One Credit)

Theatre I consists of basic acting techniques, the role of the actor in interpreting dramatic literature, introduction to stagecraft and technical theatre. All students will be expected to perform and participate in acting activities, scenes and performances. Students may participate in a play or performance in front of a live audience. *The District provides supplies.*

Theatre I (One Credit)

Theatre II (One Credit)

Theatre III (One Credit)

Theatre IV (One Credit)

Students will focus on advanced acting techniques, interpreting dramatic literature, prose and poetry. Students will be required to perform and participate in a wide variety of competitive theatre and oral interpretation competitions, performances and festivals including but not limited to UIL, Texas Forensics Association and The National Speech and Debate Association. This course requires after-school rehearsals and performances, many times on Saturdays. All students in this course are required to participate in all after school productions, performances and events for the Theatre Department. Attendance and participation in all productions is required and mandatory. Students will participate in guest artist workshops and clinics run by industry professionals. *The District provides competition fees and transportation.*

Technical Theatre I (One Credit)

Technical Theatre I is a course for first year technical theatre students, regardless of grade level. The course introduces students to stage equipment, stage/tool safety procedures, rigging, operation of scenery, makeup, sound, public relations, publicity as well as stage lighting and equipment. The course also introduces the basics of set construction and engineering principles for stage/set design. This is a very hands-on course that requires working with tools, power tools, climbing ladders, painting and basic stage/area upkeep and cleanliness. Students will also learn the elements of design and basic design principles. Some out-of-school rehearsals and tech assistance for performances are required. *The District provides supplies.*

Technical Theatre II (One Credit)

Technical Theatre III (One Credit)

Technical Theatre IV (One Credit)

The course offers advanced instruction in stage equipment, stage/tool safety procedures, rigging, operation of scenery, makeup, stage management, sound, public relations, and publicity as well as stage lighting and equipment. The course also requires students to explore and participate in set construction and engineering principles for stage/set design. This is a very hands-on course that requires working with tools, power tools, climbing ladders, painting and basic stage/area upkeep and cleanliness. Students will study costume, set, lighting and make-up design. After-school and extracurricular

activities are required for all theatre productions and technical assistance, as well as production assistance for any organization needing technical theatre assistance. *The District provides supplies.*

Theater Production I Stage Craft (One Credit)

Theater Production II Stage Craft (One Credit)

Theater Production III Stage Craft (One Credit)

Theater Production IV Stage Craft (One Credit)

Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, critical thinking, problem solving, and collaborative skills. Participation and evaluation in a variety of theatrical experiences will afford students opportunities to develop an understanding of self and their role in the world.

Academy Oral Interpretation (One Credit)

Academy Oral Interpretation is a course that is intended for students interested in competing on the GPFAA Interpretation Team. Students will focus on advanced acting techniques, interpreting dramatic literature, prose and poetry. Students will be required to perform and participate in a wide variety of competitive theatre and oral interpretation competitions, performances and festivals including but not limited to UIL, Texas Forensics Association and The National Speech and Debate Association. This course requires after-school rehearsals and performances, many times on Saturdays. All students in this course are required to participate in all tournaments and rehearsals leading up to tournaments. *The District provides competition fees and transportation.*

Musical Theatre, Level I (One Credit)

Prerequisite: Two of the following disciplines: theatre, dance, or music or by audition

Musical Theatre, Level II (One Credit)

Prerequisite: Musical Theatre, Level I or by audition

Musical Theatre, Level III (One Credit)

Prerequisite: Musical Theatre, Level II or by audition

Musical Theatre, Level IV (One Credit)

Prerequisite: Musical Theatre, Level III or by audition

Musical Theatre will expose students to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance. The course will also provide an atmosphere in which students benefit from a teaching and learning experience in these performance disciplines of musical theatre. Students will receive comprehensive and rigorous instruction so that they may make informed choices about the craft, college, and the profession. The course will enhance and cultivate the creative gifts of each student while encouraging a sense of self-confidence. The course will enable students to study and perform the varied styles of musical theatre with special attention to the principles of stage movement, stage vocal technique, stage choreography, acting, characterization, and other aspects of a musical production.

GPISD Fine Arts Courses

Grand Prairie Fine Arts Academy

Dance	Music	Theatre	Visual Arts
Dance I, II, III, IV Dance Technique I, II, III, IV Modern I, II, III, IV Tap I, II, III, IV Dance Composition I, II Dance for the Working Artist	AP Music Theory Philharmonic Orchestra I, II, III, IV Symphonic Orchestra I, II, III, IV Women's Choir I, II, III, IV Men's Choir I, II, III, IV A Capella Choir I, II, III, IV Concert Choir I, II, III, IV Show Choir I, II, III, IV Vocal Studio I, II Mariachi Intermediate I, II, III, IV Mariachi Advanced I, II, III, IV	Theatre for the Working Artist Theatre Arts I, II, III, IV Technical Theatre I, II, III, IV Musical Theatre I, II, III, IV Acting Methods Oral Interpretation	Art I Advanced Art I Drawing I, II, III, IV Painting I, II, III, IV Advanced Placement Studio Art Drawing Advanced Placement Studio Art 2-D Design Portfolio Advanced Placement Studio Art 3-D Portfolio Ceramics I, II, III, IV Sculpture I, II, III, IV Art and Media Communications I

Grand Prairie High School

Dance	Music	Theatre	Visual Arts
Dance I, II, III, IV Dance-Ballet Folklorico I, II, III, IV Dance/Drill Team-Varsity Dance/Drill Team-Junior Varsity	AP Music Theory Band I, II, III, IV Marching Band Colorguard/Wintergaurd Jazz Ensemble Men's Choir Women's Choir A Cappella Choir Concert Choir Show Choir Beginning Mariachi Intermediate Mariachi Advanced Mariachi Orchestra I (Freshmen) Orchestra II, III, IV	Theatre I, II Competition Theatre -Varsity Technical Theatre I, II, III Costume/Makeup I, II, III	AP Art History Art I Advanced Art I Drawing I, II, III, IV Painting I, II, III, IV Advanced Placement Studio Art Drawing Portfolio Advanced Placement Studio Art 2-D Design Portfolio Advanced Placement Studio Art 3-D Portfolio Ceramics I, II, III, IV Sculpture I, II, III, IV Art and Media Communications I

South Grand Prairie High School

Dance	Music	Theatre	Visual Arts
Dance I, II, III, IV Dance-Ballet Folklorico I, II, III, IV Dance/Drill Team-Varsity Dance/Drill Team-Junior Varsity	AP Music Theory Band I, II, III, IV Marching Band Colorguard/Wintergaurd Jazz Ensemble Men's Choir Women's Choir A Cappella Choir Concert Choir Show Choir Beginning Mariachi Intermediate Mariachi Advanced Mariachi Orchestra I (Freshmen) Orchestra II, III, IV	Theatre I, II Competition Theatre -Varsity Technical Theatre I, II, III Costume/Makeup I, II, III	AP Art History Art I Advanced Art I Drawing I, II, III, IV Painting I, II, III, IV Advanced Placement Studio Art Drawing Portfolio Advanced Placement Studio Art 2-D Design Portfolio Advanced Placement Studio Art 3-D Portfolio Ceramics I, II, III, IV Sculpture I, II, III, IV Art and Media Communications I

Young Women's Leadership Academy

Dance	Music	Visual Arts
Dance I, II, III, IV Dance-Ballet Folklorico I, II, III, IV	Orchestra I, II, III, IV	Art I, II, III, IV

Dubiski Career High School

Visual Arts
Art I

TECHNOLOGY APPLICATIONS

MIDDLE SCHOOL

Technology Applications, Grade 6

Technology Applications, Grade 7

Technology Applications, Grade 8

Through the study of technology applications, students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills.

HIGH SCHOOL

Fundamentals of Computer Science (One-Half to One Credit)

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts.

Computer Science I (One-Half to One Credit)

Prerequisite: Algebra I

Computer Science II (One Credit)

Prerequisites: Algebra I, Computer Science I or Fundamentals of Computer Science

Computer Science III (One Credit)

Required Prerequisite: Computer Science II or AP Computer Science

Computer Science will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.

Game Programming and Design (One-Half to One Credit)

Prerequisite: Algebra I

Game Programming and Design will foster student creativity and innovation by presenting students with opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve gaming problems. Through data analysis, students will include the identification of task requirements, plan search strategies, and use programming concepts to access, analyze, and evaluate information needed to design games. By acquiring programming knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will create a computer game that is presented to an evaluation panel.

Mobile Application Development (One-Half to One Credit)

Prerequisite: Algebra I

Mobile Application Development will foster students' creativity and innovation by presenting opportunities to design, implement, and deliver meaningful projects using mobile computing devices. Students will collaborate with one another, their instructor, and various electronic communities to solve problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use software development concepts to access, analyze, and evaluate information needed to program mobile devices. By using software design knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of mobile application development through the study of development platforms, programming languages, and software design standards.

Robotics Programming and Design (One-Half to One Credit)

Robotics Programming and Design will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful robotic programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve problems in designing and programming robots. Through data analysis, students will identify task requirements, plan search strategies, and use robotic concepts to access, analyze, and evaluate information needed to solve problems. By using robotic knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of robotics through the study of physics, robotics, automation, and engineering design concepts.

Digital Design and Media Production (One Credit)

Digital Design and Media Production will allow students to demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically, which will allow for problem solving and making informed decisions regarding media projects. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will demonstrate a thorough understanding of digital design principles that is transferable to other disciplines.

Web Design (One Credit)

The technology applications curriculum has six strands based on the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts. This is an introductory course in web design.

Web Game Development (One Credit)

Prerequisite: Web Design

Recommended for Grades 11 and 12

The technology applications curriculum has six strands based on the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts.

Advanced Placement (AP) Computer Science A (One to Two Credits)

Prerequisites: Computer Science I, Algebra II, or a student should be comfortable with functions and the concepts found in the uses of functional notation such as $f(x) = x + 2$ and $f(x) = g(h(x))$.

Content requirements. Content requirements for Advanced Placement (AP) Computer Science A are prescribed in the College Board Publication Advanced Placement Course Description: Computer Science A, published by The College Board.

Students will understand core aspects of computer science, which are used to create solutions that are understandable, adaptable, and, when appropriate, reusable. The design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science. This includes the development and analysis of algorithms and fundamental data structures, and the use of logic and formal methods.

CAREER DEVELOPMENT

MIDDLE SCHOOL

Exploring Careers.

Recommended for Grades 7-8

The career development process is unique to every person and evolves throughout one's life. Students will use decision-making and problem-solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigation and in the development of a college and career achievement plan. Students will use interest inventory software or other tools to explore areas of personal interest. Students will use this information to explore educational requirements for a variety of chosen career paths.

Career Portals.

Recommended for Grades 7-8

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.

HIGH SCHOOL

Career Preparation I (Two to Three Credits)

Recommended for Grades 11-12

Career Preparation I provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Career Preparation II (Two to Three Credits)

Prerequisite: Career Preparation I.

Recommended for students in Grade 12

Career Preparation II develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved business and industry training area. Students will develop skills for lifelong learning, employability, leadership, management, work ethics, safety, and communication as a group; however, each student will have an individual training plan that will address job-specific knowledge and skills. Approved training sponsors will provide paid occupational training for a student. The training sponsor will assist the teacher in providing the necessary knowledge and skills for the student's specific career preparation.

CAREER AND TECHNICAL EDUCATION

HIGH SCHOOL

AGRICULTURE, FOOD AND NATURAL RESOURCES

Principles of Agriculture, Food, and Natural Resources (One-Half to One Credit)

To be prepared for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings. *This course is offered for pathway and non-pathway students.*

Small Animal Management (One-Half to One Credit)

Suggested small animals, which may be included in the course of study, include, but are not limited to, small mammals, amphibians, reptiles, birds, dogs, and cats. *This course is offered for pathway and non-pathway students.*

Veterinary Medical Applications (One Credit)

Recommended for Grade 11 ONLY

Topics covered in this course include, but are not limited to, veterinary practices as they relate to both large and small animal species. *This course is offered for pathway students ONLY.*

Advanced Animal Science (One Credit)

Recommended for students in Grade 12

Prerequisite: a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources cluster.

To receive credit in science, students must meet the 40% laboratory and fieldwork requirement

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.

Energy and Natural Resources Technology (One-Half to One Credit)

Recommended for Grades 10-12.

This course is designed to explore the interdependency of the public and natural resource systems related to energy production. In addition, renewable, sustainable, and environmentally friendly practices will be explored. *This course is offered for pathway and non-pathway students.*

Principles and Elements of Floral Design (One Credit)

Recommended for Grades 10-12

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. *This course is offered for pathway and non-pathway students.*

Landscape Design and Turf Grass Management (One-Half to One Credit)

Recommended for Grades 10-12

This course is designed to develop an understanding of landscape and turf grass management techniques and practices. *This course is offered for pathway students ONLY.*

Advanced Plant and Soil Science (One Credit)

Recommended for Grade 12

Prerequisite: a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources cluster

Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. *This course is offered for pathway students ONLY.*

Agricultural Mechanics and Metal Technologies (One-Half to One Credit)

Recommended in Grades 10-12

Students may take this course in Grade 9 if they have met the recommended prerequisite of Principles of Agriculture, Food, and Natural Resources.

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 (One to Two Credits)

Recommended in Grades 11-12

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.

Agricultural Power Systems (One to Two Credits)

Recommended for Grades 10-12

This course is designed to develop an understanding of power and control systems as related to energy sources, small and large power systems, and agricultural machinery.

Practicum in Agriculture, Food, and Natural Resources (Two to Three Credits)

Recommended for Grades 11-12.

Prerequisite: a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources cluster.

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources cluster.

The practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. ***This course is offered for pathway students ONLY.***

ARCHITECTURE AND CONSTRUCTION

Principles of Architecture and Construction (One-Half to One Credit)

Principles of Architecture and Construction provides an overview to the various fields of architecture, interior design, construction science, and construction technology. Achieving proficiency in decision-making and problem solving is an essential skill for career planning and lifelong learning. Students use self-knowledge, educational, and career information to set and achieve realistic career and educational goals. Job-specific, skilled training can be provided through the use of training modules to identify career goals in trade and industry areas. Safety and career opportunities are included, in addition to work ethics and job-related study in the classroom such as communications; problem solving and critical thinking; information technology applications; systems; safety, health, and environmental; leadership and teamwork; ethics and legal responsibilities; employability and career development; technical skills; introduction to hand tools; introduction to power tools; basic rigging; and reading technical drawings. ***This course is offered for pathway and non-pathway students.***

Interior Design (One-Half to One Credit)

Recommended for Grades 10-12.

Prerequisite: Algebra I, Principles of Architecture and Construction, or Architectural Design.

Interior Design is a technical course that addresses psychological, physiological, and sociological needs of individuals by enhancing the environments in which they live and work. Individuals use knowledge and skills related to interior and exterior environments, construction, and furnishings to make wise consumer decisions, increase productivity, and compete in industry.

Architectural Design (One to Two Credits)

Recommended for Grades 10-12

Prerequisites: Algebra I, Geometry, and Principles of Architecture and Construction.

In Architectural Design, students gain knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture. Architectural design includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes.

Advanced Architectural Design (Two to Three Credits)

Recommended for Grades 11-12

Prerequisites: Principles of Architecture and Construction and Architectural Design or Advanced Interior Design

In Advanced Architectural Design, students gain advanced knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture. Advanced Architectural design includes the advanced knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes.

Practicum in Architectural Design (Two to Three Credits)

Recommended for Grade 12

Prerequisite: completion of a coherent sequence in a program area related to the field of architectural design.

Practicum in Architectural Design is an occupationally specific course designed to provide technical instruction in architectural design. Safety and career opportunities are included in addition to work ethics and architectural design study.

Construction Technology (One to Two Credits)

Recommended for Grades 10-12

Prerequisite: Principles of Architecture and Construction

In Construction Technology, students gain knowledge and skills specific to those needed to enter the workforce as carpenters or building maintenance supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in safety, tool usage, building materials, codes, and framing. *This course is offered for pathway and non-pathway students.*

Building Maintenance Technology (One to Two Credits)

Recommended for Grades 10-12

Prerequisite: Principles of Architecture and Construction

In Building Maintenance Technology, students gain knowledge and skills specific to those needed to enter the field of building maintenance as a building maintenance technician or supervisor or secure a foundation for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in plumbing, electrical, and heating, ventilation, and air conditioning (HVAC) systems. Additionally, students learn methods for repair and installation of drywall, roof, and insulation systems. *This course is offered for pathway students ONLY.*

Advanced Building Maintenance Technology (Two to Three Credits)

Recommended for Grades 10-12

Prerequisite: Building Maintenance Technology

In Advanced Building Maintenance Technology, students continue to gain advanced knowledge and skills specific to those needed to enter the workforce as a building maintenance technician or supervisor and construction project manager or secure a foundation for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in safety, Occupational Safety and Health Administration (OSHA) standards, safety devices in electrical circuits, maintenance of electrical and heating, ventilation, and air conditioning (HVAC) systems, and concepts of historic preservation. *This course is offered for pathway students ONLY.*

Electrical Technology (One to Two Credits)

Recommended for Grades 10-12

Prerequisite: Principles of Architecture and Construction

In Electrical Technology, students gain knowledge and skills specific to those needed to enter the workforce as an electrician or building maintenance supervisor or prepare for a postsecondary degree in construction. Students acquire knowledge and skills in safety, electrical theory, tools, codes, installation of electrical equipment, and the reading of electrical drawings, schematics, and specifications. *This course is offered for pathway students ONLY.*

Advanced Electrical Technology (Two to Three Credits)

Recommended for Grades 11-12

Prerequisites: Principles of Architecture and Construction and Electrical Technology

In Advanced Electrical Technology, students gain advanced knowledge and skills specific to those needed to enter the workforce as an electrician or building maintenance technician or supervisor or prepare for a postsecondary degree in construction. Students acquire knowledge and skills in safety, electrical theory, tools, codes, installation of electrical equipment, alternating current and direct current motors, conductor installation, installation of electrical services, and electric lighting installation. *This course is offered for pathway students ONLY.*

Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology (One to Two Credits)

Recommended for Grades 10-12

Prerequisite: Principles of Architecture and Construction or Construction Technology.

In Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology, students gain knowledge and skills specific to those needed to enter the industry as technicians in the HVAC and refrigeration industry or building maintenance technician or supervisor or prepare for a postsecondary degree. Students acquire knowledge and skills in safety, principles of HVAC theory, tools, codes, and installation of HVAC and refrigeration equipment. *This course is offered for pathway students ONLY.*

Advanced Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology (Two to Three Credits)

Recommended for Grades 11-12

Prerequisites: Principles of Architecture and Construction and Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology

In Advanced Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology, students gain advanced knowledge and skills specific to those needed to enter the industry as HVAC and refrigeration technicians or building maintenance technicians or supervisors or prepare for a postsecondary degree. Students acquire knowledge and skills in safety, electrical theory, tools, codes, installation of commercial HVAC equipment, heat pumps, troubleshooting techniques, various duct systems, and maintenance practices. *This course is offered for pathway students ONLY.*

Piping and Plumbing Technology (One to Two Credits)

Recommended for Grades 10-12

Prerequisite: Principles of Architecture and Construction or Construction Technology

In Piping and Plumbing Technology, students gain knowledge and skills needed to enter industry as a plumber, pipe fitter, or building maintenance technician or supervisor or prepare for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in tool usage, safety, pipefitting, drainage, building codes, and water supply. *This course is offered for pathway students ONLY.*

Advanced Piping and Plumbing Technology (Two to Three Credits)

Recommended for Grades 11-12

Prerequisites: Principles of Architecture and Construction and Piping and Plumbing Technology

In Advanced Piping and Plumbing Technology, students gain advanced knowledge and skills specific to those needed to enter the industry as a plumber, pipe fitter, or building maintenance technician or supervisor or prepare for a postsecondary degree in mechanical engineering. Students acquire knowledge and skills in industrial pipefitting, motorized equipment, oxy-fuel cutting, and water, chemical, steam, compressed air, and oil pipe systems. *This course is offered for pathway students ONLY.*

ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS

Principles of Arts, Audio/Video Technology, and Communications (One-Half to One Credit)

Recommended for Grade 9

Careers in the Arts, Audio/Video Technology, and Communications career cluster require, in addition to creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

Animation (One to Two Credits)

Recommended for Grades 10-12

Prerequisite: Graphic Design and Illustration or Art I

Students will be expected to develop an understanding of the history and techniques of the animation industry.

Advanced Animation (Two to Three Credits)

Recommended for Grades 11-12

Prerequisite: Animation

Students will be expected to create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry.

Audio/Video Production (One to Two Credits)

Prerequisite: Principles of Arts, Audio/Video Technology, and Communications

Students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities.

Advanced Audio/Video Production (Two to Three Credits)

Recommended for Grades 10-12

Prerequisite: Audio/Video Production

Students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production activities. This course may be implemented in an advanced audio format or an advanced format, including both audio and video.

Practicum in Audio/Video Production (Two to Three Credits)

Recommended for Grades 11-12

Prerequisite: Advanced Audio/Video Production or Advanced Animation

Students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video activities in a studio environment. This course may be implemented in an advanced audio, video, or animation format.

Graphic Design and Illustration (One to Two Credits)

Recommended for students in Grades 10-12

Recommended prerequisite: Principles of Arts, Audio/Video Technology, and Communications

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

Advanced Graphic Design and Illustration (Two to Three Credits)

Recommended for students in Grades 10-12

Prerequisite: Graphic Design and Illustration

Students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.

Practicum in Graphic Design and Illustration (Two to Three Credits)

Recommended for students in Grades 10-12

Prerequisite: Advanced Graphic Design and Illustration, Advanced Commercial Photography, or Advanced Animation

Students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

Commercial Photography (One to Two Credits)

Recommended for students in Grades 10-12

Prerequisite: Graphic Design and Illustration or Art I

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

Fashion Design (One to Two Credits)

Recommended for students in Grades 10-12

Recommended prerequisite: Principles of Arts, Audio/Video Technology, and Communications

Careers in fashion span all aspects of the textile and apparel industries. Students will be expected to develop an understanding of fashion and the textile and apparel industries.

Professional Communications (One-Half to One Credit)

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.

BUSINESS MANAGEMENT AND ADMINISTRATION**Principles of Business, Marketing, and Finance (One-Half to One Credit)**

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

Medical Billing and Coding (One Credit)

Recommended for Grades 11-12 (Crosswinds, GPHS, SGPHS)

The Medical Billing and Coding program is designed to equip students with the knowledge, technical skills, and work habits required for an entry-level position in the medical insurance billing and coding field by offering problem-solving exercises by utilizing real-world scenarios. The MBC program places a strong emphasis on ethics, accountability, professionalism, and the individual's commitment to the pursuit of lifelong personal, educational and professional development, as it relates to the medical insurance billing and coding field. The MBC program prepares and qualifies students to sit for the national certification exam as an insurance coding specialist through NCCT, Inc.

Business Information Management I (One to Two Credits)

Recommended prerequisite: Touch Systems 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 word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

Business Information Management II (One to Two Credits)

Recommended for Grades 11-12

Prerequisite: 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 address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

Business English (One Credit)

Recommended for students in Grade 12

Prerequisites: English III and Touch Systems Data Entry

Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. 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 are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts for business reproduction.

Business Law (One-Half to One Credit)

Recommended for Grades 11-12

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.

EDUCATION AND TRAINING

Principles of Education and Training (One-Half to One Credit)

Principles of Education and Training is designed to introduce learners to the various careers available within the education and training career cluster. Students use self-knowledge and educational and career information to analyze various careers in education and training. Students will also gain an understanding of the basic knowledge and skills essential to these careers. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

This course is offered for pathway and non-pathway students.

Human Growth and Development (One Credit)

Recommended for Grades 10-12

Prerequisite: Principles of Education and Training

Human Growth and Development is an examination of human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development. *This course is offered for pathway and non-pathway students.*

Instructional Practices in Education and Training (One to Two Credits)

Recommended for Grades 11-12

Prerequisites: Principles of Education and Training and Human Growth and Development

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

develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. *This course is offered for pathway students ONLY.*

Practicum in Education and Training (Two to Three Credits)

Recommended for Grade 12

Prerequisites: Principles of Education and Training, Human Growth and Development, and Instructional Practices in Education and Training
Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators 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, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel. *This course is offered for pathway students ONLY.*

FINANCE

Banking and Financial Services (One-Half to One Credit)

Recommended for Grades 10-12

Prerequisite: Principles of Business, Marketing, and Finance

Students develop knowledge and skills in the economic, 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.

Accounting I (One Credit)

Recommended for Grades 10-12

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 (One Credit)

Recommended for Grades 11-12

Prerequisite: 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.

GOVERNMENT AND PUBLIC ADMINISTRATION

Principles of Government and Public Administration (One-Half to One Credit)

Government and Public Administration introduces students to foundations of governmental functions and career opportunities within the United States. Students will examine governmental documents such as the United States Constitution and the Bill of Rights. *This course is offered for pathway and non-pathway students.*

Political Science I (One to Two Credits)

Recommended for Grades 10-12

Recommended Prerequisite: Principles of Government and Public Administration

This course will familiarize the student with political theory through the study of governments; public policies; and political processes, systems, and behavior.

Public Management and Administration (One to Two Credits)

Recommended for Grades 10-12

Prerequisite: Principles of Government and Public Administration

Public Management and Administration considers that governments and nonprofit administration resemble private-sector management. Students are introduced to management tools that maximize the effectiveness of administrators and affect the quality of life of citizens in the community. *This course is offered for pathway and non-pathway students.*

Foreign Service and Diplomacy (Two to Three Credits)

Recommended for Grades 10-12

Prerequisite: Principles of Government and Public Administration

Foreign Service and Diplomacy provides the opportunity for students to investigate the knowledge and skills necessary for careers in Foreign Service. The course includes law, history, media communication, and international relations associated with the diplomatic environment. ***This course is offered for pathway students ONLY.***

Practicum in Local, State, and Federal Government (Two to Three Credits)

Recommended for students in Grade 12

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of courses in the Government and Public Administration cluster.

Students concurrently learn advanced concepts of political science in the classroom setting. In addition, students will apply technical skills pertaining to government and public administration in a direct mentorship by individuals in professional settings such as government, public management and administration, national security, municipal planning, Foreign Service, revenue, taxation, and regulation. ***This course is offered for pathway students ONLY.***

HEALTH SCIENCE

Principles of Health Science (One-Half to One Credit)

The health science industry is comprised of diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems that function individually and collaboratively to provide comprehensive health care. Students should identify the employment opportunities, technology, and safety requirements of each system. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment. Professional integrity in the health science industry is dependent on acceptance of ethical and legal responsibilities. Students are expected to employ their ethical and legal responsibilities and limitations and understand the implications of their actions. ***This course is offered for pathway and non-pathway students.***

Medical Terminology (One-Half Credit)

This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

Health Science (One to Two Credits)

Recommended for students in Grades 10-12

Prerequisites: Principles of Health Science and Biology

The Health Science course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development. The course may be taught by different methodologies such as clinical rotation and career preparation learning. ***This course is offered for pathway and non-pathway students.***

Practicum in Health Science (Two to Three Credits)

Recommended for Grades 11-12

Prerequisites: Health Science and Biology

The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. ***This course is offered for pathway students ONLY.***

Anatomy and Physiology (One Science Credit)

Recommended for Grades 10-12

Prerequisites: three credits of science.

To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) (b)

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

Medical Microbiology (One-Half to One Science Credit)

Recommended for Grades 10-12

Prerequisites: three credits of science

To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) (b)

Students in Medical Microbiology explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases.

Pathophysiology (One-Half to One Science Credit)

Recommended for Grades 11-12

Prerequisites: three credits of science

To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) (b)

In Pathophysiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology.

HOSPITALITY AND TOURISM

Principles of Hospitality and Tourism (One-Half to One Credit)

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 career and technical student organizations and other leadership or extracurricular organizations.

Travel and Tourism Management (One-Half to One Credit)

Recommended for Grades 10-12

Prerequisite: Principles of Hospitality and Tourism

This course incorporates management principles and procedures of the travel and tourism industry as well as destination geography, airlines, international travel, cruising, travel by rail, lodging, recreation, amusements, attractions, and resorts. Employment qualifications and opportunities are also included in this course. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Restaurant Management (One-Half to One Credit)

Recommended for Grades 10-12

Prerequisite: Principles of Hospitality and Tourism

This course will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Culinary Arts (One to Two Credits)

Recommended for Grades 10-12

Prerequisite: Restaurant Management, Lifetime Nutrition and Wellness, or Principles of Hospitality and Tourism

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 and other leadership or extracurricular organizations.

Practicum in Culinary Arts (Two to Three Credits)

Recommended for Grades 11-12

Prerequisite: Culinary Arts or Hotel Management

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 career and technical education; provides more 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.

Food Science (One Credit)

Recommended for Grades 11-12

Prerequisite: three units of science, Principles of Hospitality and Tourism

To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) 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.

HUMAN SERVICES**Principles of Human Services (One-Half to One 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.

Dollars and Sense (One-Half to One Credit)

Recommended for Grades 10-12

Prerequisite: Principles of Human Services

Dollars and Sense focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers. Students are encouraged to participate in career and technical student organizations and other leadership organizations.

Lifetime Nutrition and Wellness (One-Half to One Credit)

Recommended for Grades 10-12

Prerequisite: Principles of Human Services, Principles of Hospitality and Tourism, Principles of Health Science, or Principles of Education and Training

This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

Child Development (One-Half to One Credit)

Recommended for Grades 10-12

Prerequisite: Principles of Human Services

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

Introduction to Cosmetology (One-Half to One Credit)

Recommended for Grades 9-10

Students explore areas such as bacteriology, sterilization and sanitation, hair styling, manicuring, shampooing and the principles of hair cutting, hair styling, hair coloring, skin care, and facial makeup. The student researches careers in the personal care services industry. To prepare for success, students must have skills relative to this industry, as well as academic knowledge and skills. Students may begin to earn clock hours toward state licensing requirements.

Cosmetology I (Two to Three Credits)

Recommended for Grades 10-11

Prerequisite: Introduction to Cosmetology

Students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Analysis of career opportunities, requirements, expectations, and development of workplace skills are included.

Cosmetology II (Two to Three Credits)

Recommended for students in Grades 11-12

Prerequisite: Cosmetology I

Students review academic knowledge and skills related to cosmetology. This course is designed to provide advanced training for employment in cosmetology careers. Instruction includes advanced training in sterilization and sanitation processes, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements

for licensure upon passing the state examination. Students apply, combine, and justify knowledge and skills to a variety of settings and problems.

INFORMATION TECHNOLOGY

Principles of Information Technology (One-Half to One Credit)

Recommended for Grades 9-10

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 (One to Two Credits)

Recommended for Grades 10-12

Prerequisite: Principles of Information Technology

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. To prepare for success, students must have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Computer Technician (Two to Three Credits)

Recommended for Grades 11-12

Prerequisite: Principles of Information Technology and Telecommunications and Networking

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.

Computer Programming (One-Half to One Credit)

Recommended for Grades 10-12

Prerequisite: Principles of Information Technology

Students acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. Students analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as it relates to computer programming. Students apply technical skills to address business applications of emerging technologies.

Digital and Interactive Media (One-Half to One Credit)

Recommended for Grades 10-12

Prerequisite: Principles of Information Technology

Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment.

Web Technologies (One-Half to One Credit)

Recommended for Grades 10-12

Prerequisite: Principles of Information Technology

Through the study of web technologies and design, students learn to make informed decisions and apply the decisions to the field of information technology. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment.

Research in Information Technology Solutions (Two to Three Credits)

Recommended for students in Grade 12

Prerequisite: A minimum of two high school information technology courses.

Students gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the 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. Critical thinking, information technology experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid internship, or as career preparation.

LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

Principles of Law, Public Safety, Corrections, and Security (One-Half to One Credit)

Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, security, corrections, and fire and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, security, and corrections. *This course is offered for pathway and non-pathway students.*

Law Enforcement I (One to Two Credits)

Recommended for Grades 10-12

Prerequisite: Principles of Law, Public Safety, Corrections, and Security

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime. *This course is offered for pathway students ONLY.*

Law Enforcement II (One to Two Credits)

Recommended for students in Grades 11-12

Prerequisite: Law Enforcement I

Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. This course includes the ethical and legal responsibilities, operation of police and emergency telecommunication equipment, and courtroom testimony. *This course is offered for pathway students ONLY.*

Forensic Science (One Credit)

Recommended for Grades 11-12

Prerequisites: Biology and Chemistry, Principles of Law, Public Safety, Corrections, and Security and Law Enforcement I.

To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C)
Forensic Science. Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood-spatter analysis. Students will learn the history, legal aspects, and career options for forensic science.

Court Systems and Practices (One to Two Credits)

Recommended for Grades 10-12

Prerequisite: Law Enforcement I

Court Systems and Practices is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial processes from pretrial to sentencing and examines the types and rules of evidence. Emphasis is placed on constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation. *This course is offered for pathway students ONLY.*

Correctional Services (One to Two Credits)

Recommended for Grades 11-12

Prerequisite: Principles of Law, Public Safety, Corrections, and Security

In Correctional Services, students prepare for certification required for employment as a correctional officer. The student will learn the role and responsibilities of a correctional officer; discuss relevant rules, regulations, and laws; and discuss defensive tactics, restraint techniques, and first-aid procedures as used in the correctional setting. The student will analyze rehabilitation and alternatives to institutionalization. *This course is offered for pathway students ONLY.*

Security Services (One to Two Credits)

Recommended for Grades 11-12

Prerequisite: Principles of Law, Public Safety, Corrections, and Security

Security Services provides the knowledge and skills necessary to prepare for certification in security services. The course provides an overview of security elements and types of organizations with a focus on security measures used to protect lives, property, and proprietary information. ***This course is offered for pathway students ONLY.***

Firefighter I (One to Two Credits)

Recommended for Grades 10-12

Prerequisite: Principles of Law, Public Safety, Corrections, and Security

Firefighter I introduces students to firefighter safety and development. Students will analyze Texas Commission on Fire Protection rules and regulations, proper incident reporting and records, proper use of personal protective equipment, and the principles of fire safety. ***This course is offered for pathway students ONLY.***

Firefighter II (Two to Three Credits)

Recommended for Grades 11-12

Prerequisite: Principles of Law, Public Safety, Corrections, and Security and Firefighter I

Firefighter II is the second in a series for students studying firefighter safety and development. Students will understand Texas Commission on Fire Protection rules and regulations, proper incident reporting and records, proper use of personal protective equipment, and the principles of fire safety. Students will use procedures for use of fire extinguishers, ladder, fire hose, and water supply apparatus. ***This course is offered for pathway students ONLY.***

Practicum in Law, Public Safety, Corrections, and Security (Two to Three Credits)

Recommended for Grades 11-12

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Law, Public Safety, Corrections, and Security cluster. 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. ***This course is offered for pathway students ONLY.***

MANUFACTURING

Welding (One to Two Credits)

Recommended for Grades 10-12

Prerequisite: Algebra 1

Rapid advances in technology have created new career opportunities and demands in many industries. Welding provides the knowledge, skills, and technologies required for employment in metal technology systems. Students develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

Advanced Welding (Two to Three Credits)

Recommended for Grades 11-12

Prerequisites: Algebra I or Geometry and Welding

Advanced Welding builds on knowledge and skills developed in Welding. Students will develop advanced welding concepts and skills as they relate to personal and career development. This course integrates academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

MARKETING

Advertising and Sales Promotion (One-Half to One Credit)

Prerequisite: Principles of Business, Marketing, and Finance

Advertising and Sales Promotion is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, ethical, and legal issues of advertising; historical influences, strategies, and media decision processes as well as integrated marketing communications. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.

Fashion Marketing (One-Half to One Credit)

Prerequisite: Principles of Business, Marketing, and Finance

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

Entrepreneurship (One-Half to One Credit)

Prerequisite: Principles of Business, Marketing, and Finance

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

Retailing and E-tailing (One-Half to One Credit)

Prerequisite: Principles of Business, Marketing, and Finance

Students will have the opportunity to develop skills that involve electronic media techniques necessary for a business to compete in a global economy. Students will coordinate online and off-line marketing. Students will demonstrate critical-thinking skills using decision-making models, case studies, various technologies, and business scenarios.

Sports and Entertainment Marketing (One-Half to One Credit)

Prerequisite: Principles of Business, Marketing, and Finance

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.

Marketing Dynamics (Two to Three Credits)

Recommended for Grades 11-12

Prerequisite: Principles of Business, Marketing, and Finance

Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. 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 (Two to Three Credits)

Recommended for Grade 12

Prerequisite: Marketing Dynamics

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

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

Concepts of Engineering and Technology (One-Half to One Credit)

Recommended for Grades 9-10

Concepts of Engineering and Technology provides 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.

Biotechnology (One to Two Credits)

Prerequisite: Concepts of Engineering and Technology

This course provides an overview of biotechnology, bioengineering, and related fields. Topics include genetics, cell structure, proteins, nucleic acids, and the impact of immunological events in biotechnology. Students further study the increasingly important agricultural, environmental, economic, and political roles of bioenergy and biological remediation; the roles of Nano science and nanotechnology in biotechnology medical research; and future trends in biological science and biotechnology.

Advanced Biotechnology (One Credit)

Recommended for Grades 11-12

Prerequisites: Biology and Chemistry

To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C)
Students enrolled in this course will apply advanced academic knowledge and skills to the emerging fields of biotechnology such as agricultural, medical, regulatory, and forensics. Students will have the opportunity to use sophisticated laboratory equipment, perform statistical analysis, and practice quality-control techniques. Students will conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Advanced Biotechnology study a variety of topics that include structures and functions of cells, nucleic acids, proteins, and genetics.

PLTW - Introduction to Engineering Design (One Credit)

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

Engineering Design and Presentation (One to Two Credits)

Recommended for Grades 10-12

Prerequisite: Concepts of Engineering and Technology

Students enrolled in this course 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 and 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.

Advanced Engineering Design and Presentation (Two to Three Credits)

Recommended for Grades 11-12

Prerequisite: 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.

PLTW - Civil Engineering and Architecture (One Credit)

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software.

PLTW - Digital Electronics (One Credit)

From smart phones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

PLTW - Biological Engineering (One Credit)

The Biological Engineering course develops students' thinking skills and prepares them for emerging careers through topics such as genetic engineering, biofuels, and biomanufacturing.

Engineering Mathematics (One Credit)

Recommended for Grades 11-12

Prerequisite: Algebra II

Engineering Mathematics is a course in which students solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming.

Robotics and Automation (One to Two Credits)

Recommended for Grades 11-12

Prerequisites: Concepts of Engineering and Technology and Electronics

Students enrolled in this course will demonstrate knowledge and skills necessary for the robotic and automation industry. Through implementation of the design process, students will transfer advanced academic skills to component designs in a project-based environment. Students will build prototypes or use simulation software to test their designs. Additionally, students explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

Principles of Technology (One Physics Credit)

Prerequisites: One unit of high school science and Algebra I

Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Students will apply physics concepts and perform laboratory experimentations for at least 40% of instructional time using safe practices.

PLTW - Principles of Engineering (One Credit)

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem-solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

PLTW - Engineering Design and Development (One Credit)

The knowledge and skills students acquire throughout Project Lead The Way Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing the course ready to take on any postsecondary program or career.

Scientific Research and Design (One Science Credit)

Recommended for Grades 11-12

Prerequisite: One unit of high school science

To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C).

Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." Physical, mathematical, and conceptual models describe this vast body of changing and increasing knowledge. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.

Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation are experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked.

A system is a collection of cycles, structures, and processes that interact. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.

Engineering Design and Problem Solving (One Credit)

Prerequisites: Geometry, Algebra II, Chemistry, and Physics

Engineering design is the creative process of solving problems by identifying needs and then devising solutions. This solution may be a product, technique, structure, process, or many other things depending on the problem. Science aims to understand the natural world, while engineering seeks to shape this world to meet human needs and wants. Engineering design takes into consideration limiting factors or "design under constraint." Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution. The design process and problem solving are inherent to all engineering disciplines.

Practicum in Science, Technology, Engineering, and Mathematics (Two to Three Credits)

Recommended for students in Grade 12

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the science, technology, engineering, and mathematics career cluster. 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.

TRANSPORTATION, DISTRIBUTION AND LOGISTICS

Principles of Transportation, Distribution, and Logistics (One-Half to One Credit)

In 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. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

Energy, Power, and Transportation Systems (One-Half to One Credit)

Prerequisite: Principles of Transportation, Distribution, and Logistics

The businesses and industries of the Transportation, Distribution, and Logistics cluster are rapidly expanding to provide new career opportunities. Students will need to understand the interaction between various vehicle systems, the logistics used to move goods and services to consumers, and the components of transportation infrastructure. Performance requirements will include academic and technical skills. Students prepared to meet the expectations of employers in this industry must be able to interact and relate to others and understand the technologies used in order to provide products and services in a timely manner. The increasing demand for employees will provide growth potential.

Automotive Technology (One to Two Credits)

Recommended for Grades 10-12

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 (Two to Three Credits)

Recommended for students in Grades 11-12

Prerequisite: 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. 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.

Collision Repair and Refinishing (One to Two Credits)

Recommended for Grades 10-12

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.

Advanced Collision Repair and Refinishing (Two to Three Credits)

Recommended for Grades 10-12

Prerequisite: 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.

Small-Engine Technology (One to Two Credits)

Recommended for Grades 10-12

This course is designed to provide training for entry-level employment in the small-engine technology industry. Small-Engine Technology includes knowledge of the function, diagnosis, and service of the systems and components of all

types of small engines such as lawn mowers, motorcycle, and irrigation engines. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems and small-engine overhauls. In addition, students will receive instruction in safety, academic, and leadership skills as well as career opportunities.

Advanced Small-Engine Technology (Two to Three Credits)

Recommended for students in Grades 11-12

Prerequisite: Small Engine Technology

Advanced Small-Engine Technology includes advanced knowledge of the function, diagnosis, and service of the systems and components of all types of small engines such as lawn mowers, motorcycles, and irrigation engines. This course is designed to provide advanced training for employment in the small-engine-technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems and small-engine overhauls. In addition, the student will receive instruction in safety, academic, and leadership skills as well as career opportunities.

Practicum in Transportation, Distribution, and Logistics (Two to Three Credits)

Recommended for Grades 11-12

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of courses in the Transportation, Distribution, and Logistics cluster. The Practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories⁷⁸¹⁰

CAMPUS CTE PATHWAYS

Dubiski Career High School

Agriculture Power	Architecture	Auto Collision Repair	Auto Technology
Business Marketing & Finance	Cosmetology	Culinary Arts	Dentistry
Engineering	Graphic Communications	Health Science Technology	Information Technology
			Media Technology

Grand Prairie High School

Construction Technology	Education & Leadership Training	Firefighter	Government & Public Administration
Law Enforcement	Legal Studies	Sports Medicine	

South Grand Prairie High School & SGP Freshman Center

Education & Leadership Training	Environmental Science	Landscape Design	Sports Medicine
Veterinary Studies			

Grand Prairie Collegiate Institute

STEM Engineering (PLTW)

Young Women's Leadership Academy

Marketing	Engineering
Biotechnology	

4 Year Plans



SPECIAL EDUCATION COURSES

Functional Skills (FS)

The Functional Skills (FS) program is a self-contained instructional setting that serves students ages 5 to 21 years of age who have been identified with a disability and demonstrate a need for Special Education supports and services to access the general curriculum. The FS program is designed to serve students with mild to moderate intellectual disability with concurrent significant academic, social, and functional deficits. FS classes are located on age-appropriate campuses throughout the district and offer a smaller student-to-teacher ratio to allow for small group and individualized instruction.

Daily Living Skills (DLS)

The Daily Living Skills (DLS) program is a self-contained instructional setting that serves students ages 5 to 21 years of age who have been identified with a disability and demonstrate a need for Special Education supports and services to access the general curriculum. The DLS program is designed to serve students with severe to profound cognitive impairments and significant deficits in adaptive or self help skills that interfere with activities of daily living. DLS classes are located on age-appropriate campuses throughout the district and offer a smaller student-to-teacher ratio to ensure a healthy and safe environment and to allow for small group and individualized instruction.

Social Emotional Achievement (SEA)

The Social Emotional Achievement (SEA) program serves students ages 5-21 years of age who have emotional and behavioral disorders that significantly impact their educational progression. The SEA program provides instruction in a highly structured environment, focused on developing appropriate social and behavior management skills that will allow students to participate in the general education setting. The students receive instruction in the general education curriculum in the SEA classroom, unless otherwise stipulated by the ARD committee. The students are included in less restrictive settings (i.e. in-class support, facilitated support, and general education school programs) as skills are developed. SEA classes are located on age-appropriate campuses throughout the district.

Children with Autism and Related Exceptionalities (CARE)

The Program for Children with Autism and Related Exceptionalities, or the CARE program, is a self-contained setting that serves students ages 5 to 21 years of age who have communication, sensory, and social differences that significantly impact their educational progression and demonstrate a need for Special Education supports and services to access the general curriculum. The focus of the program is on customizing individual academic and behavioral interventions to bridge the gap between a student's deficits and strengths by emphasizing a home-school collaborative approach. CARE classes are located on age-appropriate campuses throughout the district and offer a smaller student-to-teacher ratio to allow for small group and individualized instruction.

Vocational and Independent Living (VAIL)

The VAIL program is a self-contained setting that provides opportunities for students who are 18-21 years of age with mild to moderate intellectual or developmental delays to engage in instructional activities to improve their vocational, self-care, and life skills. The goal of the VAIL program is for students to gain more independence and employability skills to prepare them for life beyond high school. To be considered for the program, students must meet eligibility requirements, including being at least 18 years of age and having completed all high school credits required for graduation.

Work Based Learning (WBL)

WBL is a double-blocked course designed for students with physical and/or cognitive disabilities for whom competitive employment at or above minimum wage is not immediately obtainable and who, because of their disability, will need intensive on-going support to perform in a work setting. The course offers vocational exploration, assessment, and/or training in a community-based placement work site under the general supervision of public school personnel. The goal is to prepare students with disabilities to enter the world of work, so they can be as self-sufficient as possible upon graduation from high school.

ADDITIONAL MIDDLE SCHOOL ELECTIVES

JUNIOR CADET CORPS 6

JUNIOR CADET CORPS 7

JUNIOR CADET CORPS 8

The Junior Cadet Corps program is designed to prepare middle school students for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens. The curriculum will help students improve communication skills, enhance social and ethical values, promote character development, physical fitness, self-discipline and personal goal setting, and help develop an appreciation of teamwork through instruction in drill and ceremonies.

ADDITIONAL HIGH SCHOOL ELECTIVES

Academic Decathlon I (One-Half Humanities Credit)

Academic Decathlon II (One-Half Humanities Credit)

Recommended for Grades 10-12

Semesters: 1

Prerequisites: Approval of the Academic Decathlon Coach

Academic Decathlon is a nationally recognized competition made up of a series of tests in Literature, Music, Art, Economics, Math, Social Studies, Science, as well as Interview, Essay, and Speech. Students compete as teams from three academic levels. Through in-depth study of selected topics and novels, and development of oral presentation skills, the course will be totally devoted to maximizing success in district, region, and state competitions. *This class receives weighted grade points.*

AVID I (One Credit)

AVID II (One Credit)

AVID III (One Credit)

AVID IV (One Credit)

AVID targets students in the academic middle with the desire to go to college and the willingness to work hard. Typically, they will be the first in their families to attend college, and come from groups traditionally underrepresented in higher education. These are students who are capable of completing rigorous curriculum but are falling short of their potential. AVID places these students on the college track, requiring them to enroll in Pre-AP and AP courses. The AVID program helps students develop organizational and study skills, critical thinking, and the ability to ask probing questions. It provides opportunities to receive academic help from peers and college tutors, and participate in enrichment and motivational activities to make their college dreams reality.

JROTC I (One Credit)

JROTC II (One Credit)

JROTC III (One Credit)

JROTC IV (One Credit)

JROTC provides meaningful leadership instruction. Students will acquire an understanding of the fundamental concept of leadership, military art and science, the dual roles of soldiers/citizens and an appreciation of requirements for national security. These courses will prepare cadets to better serve their country as leaders, as citizens, and in military service should they choose to enter it.

Path-College/Career Prep I (One Credit)

Path-College/Career Prep II (One Credit)

Path-College/Career Prep III (One Credit)

Path-College/Career Prep IV (One Credit)

The Path-College/Career Prep courses advance intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas. Path courses focus on developing the habits and skills that are expected in college study and the workforce.

Peer Assistance for Students with Disabilities I (One-half to One Credit)

Peer Assistance for Students with Disabilities II (One-half to One Credit)

Peer Assistance for Students with Disabilities is designed to promote an inclusive educational environment for special education students. Peer assistants support teachers in general education and special education settings by helping to facilitate inclusion in the classroom.

Sports Medicine I (One Credit)

Sports Medicine II (One Credit)

Practicum: Sports Medicine (Two Credits)

Sports medicine is the study and practice of medical principles related to the science of sports, particularly in the areas of sports injury diagnosis and treatment and sports injury prevention.