GCISD

HIGH SCHOOL

Course Selection Guide

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All information in the course guide is subject to change. To access the most current document, go to www.gcisd.net.

Cover art provided by:

Hunter Phommarath-Le

CHHS Class of 2026

GCISD Career and Technical Education Graphic Design Program

Assurance of Non-Discrimination

Grapevine Colleyville Independent School District does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing education or providing access to benefits of education services, activities, and programs, including career and technology programs, in accordance with Title VI of the Civil Rights Act of 1964 as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act. For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator: Dr. Tiffany Cunningham, tiffany.cunningham@gcisd.net, Director of Student Services, 817-251-5640.

The district has designated and authorized the following employees as the Title IX Coordinators to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment. Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described at FFH(LOCAL).

For student regarding athletics:

Executive Director of Athletics
3051 Ira E. Woods Avenue, Grapevine, TX 76051
todd.raymond@gcisd.net
(817) 251-5324

For sexual harassment of a student by another student:
Dr. Tiffany Cunningham
Director of Student Services
3051 Ira E. Woods Avenue, Grapevine, TX 76051
tiffany.cunningham@gcisd.net
(817) 251-5640

For sexual harassment of a student by an employee:
Kelly Mires
Chief Human Resources Officer
3051 Ira E. Woods Avenue, Grapevine, TX 76051
ttiffany.cunningham@gcisd.net
(817) 251-5541

All complaints shall be handled through established channels and procedures beginning with the building principal, followed by appeal to the appropriate central administration contact, and finally the board of trustees, in accordance with Policy FNG.
If you need the assistance of the Office for Civil Rights (OCR) of the Department of Education, the address of the OCR Regional Office that covers Texas is:

Dallas Office
Office for Civil Rights, U.S. Department of Education 1999 Bryan Street, Suite 1620
Dallas, TX 75201-6810
Telephone: (214) 661-9600 Facsimile: (214) 661-9587 *Email: OCR.Dallas@ed.gov*

Grapevine-Colleyville Independent School District

Colleyville Heritage High School

5401 Heritage Avenue
Colleyville, TX 76034
(817) 305-4700
Derek Cain, Principal

Grapevine High School

3223 Mustang Drive
Grapevine, TX 76051
(817) 251-5210
Dr. Alex Fingers, Principal

For course information on the schools listed below, please visit www.gcisd.net:

Bridges Accelerated Learning Center

5800 Colleyville Boulevard
Colleyville, TX 76034
(817) 251-5474
Dr. Jessica Jones, Principal

iUniversity Prep

4344A Heritage Ave
Grapevine, TX 76051
(817) 305-4895
Desiree Weiche, Principal

Collegiate Academy

828 W. Harwood Rd., Bldg. NMPC
Hurst, TX 76054
(817) 515-6775
Lauren Jackson, Principal

If you have difficulty accessing the information in this document because of a disability, please contact the district at info@gcisd.net.

Grapevine-Colleyville Independent School District

BELIEFS

The Board of Trustees holds high expectations for the students of the Grapevine-Colleyville Independent School District. We believe that providing top-quality education is the first priority of the school system. Toward that purpose, we believe that:

1. **Fundamental academic skills are essential** for student success and high standards should be held for academic achievement in all subject areas. GCISD must challenge and motivate each student to achieve at the highest level possible.
2. **A comprehensive improvement plan is essential** in determining direction and providing a common framework for decision-making. GCISD will continuously improve educational programs, methods, services, and communication through comprehensive planning.
3. **All children are capable of learning**. GCISD must employ various teaching methods and materials to match the learning abilities of all students.
4. **People are the key to educational excellence**. GCISD will hire and develop the very best faculty members.
5. **All people make contributions to our world**. GCISD expects all members of our education community to demonstrate respect, understanding, and sensitivity toward the feelings and beliefs of others.
6. **The family is the primary influence** on the development of its members and society. GCISD encourages full participation of parents and caregivers in their students' education.
7. **All members of the community are necessary** in the development of a child. GCISD must involve the total community in efforts to provide a top-quality education for all students.

Finally, the Board of Trustees believes that the Grapevine-Colleyville Independent School District can and will become a premier school system in the country.

VISION

Honor Our Legacy. Equip for the Future. Achieve Excellence.

MISSION

We promote good citizenship and prepare, motivate, and encourage each student to reach his or her full potential.

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SUBJECTS/COURSES:

Purpose of the GCISD Course Selection Guide

Note to Students and Parents

The purpose of Grapevine-Colleyville ISD Course Selection Guide is to present a brief description of the courses offered and to assist you and your parents in planning a course of study by providing information on graduation requirements and credit options. The course offerings have been refined based on our educational philosophy to challenge students intellectually, engage students in their own learning, and provide students with the opportunity for concentrated study and a personalized education. **Please examine and study this guide carefully.** The material is published early in the spring of the preceding year, changes in procedure, policy, or course offerings may occur. Ask questions of your parents, teachers, and counselors, so that you can find the program that best fits your needs and help you meet your educational goals. Now is the time to dream and explore the possibilities that life holds. We wish you all the best on this exciting time in your life.

Planning Your High School Program

Equipping for the Future

Grapevine-Colleyville ISD is committed to developing students who are prepared for their future beyond high school – whether that's college, a career, or the military. We are committed to equipping students with the skills they need to move seamlessly into an ever-changing world, both in their careers and in life.
We believe that in order for students to be successful both in the classroom and beyond high school, they must be equipped with the skills for living life by developing resilience and perseverance and applying their knowledge to solve real-world problems.
To this end, GCISD seeks to design educational experiences that go beyond the required curriculum and engage students in meaningful learning that results in life-long skills that can be applied to multiple life and career paths.

Grapevine-Colleyville Independent School District's Course Selection Guide is designed to assist students, parents, teachers, and school personnel in making informed decisions while planning for individual students' educational goals.

Planning a four-year high school program is an important process. The selection of your graduation plan is dependent on your interests and plans for future careers. Below are some questions to consider when making your plans:

- How are you ensuring that you are ready for college, career, or military entrance after high school?
- What are your strengths, interests, and goals?
- What pathway (endorsement) are you most interested in?

The answers to these questions are extremely important when making decisions about your course selections for all four years in high school. Take some time to answer the questions before you begin. Your interests and desire to work hard should also guide your answers. It is common for students to change their minds about which course of study or career choice will be; others are still considering their options. GCISD offers many ways to prepare for your future - to make certain that you have options.

Outlined on the following pages are the graduation requirements for each of the state's graduation programs. Counselors and teachers will be helpful in advising you more specifically about the programs offered.

Graduation Requirements

House Bill 5 (HB 5), signed into law in 2013, provides students with increased flexibility in course selections for their graduation plan. This flexibility allows students to select a focused graduation plan, or endorsements, which creates pathways of learning for students as they complete their high school plan.

Course Area	Number of credits Foundation Graduation Program	Number of credits Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	4
Physical Education	1	1
Language other than English	2	2
Fine Arts	1	1
Speech	½	½
Health	½	½
Electives	8	5
TOTAL	26 credits	26 credits

Local Graduation Requirements to Equip Students for the Future

GCISD requires two additional courses in order for students to graduate. These two locally-required courses align with GCISD mission to equip students for the future by developing students in the following areas:

- Professional Communication
- Health

Endorsements

House Bill 5 requires school districts to make endorsement pathways available to students as part of their graduation planning. Prior to entering 9th grade, students are required to declare a graduation endorsement, specifying their chosen program of study, which will help in guiding course elective choices throughout high school. A student may earn an endorsement by successfully completing the following: the curriculum requirements for the endorsement, four credits in mathematics, four credits in science, and two additional elective credits. The endorsement pathways offered are:

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

The state of Texas, in collaboration with the Texas Workforce Commission, have created a planning and information document for Texas students. Students wishing to change their declared endorsement must follow the GCISD process and should contact their assigned counselor. Endorsement change requests after the 10th grade year will be evaluated and may sometimes not be possible to change depending on the program.

Endorsements:

STEM	Business & Industry	Arts & Humanities	Public Services	Multi-Disciplinary
Science Technology Engineering Mathematics	• Advanced Agriculture • Arts, A/V Tech & Communications • Business Management & Administration • Finance • Hospitality & Tourism • Information Technology • Journalism • Marketing • Transportation, Distribution & Logistics	• English • Fine Arts • Social Studies • World Languages	• Health Science • Human Services • Law • Teaching & Training	Core Academics Multi-Endorsement Workforce Ready College Ready

GPA/Rank Information

Information on GPA/Rank can be found in GCISD policy EIC (Local). Additional information can be found on the GCISD GPA and Ranking Page.

Early Graduation Process

Although Grapevine-Colleyville ISD recommends that students spend four full years in high school, students who meet the following requirements may be approved to graduate early.

- Students must be within eight (8.0) credits of graduating by the beginning of their 7th semester if desiring to graduate one year early and four (4.0) credits if desiring to graduate one semester early.
- The student must have an Early Graduation Application on file in the counseling office.
- The student and parent/guardian must visit with their assigned counselor in person to discuss their request to graduate early.
- Students who graduate early may participate in the graduation ceremony and prom, however, they will not be considered for valedictorian/salutatorian honors among students graduating in 4 years (per EIC Local).

It is the student and parent/guardian's responsibility to research how early graduation affects college admissions, financial aid, NCAA/NAIA eligibility, etc.

Senate Bill 1888, 87th Texas Legislature, 2021, establishes the Texas First Early High School Completion Program to allow public high school students who demonstrate early readiness for college to graduate early from high school and earn a scholarship for one or two semesters at certain Texas universities.

To assist districts in providing families with information about the Texas First Diploma Scholarship Program, the Texas Education Agency, and the Texas Higher Education Coordinating Board created this flyer. For additional information about graduation requirements, please contact your student's counselor.

Resources

TEA Graduation Toolkit (check Course Selection Guide for GCISD graduation requirements)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Achieve passing scores on EOC assessments or approved substitute assessments, unless specifically waived as permitted by state law;
- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education; and
- Complete and submit a Free Application for Federal Student Aid (FAFSA) or a Texas Application for State Financial Aid (TASFA) or an opt-out form.
- Complete CPR exposure and Peace Officer interaction instruction

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English 1, English 2, Algebra 1, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities

to retake the assessments. State law and state rules also provide for certain scores on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. [See the school counselor for more information on the state testing requirements for graduation].

If a student fails to perform satisfactorily on an EOC assessment, the district will provide accelerated instruction to the student in the content area for which the performance standard was not met. This may require the participation of the student before or after normal school hours or at times of the year outside normal school operations. Failure of a student to attend accelerated instruction may result in violations of required school attendance.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee (IGC), formed in accordance with state law, unanimously determines that the student is eligible to graduate. [See **Standardized Testing** for more information].

Foundation Graduation Program

Every student in a Texas public school will graduate under the "foundation graduation program." Within the foundation graduation program are "endorsements," which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student's transcript. The foundation graduation program also involves the term "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra 2 as one of the required advanced mathematics credits. A four-year plan will be completed for each high school student.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and the student's parents may request that the student graduate **without** an endorsement. The District will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student's desired college or university. Graduating under the foundation graduation program will also provide opportunities to earn "performance acknowledgments" that will be acknowledged on a student's transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy; in a dual credit course; on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a state-recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with a distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Students cannot choose this plan until the end of their 10th grade year and with administrator approval.

Four credits of the 26 required credits must be in a coherent sequence and content-specific to the student's Endorsement Areas.

Additional considerations apply in some course areas, including:

- **Mathematics**. In order to obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student's transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra 2 as one of the 4 mathematics credits.

- **Physical Education**. A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, or social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.

- **Languages other than English**. Students are required to earn two credits in the same language other than English to graduate. Any students may substitute computer programming languages for these credits. A student may satisfy one of the two required credits by successfully completing a dual language immersion program in elementary and middle school. In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by the student's 504 or ARD committee, and authorized by law to make these decisions for the student.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary. Each student must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA) before graduating high school.

Students may receive assistance in completing the FAFSA or TAFSA in the counseling office. Parent information sessions will be offered to further explain FAFSA and TAFSA completion and to provide assistance to parents.

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parents submit a form provided by the district indicating that the parent authorizes the student to opt-out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or,
- A school counselor authorizes the student to opt-out for a good cause.

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a TASFA, the student must submit:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite; Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
- A copy or screenshot of the FAFSA acknowledgment page;
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);

- An acknowledgment receipt from an institution of higher education (IHE); or
- A copy of a financial aid award letter from an IHE.

Four Year Plans

A four-year plan will be developed for each high school student. The district encourages all students to pursue a four-year plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class. The school will review four-year plan options with each student entering grade 9 and his or her parents. Before the end of grade 9, a student and his or her parents will be required to sign off on a four-year plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's four-year plan will denote an appropriate course sequence based on the student's choice of endorsement.
Please also review TEA's Graduation Toolkit.

Available Course Options for all Graduation Programs

Information regarding specific courses required or offered in each curriculum area will be available to students each spring semester in order to enroll in courses for the upcoming school year. Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Certificates of Coursework Completion

A certificate of coursework completion will be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with an Individualized Education Program (IEP)

In accordance with state law, the admission, review, and dismissal (ARD) committee makes instructional and assessment decisions for students with disabilities who receive special education services.
Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. The student may participate in the graduation ceremony to receive the certificate of attendance, and he or she may remain enrolled to complete their IEP to earn his or her high school diploma. The student may only participate in one graduation ceremony.

A student receiving special education services may earn an endorsement, if the student: satisfactorily completes the requirements for graduation under the Foundation High School Program, as well as the additional credit requirements in mathematics, science, and elective courses with or without modified curriculum; satisfactorily completes the courses required for the endorsement without any modified curriculum or with modification of the curriculum, provided that the curriculum, as modified, is sufficiently rigorous as determined by the student's ARD committee; and performs satisfactorily on the required end-of-

course assessment instruments unless the student's ARD committee determines that satisfactory performance is not necessary. [See policy FMH(LEGAL).]

Sample Four Year Plan

Grade Level	1	2	3	4	5	6	7	8
9th	English 1	Algebra 1	Biology	World Geography or AP Human Geography	*Language 1	*Professional Communications & *Health	*PE	Programs of Study (POSC) (Principles of BMF)
10th	English 2	Geometry	IPC, or Physics, or Chemistry	World History	Language 2	Elective	Fine Arts	POSC (Marketing)
11th	English 3	Algebra 2	3rd Science	U.S. History	Elective	Elective	POSC (Advanced Marketing)	
12th	English 4	4th Math	4th Science	Government and Economics	Elective	Elective	POSC (Practicum in Marketing)	

Course sequence is dependent upon prior high school credits completed in middle school.
***Designated courses may be completed at any grade level.**
Example Program of Study Pathway–Business and Marketing

Grade Level	9th	10th	11th	12th
GCISD Graduation Requirements				
English (4 Credits)	English 1	English 2	English 3	English 4
Math (4 Credits)	Algebra 1	Geometry	Algebra 2	4th Math
Science (4 Credits)	Biology	IPC, or Physics, or Chemistry	3rd Science	4th Science
Social Studies (4 Credits)	World Geography or AP Human Geography	World History	U.S. History	Government and Economics
LOTE	2 credits of the same language other than English			
Physical Education	1 credit			
Fine Arts	1 credit			
Health	.5 credit			
Professional Communication	.5 credit			
Electives	5 credits			

COURSE SELECTION

Course selection takes place in the spring of each school year. Courses are scheduled and teachers are employed based on registration information. Therefore, the selection of courses to be taken for the upcoming school year should be given serious consideration.

In all classes, due to limited space and offerings, **seniors will receive first priority followed by juniors and then sophomores in the requested class.**

COURSE OFFERINGS

Campus schedules of course offerings (master schedules) are based on a variety of factors such as student requests for a specific course, graduation requirements, and staffing availability. Standard offerings are courses that are required for graduation and will be offered each school year. Enrollment-based offerings are courses that are not required for graduation and will be offered based on student request numbers and staffing availability.

COLLEGE, CAREER, AND MILITARY READINESS (CCMR)

GCISD equips students for their exciting futures by offering a wide variety of courses, programs, services, and competitions that appeal to many interests, educational goals, and academic abilities while preparing students for College, Career, and/or Military Readiness when they graduate high school.
The Texas Education Agency (TEA) developed indicators to determine whether or not a student exited high school as College, Career, or Military Ready. The following is a summary of TEA's indicators that students may meet as part of one or more programs available in GCISD. Students who meet one of these CCMR indicators are considered "CCMR-met."

CCMR Indicators*

College Ready

While meeting one or more of the College-Ready Indicators signifies a student's academic achievement, students must still apply and meet admittance criteria at colleges of interest.

Must meet one of the following Texas Success Initiative (TSI) criteria in both ELA/Reading and Math:

ELA/Reading

- TSIA 2.0 - 945 or higher and 5 or higher on the essay
- ACT - 19 or higher on English and 23 or higher composite score, before 2/15/23
- ACT - combined score of 40 on the ACT English and Reading (E+R) tests shall exempt both reading and writing or ELAR sections of the TSI Assessment with no composite score required, on or after 2/15/23
- ACT scores from an administration prior to February 15, 2023, and after February 15, 2023, are allowed to be used, as long as the new benchmarks are met.
- SAT - 480 or higher
- Earned credit for an English college prep course

Math

- TSIA 2.0 - 950 or higher. If score is less than 950, must score a 6 on the diagnostic
- ACT - 19 or higher on math and 23 or higher composite, before 2/15/23
- ACT - 22 or higher on the ACT Mathematics test shall exempt the mathematics section of the TSI assessment with no composite score required, on or after 2/15/23

- ACT scores from an administration prior to February 15, 2023, and after February 15, 2023, are allowed to be used, as long as the new benchmarks are met.
- SAT - 530 or higher
- Earned credit for a Math college prep course

AP/IB Examination
- Earn a 3 or higher on any AP Exam
- Earn a 4 or higher on any IB Exam

Dual Course Credit
- Earn 3 credit hours in ELA or Math OR 9 hours in any subject

Associate's Degree
- Earn an associate degree while in high school

Career/Military Ready
- Industry Based Certification (IBC) - Earn an IBC and complete TEA's required accompanying course(s)
- Level 1 or Level 2 Certificate - Earn a Level 1 or Level 2 certificate
- Special Education students who graduate with a completed IEP and Workforce Readiness
  - Graduation type code of 54 or 55
- Special Education students who graduate with an Advanced Graduation Plan
- Students on an IEP who complete Foundation High School Program with Distinguished Level of
- Achievement (FHSP-DLA) or Endorsement (FHSP-E) graduation plan
- Military - Enlist in the U.S. Armed Forces ○ GCISD must obtain a completed DD Form 4 "Enlistment/Reenlistment Document-Armed Forces of the United States" from a student who has enlisted.

*Students may meet CCMR criteria on more than one indicator, but it is not required.

SCHOOL DAY ASSESSMENTS

- PSAT - administered, at no cost, to all 9th, 10th, and 11th-grade students each Fall
- SAT - administered, at no cost, to all 11th-grade students each Spring
- ASVAB - available, as needed, at each high school
- AP Testing - offered at all high schools, reduced cost available to students who qualify for free/reduced cost lunch

INFORMATION ON STAAR (EOC)

The State of Texas Assessments of Academic Readiness (STAAR) is the current assessment program used by the State of Texas. Five STAAR End-Of-Course (EOC) assessments are given to students in the academic courses in the subjects of Algebra 1, Biology, English 1, English 2, and U.S. History. As passing scores on the five STAAR EOC exams are required for graduation, students retake any exam in which they do not meet the standard score. Retakes are offered at the end of each semester and once in the summer. While it will not be a barrier to graduation, students who earn a passing score on a STAAR EOC while in middle school do need to take a corresponding SAT or ACT in high school to meet assessment participation requirements for the EOC tested subject.

SCHEDULE CHANGES

Students are encouraged to take academically challenging courses based on their skills and strengths. In order to ensure that students are appropriately placed from the beginning of the year and in order to avoid a schedule change in the middle of the first nine weeks, it is recommended that students consider the following when scheduling an advanced class.

Students should have:

- An interest in the subject matter.
- Reading and communication skills at or above grade level.
- Successful performance on STAAR exams in the subject area or related content.
- A willingness to apply study skills and persevere through challenging material, including content that involves diverse perspectives and greater depth.
- An understanding that planning and organization are essential for a successful learning experience.
- An understanding that additional work outside of the school day may be required to meet course requirements.

GCISD students are held to high expectations when taking advanced courses, therefore, students are required to:

- Attend tutorials as needed
- Complete and submit all assignments (homework, projects, reports) on the due dates
- Turn in make-up work promptly following any absence
- Do his/her own work on all assignments, projects, or exams

GCISD encourages students to carefully evaluate course requirements and time commitments before enrolling. The district promotes a balanced approach to education, urging students to explore interests beyond academics. Therefore, students are advised to choose advanced coursework in areas they are passionate about, while also allowing time for extracurricular activities and spending time with family and friends.

Leveling Up to Advanced or AP Courses

- Students are allowed to level up to Advanced or AP courses within the first 10 days of the fall semester.
- The student's current grade will transfer with them to the new class.

Level-Down Options for Advanced/AP Courses

- Some AP and CTE courses do not offer a level-down option.
- A list of courses without a level-down option will be provided.

When Students Can Level Down

Students can level down from Advanced or Advanced Placement (AP) courses at the following times, pending space and availability (with the understanding that some Advanced and Advanced Placement (AP) courses do not have a level-down option. See the list here):

  - At the end of the first 9-week grading period
  - At the end of the first semester

Impact of Leveling Down

- When a student levels down, 10 points will be added to their current grade.
- The adjusted grade will move with the student to the new class at the end of the first 9-week grading period.
- The grade increase will not apply at the end of the first semester.
- This grade adjustment cannot be used to alter the student's previously determined UIL eligibility status.

Release or Aide Period Requests

Eligibility for Release or Aide Period

- Students who qualify for a release or aide period must drop a course no later than the fourth week of school.

Denial of Release or Aide Period Requests

- Requests may be denied if:
    - The student is not on track for graduation.
    - The student has not demonstrated college, career, and/or military readiness as defined by TEA.
    - The release period would require the student to drop a CTE Program of Study.

Eligibility and Waivers for Advanced Courses

Advanced Course Eligibility Waivers

- Students in Advanced or AP courses may be granted one waiver per eligibility grading period if they maintain a grade of 60 or higher in core courses (ELA, Math, Science, Social Studies, Foreign Languages).
- GCISD recognizes four eligibility grading periods each school year in which waivers can be submitted:
    - The UIL-mandated 6-week grade check
    - The first, second, and third 9-week grading periods

UIL Exemption for Advanced Courses

- In accordance with Senate Bill 1517, GCISD will allow up to four UIL No Pass, No Play Exemptions per school year for high school students enrolled in UIL-approved and District-identified Advanced Placement (AP) and Advanced classes.

ADVANCED COURSES

The Grapevine-Colleyville Independent School District secondary schools offer students the opportunity to participate in challenging academic courses, such as Advanced (Adv), Advanced Placement (AP), Dual Credit (DC), and Dual Enrollment (DE). Because these classes are college preparatory and/or similar to college-level courses, students are challenged to be more disciplined, structured, and to perform at a higher academic level.

Advanced (Adv): Advanced courses are high school college preparatory courses that are designed to provide students with the necessary skills to be successful in Dual Credit and AP courses. In GCISD, these skills together with the Texas Essential Knowledge and Skills (TEKS) comprise the syllabi for Advanced courses.

Dual Credit (DC): A student may enroll in academic courses for college credit before they graduate from high school. Students receive both high school and college credit for successful completion of required courses offered through the district partnership university. Students enrolled in dual credit courses are expected to attend class on the scheduled days. A student must:

• Obtain permission from the high school
• Enroll with the college/university offering the courses
• Earn a grade average of 70 or above or "C" in each required course
• Meet the entrance requirements of the college/university including the required TSIA 2.0 exam, if applicable
• Comply with the Student Code of Conduct and grading guidelines of the college/university

Dual Enrollment (DE): Courses similar to dual credit, by participating in a dual enrollment course, a student is working in college-level curriculum while in high school. However, dual enrollment means that there is a separate college course grade earned and a separate high school course grade earned. Each dual enrollment course in the Course Selection Guide will have the corresponding HS credit equivalent.

Advanced Placement (AP): The AP (Advanced Placement) Program is administered by the College Board of New York. It allows students to participate in college-level courses and possibly earn college credit while still attending high school. Secondary schools and colleges cooperate in this program to give students the opportunity to show mastery in college-level courses by taking Advanced Placement (AP) exams in May of each school year.

Advanced Placement Examinations: These exams provide students with the opportunity to gain college credit by examination at participating universities. Information regarding the awarding of credit can be found online at www.collegeboard.com.

AP Capstone Diploma Program: Students can earn the AP Capstone Research Certificate. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate. All AP courses and course descriptions can be found throughout this guide.

CAREER AND TECHNICAL EDUCATION (CTE)

The Grapevine-Colleyville Independent School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its CTE programs and activities.

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

The CTE program is moving towards synchronization with the U.S./Texas labor market. The beginning courses survey the occupational area for the student to find areas of interest. An occupational skill is the objective of the more Advanced CTE courses. Most of the instruction is hands-on with real-life applications.

COURSE CREDIT OPTIONS

Students and parents are encouraged to research potential implications with colleges prior to pursuing these options. Courses not taken in the traditional setting may have implications on college admissions including the eligibility of NCAA/NAIA bound athletes. For more information, contact the school counselor. If students need to pursue other avenues for credit, the following are available:

- **Credit By Exam Without Prior Instruction:** The District shall give a student in grades 6-12 credit for an academic subject in which the student has received no prior instruction if the student scores 80 percent or above on a criterion-referenced examination for acceleration for the applicable course. If such credit is given, the District shall enter the examination score on the student's transcript.

- **Credit By Exam With Prior Instruction:** The District shall give a student in grades 6-12 credit for an academic subject in which he or she had some prior instruction (courses which students have completed but not been awarded credit), if the student scores 70 percent or better on a criterion-referenced test for the applicable course. If such credit is given, the District shall enter the examination score on the student's transcript.

- **Correspondence Courses:** High school students may earn up to two (2.0) credits toward graduation through correspondence courses. Students wishing to enroll in correspondence courses must consult with a counselor. Correspondence courses shall be used for emergencies or enrichment only and should not become a substitute for residence work. Courses are subject to approval by the principal. Students are responsible for paying all fees for course materials and resources. If such credit is given, the District shall enter a "P" on the student's transcript. All correspondence courses must be COMPLETE before the first day of a student's senior year. Students must submit the online form that can be found under the counseling tab of their current school's web page PRIOR to enrolling in a correspondence course.

- **Awarded Credit**: Courses for which credit is earned by examination or through correspondence in grades 9-12 shall not be included in the calculation of the weighted grade point average for purposes of class ranking unless the following applies:
    - Beginning with students in the graduating class of 2032, the District shall include in the calculation of class rank semester grades earned in distance learning courses or through credit by examination where a numeric grade has been assigned, with or without prior instruction earned in high school credit courses, as designated in appropriate District publications, taken at any grade level including prior to high school but only in the following subject areas: English, mathematics, science, social studies, and Languages Other Than English (LOTE).

- **English Language Arts Core Course taken by CBE or Correspondence:** Students must take English courses based on their high school grade level, unless they are recovering graduation credit or have an early graduation application on file. If a student earns credit for a required English course through an approved exam or correspondence course, they must still follow the standard grade-level progression for English courses.

- **Health taken by CBE or Correspondence:** If a student wishes to take Health via correspondence or CBE, the student must prove CPR certification prior to approval.

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

- **Texas Virtual School Network:** Education Code 26.0031 requires that at the time and in the manner that a school district or open-enrollment charter school informs students and parents about courses that are offered in the district's or school's traditional classroom setting, the district or school shall notify parents and students of the option to enroll in a course offered through the state virtual school network under Chapter 30A. The Texas Virtual School Network (TxVSN) provides high school courses to supplement regular instructional programs. The high school counselor will approve all student course enrollments. Students may not elect to take the same course through Texas Virtual School Network for credit. Currently, students are limited to three (3) courses per TxVSN session. Fees may vary by the course and the providing district. The providing district sets the calendar for TxVSN classes. Students must follow the schedule and guidelines set in each course. All courses in progress are considered passing until notification is received from the provider. Information on TxVSN courses is located at http://www.txvsn.org. Students will be required to pay the cost of the course if more than three (3) courses are taken or for courses taken in addition to a full schedule.

CREDIT

A credit is a unit value given to each high school class taken and passed. Credits are awarded at the end of each semester except when taken prior to ninth grade, in which case they will be awarded after completion of the 8th grade. The credit value is shown in the description for each course.

State Credit: Courses that count toward graduation requirements.

Local Credit: Courses not among the state-approved courses that will receive local credit (A local credit is neither mandatory nor calculated into the required amount of credits needed to graduate.)

ELECTIVE (ENROLLMENT-BASED)

Elective courses are those that a student elects or chooses to take although the course is not specifically required. Enrollment is based on student request numbers and staffing availability. Core electives count in the ranking GPA calculation.

GCISD COLLEGIATE ACADEMY

GCISD Collegiate Academy at TCC NE is an Early College High School (ECHS) created in partnership with Grapevine-Colleyville ISD and Tarrant County College Northeast which offers GCISD students another pathway to College and Career readiness. GCISD's Collegiate Academy is a stand-alone ECHS located on the Tarrant County College Northeast campus. Students begin the application process in October of 8th grade and are notified of their acceptance by the month of January in their 8th grade year. Because of the dual credit track for both a high school diploma and associate degree, students must begin Collegiate Academy in the 9th grade.

GCISD provides transportation services at four locations in Grapevine-Colleyville to be shuttled to and from the Collegiate Academy campus. GCISD's Nutrition services are provided to Collegiate Academy students. Collegiate Academy also has a partnership with the University of Texas in Arlington where juniors and seniors are able to take advanced courses for a fraction of the cost.

Freshmen and sophomore courses at TCC NE are cohorted while juniors and seniors are able to take any course offered at TCC NE that are listed on their course crosswalk. Course crosswalks available for GCISD Collegiate Academy students are: Multidisciplinary, Business, Nursing, Liberal Arts, Computer Science, Mechanical/Electrical Engineering.
Early College High Schools blend high school and college curricula simultaneously to give students the opportunity to earn up to two years of college credit (60 hours) and an Associate Degree while attending high school and earning a high school diploma. Early College High Schools make higher education more accessible and help students become comfortable in a higher education environment by providing support to students as they navigate being a college student.

GIFTED AND TALENTED

GT: Students are served through rigorous Advanced Placement courses and Gifted and Talented (GT) sections of classes taught by highly qualified teachers. In some cases, sheltered GT courses are available. The number of sheltered GT sections available is based on course requests and enrollment.

ASPIRE Academy: is designed to meet the academic and affective needs of highly gifted students who qualify based on preponderance of evidence. Academically, these highly gifted students require significant curricular modifications in the classroom environment. These students typically score in the 99th percentile in multiple domains on a nationally normed aptitude test and also demonstrate remarkable achievement in qualitative and/or quantitative domains.

GRADE LEVEL CLASSIFICATION

After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

High school counselors will review students who are credit deficient following the end of each semester and will promote students accordingly. Retainments are determined at the end of each school year.

GRADE POINT AVERAGE

GPA is calculated on a 4.0 weighted GPA scale. A weighted scale means additional GPA points are assigned to courses with greater rigor.

In GCISD, three different GPAs are calculated following the conclusion of each semester:

1. **Ranking weighted 4.0 GPA** (includes only Core, LOTE, and AP courses in GPA calculation)
2. **Cumulative weighted 4.0 GPA** (includes all courses taken in high school in GPA calculation)
3. **Unweighted 4.0 GPA** (includes all courses taken in high school with no extra weight attached--uses the on-level scale for all courses regardless of level of rigor)

Grade	AP, GT AP	Advanced, GT Advanced	At-Level
97-100	6.0	5.0	4.0
94-96	5.8	4.8	3.8
90-93	5.6	4.6	3.6
87-89	5.4	4.4	3.4
84-86	5.2	4.2	3.2
80-83	5.0	4.0	3.0
77-79	4.8	3.8	2.8
74-76	4.6	3.6	2.6
71-73	4.4	3.4	2.4
70	4.2	3.2	2.2

Courses taken for high school credit prior to the start of high school, summer school courses taken for credit recovery, correspondence courses, and Credit By Exams (CBEs) are NOT included in GPA calculations with the exception of core classes or languages other than English taken by CBE or correspondence for the class of

2032 and beyond.

All three GPA calculations for each semester in high school can be viewed under the "Progress/Report Card & Letters" tab in Skyward Family Access. When viewing GPA calculations, always view the transcripts with the most recent date.

The ranking weighted 4.0 GPA is the default GPA calculation run in GCISD and is the transcript housed in Parchment (links below), the District's transcript ordering service. If a student prefers their transcript with their cumulative weighted 4.0 GPA calculation or unweighted 4.0 GPA calculation to be housed in Parchment, students will need to fill out a form at the front desk in the counseling office each semester.

Ranking Information
The District shall not calculate or report class rank except for students in the top 10% of a given class as required by state law. Students ranked in the top 10% will have their rank listed on their Ranking Weighted 4.0 transcript viewable in Skyward and on Parchment, the District's transcript ordering service. However, beginning with the graduating class of 2030, a student's specific numerical rank shall be recorded on the student's transcript at the end of each calculation period while in high school for students who complete all state regular content requirements at all high schools, with the exception of alternative education campuses.

GCISD Class Ranking EIC LOCAL Policy

ATTENDANCE FOR CREDIT

The attendance law states that students must have 90% attendance in a high school course in order to receive credit in a given course in order to meet the state's attendance law of course credit. A student must be present 90% of the days in each class during a semester.

GRADING GUIDELINES

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. Grading guidelines also outline the circumstances in which a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed. Refer to campus administration for specific grading guidelines of the grade level, subject area, department, or campus.

PHYSICAL EDUCATION

One credit of P.E. is required of all students for graduation; however up to 4 credits may be earned. The following activities may be substituted for the one credit of required P.E.:

- Drill Team, Cheerleading, Marching Band, Athletics, and PE substitutions may substitute for Physical Education. Marching Band may be substituted for Physical Education during the **fall semester** only. Athletics may substitute for Physical Education. Dance Guard 1 - 4, Drill Team Prep 1 - 4 and JV and Varsity Drill Teams may earn either Fine Arts or PE waiver credits.

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

PREREQUISITES

A prerequisite is a requirement that must be met in order to qualify to take a specific course. Some courses have recommended prerequisites that would best prepare a student for the next level of course. Prerequisites are listed for each course described.

RELEASE PERIODS

Juniors and seniors are eligible to request release periods in lieu of taking a course. The ARD committee will make decisions about release period requests for students who receive special education services.

Juniors will be limited to requesting one release period, and seniors will be limited to requesting three release periods. Release periods may be revoked, and students may be placed in a course if determined to be academically necessary.

Available release periods are the first period of the day, the last period of the day, the first and last period of the day, the first and the last two periods of the day, the final two periods of the day, or the final three periods of the day.

Requests for release periods will be considered using the following criteria:

- being on-track to graduate based on number of credits earned
- demonstration of college, career and/or military readiness (as defined by TEA)
- progression through a CTE pathway
- overall academic needs of the student

SEMESTER

A semester is an 18-week segment of the 9-month school year. Two semesters make up the school year with credits being earned at the end of each semester.

STUDENT ATHLETES

High school student athletes take academic college-preparatory courses, preferably one in each of the following areas: English, math, science, social studies, and world language. The students should compare course selection against the list of NCAA-approved core courses. For more information about NCAA and the requirements please visit the NCAA Eligibility Center online.

UIL ELIGIBILITY

The following UIL standards are used to determine academic eligibility for the first six weeks of the school year.

- Grade 9 and below: The student must have been promoted from the previous grade.
- Grade 10: Five accumulated credits that count toward state graduation requirements.

- Grade 11: Ten accumulated credits that count toward state graduation requirements or the student must have earned at least five credits within the last twelve months.
- Grade 12: Fifteen accumulated credits that count toward state graduation requirements, or the student must have earned at least five credits within the last twelve months.

ENGLISH

Four Year Planning

Recommended English Sequence				
English Sequence	**9th**	**10th**	**11th**	**12th**
4 Credits	English 1 or English 1 Advanced	English 2 or English 2 Advanced	English 3 or AP Language and Composition or Dual English 3	English 4 or AP Literature or Dual English 4

ENGLISH LANGUAGE ARTS

Students must take English courses based on their high school grade level, unless they are recovering graduation credit or have an early graduation application on file. If a student earns credit for a required English course through an approved exam or correspondence course, they must still follow the standard grade-level progression for English courses.

English Courses At Level weighting, up to 4.0 GPA points, will be awarded upon successful completion of these courses.		
Course Name	**Credits**	**Prerequisites**
English 1	1	None
English 2	1	English 1
English 3	1	English 2
English 4	1	English 3
Sheltered English Courses At Level weighting, up to 4.0 GPA points, will be awarded upon successful completion of these courses.		
Sheltered English 1 (ESOL 1)	1	Required Placement Test and/or LPAC recommendation P
Advanced English Courses Advanced weighted credit (up to 5.0 GPA points) will be awarded upon successful completion of these courses.		
English 1 Advanced	1	None
English 2 Advanced	1	English 1

Advanced Placement English Courses Advanced weighted credit (up to 6.0 GPA points) will be awarded upon successful completion of these courses.		
Course Name	**Credits**	**Prerequisites**
AP Language and Composition	1	English 2
AP Literature and Composition	1	English 3
AP Capstone Seminar	1	Junior or Senior standing
AP Capstone Seminar/ASPIRE	1	Junior or Senior standing
AP Research	1	AP Seminar
AP Research/ASPIRE	1	AP Seminar
Dual Credit English Courses Advanced weighted credit (up to 5.0 GPA points) will be awarded upon successful completion of these courses.		
Dual English 3 – TCC Composition 1/2 1301 & 1302	1	TCC Required Admission Standards
Dual English 4 – TCC World Literature 1/2 2332 & 2333	1	TCC Required Admission Standards
Dual English 3 – McMurry Composition and Rhetoric 1310	1	McMurry Required Admission Standards
Dual English 4 – McMurry Introduction to Literary Study 1320	1	McMurry Required Admission Standards
Special Education English Courses		
English 1 M	1	ARD/IEP Committee determination required
English 2 M	1	ARD/IEP Committee determination required
English 3 M	1	ARD/IEP Committee determination required
English 4 M	1	ARD/IEP Committee determination required
English 1 A	1	ARD/IEP Committee determination required
English 2 A	1	ARD/IEP Committee determination required
English 3 A	1	ARD/IEP Committee determination required
English 4 A	1	ARD/IEP Committee determination required

Additional English Courses These courses are not included in the weighted GPA calculations and satisfy elective credit towards graduation requirements.		
Course Name	**Credits**	**Prerequisites**
College Preparatory ELA	1	EOC performance does not meet college readiness standard
Creative Writing 1	1	Sophomore classification
Practical Writing	1	None
The Bible as Literature	1	English 1
Reading 1-3 M		ARD/IEP Committee determination required
Reading 1-3 A		ARD/IEP Committee determination required
Journalism 1	½-1	None
Journalism Advanced/Newspaper 1, 2, & 3	1-3	Sophomore classification, application, instructor approval (Journalism I strongly recommended)
Journalism Advanced/Yearbook I, II & III	1-3	Sophomore Classification
Independent Study in Journalism	½-1	Advanced Journalism/Yearbook or Newspaper
Professional Communications	½	None
Professional Communications A	1/2	ARD/IEP Committee determination required
Debate 1	1	None
Debate 2, 3	1-2	Debate 1, instructor approval
Oral Interpretation 1, 2, 3	1-3	Instructor approval, Speech or Theatre strongly recommended
Independent Study in Speech 1, 2, 3	1-3	Debate 1, concurrent enrollment in Advanced Debate, instructor approval

English 1
(Standard)
Course No. LA1
Semesters: 2; Credits: 1
Prerequisite: None

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

English 1 - For Speakers of Languages Other Than English
(Standard)
Course No. LA1E
Semesters: 2; Credits: 1
Prerequisite: ESL Identification

ESOL 1 is a first level English course for high school students whose primary language is not English with a proficiency level of beginning or intermediate on TELPAS in one or more language acquisition domains or a score of 1 or 2 in any domain lf LAS Links who have been enrolled in US schools less than three years. The course will emphasize skills in reading, writing, speaking, and listening in order to accelerate proficiency in English. ESOL 1 students will:
1) listen, speak, read, and write in the target language of English
2) read in multiple genres through the use of second language acquisition support
3) interpret literary forms and terms required by grade level TEKS
4) use a scaffolded writing process to complete a variety of written compositions

English 1 Advanced
(Standard)
Course No. LA1Q
Semesters: 2; Credits: 1
Recommended: Freshman Classification

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

GT English 1 Advanced
(Enrollment-Based)
Course No. LA1GQA
Semesters: 2; Credits: 1
Recommended: Freshman Classification
** Must meet qualification for GT placement*

GT English 1 Advanced is designed to apply gifted education practices in order to appropriately challenge and develop the potential of gifted learners. This Advanced Placement course is designed to prepare students for success in Advanced Placement (AP) English courses and offers a differentiated curriculum that includes a wider range and a greater depth of subject matter. Its purpose is to increase the student's effectiveness as a reader, speaker, listener, and writer by emphasizing higher-level and critical-thinking skills and by providing opportunities for creative and productive thinking. Emphasis is placed on quality literature, the exploration of literary themes through writing, and the methods of discourse.

ASPIRE English 1 Advanced
(Enrollment-Based)
Course No. LA1AQA
Semesters: 2; Credits: 1
Prerequisite: ASPIRE Qualification
Grades: 9

ASPIRE English 1 Advanced is designed specifically to serve ASPIRE students in order to provide a learning environment commensurate with the academic and affective needs of highly gifted students. This Advanced course is designed to prepare students for success in Advanced Placement (AP) English courses and offers a differentiated curriculum that includes a wider range and a greater depth of subject matter. Its purpose is to increase the student's effectiveness as a reader, speaker, listener, and writer by emphasizing higher-level and critical-thinking skills and by providing opportunities for creative and productive thinking. Emphasis is placed on quality literature, the exploration of literary themes through writing, and the methods of discourse.

English 1 M
(Standard)
Course No. LA1M
Semesters: 2; Credits: 1
Grade Placement: 9th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on a modified curriculum for the grade level TEKS in a special education setting. This course addresses the following areas: reading, where students read and understand a wide variety of literary and informational texts; writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; listening and speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and oral and written conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills.

English 1 A
(Standard)
Course No. LA1RA
Semesters: 2; Credits: 1
Grade Placement: 9th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on recommended prerequisite skills (alternate curriculum) for the grade level TEKS in a special education setting. This course addresses prerequisite skills in the following areas: reading, where students read and understand a wide variety of literary and informational texts; writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; listening and speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and oral and written conventions, where students learn how to use the oral and written conventions of the English language in

speaking and writing. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills.

English 2
(Standard)
Course No. LA2A
Semesters: 2; Credits: 1
Prerequisite: English 1

English 2 extends the exploration of meaningful literature and effective writing techniques from English 1. It is the study of varied literary genres along with their characteristic elements. The course integrates the study of literature, writing, vocabulary, and grammar with the goals of developing lifelong language fluency, appreciation of literature, and critical and applied reasoning skills.

English 2 Advanced
(Standard)
Course No. LA2QA
Semesters: 2; Credits: 1
Recommended: Sophomore Classification

This course is designed to prepare students for success in Advanced Placement (AP) English courses and integrates the areas of literature, religion, philosophy, political science, art, music, and history. Students extrapolate ideas through composition; review and refine skills in language, reading comprehension, critical/creative thinking skills, and develop skills in guided and independent research.

GT English 2 Advanced
(Enrollment-Based)
Course No. LA2GQA
Semesters: 2; Credits: 1
Recommended: Sophomore Classification
** Must meet qualification for GT placement*

GT 2 Advanced is designed to apply gifted education practices in order to appropriately challenge and develop the potential of gifted learners. This course is designed to prepare students for success in Advanced Placement (AP) English courses and integrates the areas of literature, religion, philosophy, political science, art, music, and history. Students extrapolate ideas through composition; review and refine skills in language, reading comprehension, critical/creative thinking skills, and develop skills in guided and independent research.

ASPIRE English 2 Advanced
(Enrollment-Based)
Course No. LA2AQ
Semesters: 2; Credits: 1
Prerequisite: ASPIRE/Highly Gifted
Grades: 10

ASPIRE English 2 Advanced is designed specifically to serve ASPIRE students in order to provide a learning environment commensurate with the academic and affective needs of highly gifted students. This course is designed to prepare students for success in Advanced Placement (AP) English courses and integrates the areas of literature, religion, philosophy, political science, art, music, and history. Students extrapolate ideas through

composition; they review and refine skills in language, reading comprehension, and critical/creative thinking skills and develop skills in guided and independent research.

English 2 M
(Standard)
Course No. LA2M
Semesters: 2; Credits: 1
Grade Placement: 10th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on a modified curriculum for the grade level TEKS in a special education setting. This course addresses the following areas: reading, where students read and understand a wide variety of literary and informational texts; writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; listening and speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and oral and written conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills.

English 2 A
(Standard)
Course No. LA2RA
Semesters: 2; Credits: 1
Grade Placement: 10th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on recommended prerequisite skills (alternate curriculum) for the grade level TEKS in a special education setting. This course addresses prerequisite skills in the following areas: reading, where students read and understand a wide variety of literary and informational texts; writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; listening and speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and oral and written conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills.

English 3
(Standard)
Course No. LA3A
Semesters: 2; Credits: 1
Prerequisite: English 2

English 3 is a study of the development of American literature, focusing on representative authors and their works and emphasizing expository writing and vocabulary enrichment within the framework of the literature. The purpose of this class is to increase the student's awareness of American cultural heritage and develop an

appreciation of themes in American literature. Strengthening student skills in composition, vocabulary, language, and reading comprehension is emphasized.

English 3 - Dual Enrollment (fee-based) - See available college programs
(Enrollment-Based)
Course No. LA3DQA, LA3DM
Semesters: 1-2, Credits: College and High School
Prerequisite: Junior standing and meet College Early Entrance Requirements

AP English 3 - PSAT Team (may count as English 3)
(Standard)
Course No. LA3PPA
Semesters: 2; Credits 1
Grades: 11
Prerequisite: Qualification required. Invitation only for students that meet a standard set by the PSAT teachers after the scores from the 10th grade administration.

The PSAT Team is an intensive educational course that prepares a select group of students for the PSAT/NMSQT. After the PSAT, the instruction will shift to the SAT. The rigorous instruction is designed to improve Critical Reading, Math, and Writing scores.
Fulfills AP Language and Composition requirement.
Additional fees may be required for this course.

AP Language and Composition (may count as English 3 or English 4)
(Enrollment-Based)
Course No. LA3PA
Semesters: 2; Credits: 1
Recommended: Junior or Senior Classification

The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. This course prepares students to take the AP Language and Composition exam, which may allow them to qualify for college credit. Advanced English courses in grades eight through ten will help prepare students for success in the Advanced Placement English course and on the Advanced Placement Exam. Reading requirements include the ability to read text written on the college level, as well as critical review of literature journal articles.
College Board Course Description

GT AP Language and Composition (may count as English 3 or English 4)
(Enrollment-Based)
Course No. LA3GPA
Semesters: 2; Credits: 1
Recommended: Junior or Senior Classification
Must meet qualification for GT placement

GT AP Language and Composition is designed to apply gifted education practices in order to appropriately challenge and develop the potential of gifted learners. The course aligns to an introductory college-level

rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. This course prepares students to take the AP Language and Composition exam, which may allow them to qualify for college credit. Advanced English courses in grades eight through ten will help prepare students for success in the Advanced Placement English course and on the Advanced Placement Exam. Reading requirements include the ability to read text written on the college level, as well as critical review of literature journal articles.

ASPIRE AP English Language and Composition (may count as English 3 or English 4)
(Standard)
Course No. LA3APA, LA3APB
Semesters: 2; Credits: 1
Prerequisite: Placement in ASPIRE
Grades: 11

ASPIRE AP English Language and Composition is designed to provide a learning environment commensurate with the academic and affective needs of highly gifted students. Students will focus deeply on the study and practice of rhetoric, which lies at the heart of the AP curriculum. This course will refine students' existing skills in rhetorical analysis, research, writing, and argumentation - skills that are utilized across multiple college majors and professional fields. This course will also prepare students to take the AP English Language and Composition exam, which may allow them to qualify for college credit.

Additional fees may be required for this course.

English 3 M
(Standard)
Course No. LA3MA
Semesters: 2; Credits: 1
Grade Placement: 11th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on a modified curriculum for the grade level TEKS in a special education setting. This courses addresses the following areas: reading, where students read and understand a wide variety of literary and informational texts; writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; listening and speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and oral and written conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills.

English 3 A
(Standard)
Course No. LA3RA
Semesters: 2; Credits: 1
Grade Placement: 11th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on recommended prerequisite skills (alternate curriculum) for the grade level TEKS in a special education setting. This course addresses prerequisite skills in the following areas: reading, where students read and understand a wide variety of literary and informational texts; writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; listening and speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and oral and written conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills.

English 4
(Standard)
Course No. LA4A
Semesters: 2; Credits: 1
Prerequisite: English 3

English 4 is a study of writing and research skills integrated with the study of a variety of literary genre, both fiction and nonfiction, including novels, plays, essays, and poems which center around the immortality of ideas found in every generation of English literature. Students become familiar with the characteristics of good writing as a result of reading from a variety of British and world authors. College preparatory composition is emphasized. Analogies and etymologies invigorate the vocabulary program.

English 4 - Dual Enrollment - (fee-based) - See available college programs
(Enrollment-Based)
Course No. LA4DQA
Effective in the 2014-2015 school year, all dual credit courses will receive a weight equivalent to Advanced.

AP Literature and Composition (may count as English 4)
(Enrollment-Based)
Course No. LA4PA
Semesters: 2; Credits: 1
Recommended: Senior Classification
English Advanced/AP English Courses Recommended

The course aligns to an introductory college sophomore level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. This course prepares students to take the AP Literature and Composition exam, which may allow them to qualify for college credit. Reading requirements include the ability to read text written on the college level.
College Board Course Description

GT AP Literature and Composition (may count as English 4)
(Enrollment-Based)
Course No. LA4GPA

Semesters: 2; Credits: 1
Recommended: Senior Classification
Must meet qualification for GT placement

GT AP Literature and Composition is designed to apply gifted education practices in order to appropriately challenge and develop the potential of gifted learners. The course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. This course prepares students to take the AP Literature and Composition exam, which may allow them to qualify for college credit. Reading requirements include the ability to read text written on the college level.

ASPIRE AP Literature and Composition (may count as English 4)
(Enrollment-Based)
Course No. LA4APA/B
Semesters: 2, Credits: 1
Recommended: Senior Classification, Advanced/AP English Courses
Prerequisite: Placement in ASPIRE Academy

ASPIRE AP Literature and Composition is designed specifically to serve ASPIRE students in order to provide a learning environment commensurate with the academic and affective needs of highly gifted students. This course aligns to an introductory college sophomore level literary analysis course. ASPIRE AP Language and Composition engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. This course prepares students to take the AP Literature and Composition exam, which may allow them to qualify for college credit. Reading requirements include the ability to read text written on the college level.

English 4 M
(Standard)
Course No. LA4MA
Semesters: 2; Credits: 1
Grade Placement: 12th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on a modified curriculum for the grade level TEKS in a special education setting. The focus is on the study of integrated language arts as it relates to language/writing, literature/reading and speaking/listening. Students will practice oral and written uses of language, as well as discuss and respond to relevant literature.

English 4 A
(Standard)
Course No. LA4RA
Semesters: 2; Credits: 1
Grade Placement: 12th

Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on recommended prerequisite skills (alternate curriculum) for the grade level TEKS in a special education setting. The focus is on the study of prerequisite skills pertaining to integrated language arts as it relates to language/writing, literature/reading and speaking/listening. Students will practice oral and written uses of language, as well as discuss and respond to relevant literature.

English Language Arts Electives

AP Capstone Seminar
(Enrollment-Based)
Course No. OTCSPA
Semesters: 2; Credits: 1
Prerequisite: Junior
Recommended: Junior/Senior Classification; Required Course for Capstone Certificate or Diploma

The Advanced Humanities Seminar takes a multidisciplinary approach as an application-based course that investigates real world issues and emphasizes research, collaboration, writing, and inquiry. This course will help support students understand research methodology as they evaluate issues from multiple perspectives, analyze arguments, develop their own questions for investigation, and work to produce solutions to real world issues. Students in this course need to be proficient writers and have already demonstrated mastery of the writing process. This course will lead into a research-based course in which students continue their exploration of a topic of interest.
College Board Course Description

AP Capstone Seminar/ASPIRE
(Enrollment-Based)
Course No. OTCPA
Semesters: 2, Credits: 1
Prerequisite: Junior and Enrollment in ASPIRE Academy
Recommended: Junior/Senior Classification
Required Course for Capstone Certificate or Diploma

The Advanced Humanities Seminar takes a multidisciplinary approach as an application-based course that investigates real world issues and emphasizes research, collaboration, writing, and inquiry. This course will help support students' understanding of research methodology as they evaluate issues from multiple perspectives, analyze arguments, develop their own questions for investigation, and work to produce solutions to real world issues. Students in this course need to be proficient writers and have already demonstrated mastery of the writing process. This course will lead into a research-based course in which students continue their exploration of a topic of interest. ASPIRE students who choose this course will be co-seated with STEM students.

AP Research
(Enrollment-Based)
Course No. OTCRPA
Semesters: 2; Credits: 1
Prerequisite: Advanced Placement Seminar
Recommended: Senior Classification; Required Course for Capstone Certificate or Diploma

In Advanced Humanities Research, students develop the skills and discipline necessary to conduct independent research to produce and defend a scholarly academic thesis. This course allows students to explore deeply an academic topic, problem, or issue of individual interest and through this inquiry, students design, plan, and conduct a year-long mentored, research-based investigation. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense.
College Board Course Description

AP Research/ASPIRE
(Enrollment-Based)
Course No. OTCRA
Semesters: 2, Credits: 1
Prerequisites: Advanced Placement Seminar, Enrollment in ASPIRE Academy
Recommended: Senior Classification
Required Course for Capstone Certificate or Diploma

In Advanced Humanities Research, students develop the skills and discipline necessary to conduct independent research to produce and defend a scholarly academic thesis. This course allows students to explore deeply an academic topic, problem, or issue of individual interest and through this inquiry, students design, plan, and conduct a year-long mentored, research-based investigation. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense. ASPIRE students who choose this course will be co-seated with STEM students.

College Preparatory ELA
(Enrollment-Based)
Course No. OTCOPA
Semesters: 2; Credits: 0
Prerequisite: EOC performance does not meet college readiness standard
Grade: 12

This course is offered in partnership with TCC to prepare students for success in college level Reading and Language Arts. Students must be graduating on the minimum or foundation plans to take this course.

Creative Writing 1
(Enrollment-Based)
Course No. LACW
Semesters: 1; Credits: ½
Prerequisite: Sophomore Classification

Creative Writing 1 is an elective for students whose interests lie in the area of writing and creative expression. The course provides opportunities to explore and employ principles of creative writing in the production of original works. Students will keep a journal, compile a poetry notebook, write a variety of short stories, write short descriptive passages, and have the opportunity to enter writing contests for publication.

Practical Writing
(Enrollment-Based)
Course No. OTLGPW
Semesters: 1; Credits: ½
Prerequisite: None

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

The Bible As Literature
(Enrollment-Based)
Course No. OTLGBI

Semesters: 1; Credits: ½
Prerequisites: English 1

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

Reading 1-3 M
(Enrollment-Based)
Course No. LA1RM, LA2RM, LA3RM
Semesters: 1-2; Credits: .5-1
Grade Placement 9-12
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students on an IEP in the areas of reading. The instructional emphasis targets individual improvement in reading comprehension, vocabulary, critical thinking, reading rate, and study skills. This course may include a multisensory structured dyslexia program.

Reading 1-3 A
(Enrollment-Based)
Course No. LA1RRA, LA2RRA, LA3RRA
Semesters: 1-2; Credits: .5-1
Grade Placement 9-12
Prerequisite: ARD/IEP Committee determination required.

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on recommended prerequisite skills (alternate curriculum) in a special education setting. The instructional emphasis targets individual improvement in reading comprehension, vocabulary, critical thinking, reading rate, and study skills.

Journalism 1
(Enrollment Based)
Course No. OTJOUA
Semesters: 1-2; Credits: ½-1
Prerequisite: None

Journalism 1 offers an introduction to the basics of print journalism. Its scope includes forms and styles of journalistic writing, journalistic ethics, current events, layout, design, and production methods; and learning about the school newspaper and yearbook.

Journalism Advanced/Newspaper 1, 2 & 3
(Enrollment-Based)
Course No. 1 - OTNP1A
Course No. 2 - OTNP2A
Course No. 3 - OTNP3A
Semesters: 2-6; Credits: 1-3
Prerequisite: Sophomore Classification

Application, Instructor Approval
Journalism 1 Strongly Recommended

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

Journalism Advanced/Yearbook I, II & III
(Enrollment Based)
Course No. I – CTYB1A/B
Course No. II – CTYB2A/B
Course No. III – CTYB3A/B
Semesters: 2-6; Credits: 1-3
Prerequisite: Sophomore Classification
Application, Instructor Approval
Journalism I Strongly Recommended

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

Independent Study in Journalism
(Enrollment-Based)
Course No. CTYB4A/B
Semesters: 1-2; Credits: ½-1
Prerequisite: Advanced Journalism/Yearbook or Newspaper
Instructor Approval

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

Independent Study in Journalism/Photo
(Enrollment-Based)
Course No. OTIP (1-3, A/B)
Semesters: 1-2; Credits: ½-1
Prerequisite: Photojournalism 1
Instructor Approval

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

Professional Communications
(Enrollment-Based)
Course No. OTSPEE
Semesters: 1; Credits: ½ (½ speech)

Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.
Participation in speech/debate classes requires fees which will be communicated through parent meetings at different times of the year. For more specific costs, please contact the activity sponsor at the campus. Except for Communication Applications, tournament registration fees and expenses will be paid by the student.

Professional Communications A
(Standard)
Course No. OTSPER
Semesters: 1; Credits: .5
Grade Placement 11th-12th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on recommended prerequisite skills (alternate curriculum) in a special education setting. This basic speech course is designed to assist students with disabilities learn basic communication skills when speaking, writing, and expressing their ideas visually. Technology is embedded throughout this course, in addition to any assistive devices students may require based on their disability.

Debate 1
(Enrollment-Based)
Course No. OTDB1A
Semesters: 2; Credits: 1
Prerequisite: None

This course serves as an introduction to competitive debate. Debate stresses the development of advanced research skills and higher-level thinking. Students learn to participate in a variety of debate formats including Cross-Examination Debate, Lincoln-Douglas Debate, and Parliamentary Debate. In addition, students prepare for other competitive speaking events such as Extemporaneous Speaking, Original Oratory, and Impromptu Speaking. Basic processes of logic and reasoning are taught in addition to persuasive argument construction. All students approved for the course will become part of the high school debate team and are responsible for all team obligations and policies, including required practices and tournament participation. Minimum requirements include attending/ competing in one tournament per six weeks and attending weekly practice sessions. *This course fulfills the graduation requirement for Speech.* Participation in speech/debate classes requires fees which will be communicated through parent meetings at different times of the year. For more specific costs, please contact the activity sponsor at the campus. Except for Communication Applications, tournament registration fees and expenses will be paid by the student.

Debate 2, 3
(*Enrollment-Based)*
Course No. 2 - OTDB2A

Course No. 3 - OTDB3A
Semesters: 2-4; Credits: 1-2
Prerequisite: Debate 1
Instructor Approval Required

Debate 2 & 3 are specifically designed for the academic debater/speaker. This course will focus on advanced skills necessary for successful varsity competition while also serving as preparation for competitive college and professional experiences. Students work in a lab setting to prepare for tournament-style debate. Advanced research and higher-level thinking skills are refined. Students continue to polish their communication skills through ongoing speaking drills. All students approved for the course become part of the high school debate team and are responsible for all team requirements including attending or competing in two tournaments per six weeks and attending weekly practice sessions. *This course fulfills the graduation requirement for Speech.*

Oral Interpretation 1, 2, 3
(Enrollment-Based)
Course No. 1 - OTOI1A
Course No. 2- OTOI2A
Course No. 3 - OTOI3A
Semesters: 2-6; Credits: 1-3
Prerequisite: Instructor Approval
Speech or Theatre Strongly Recommended

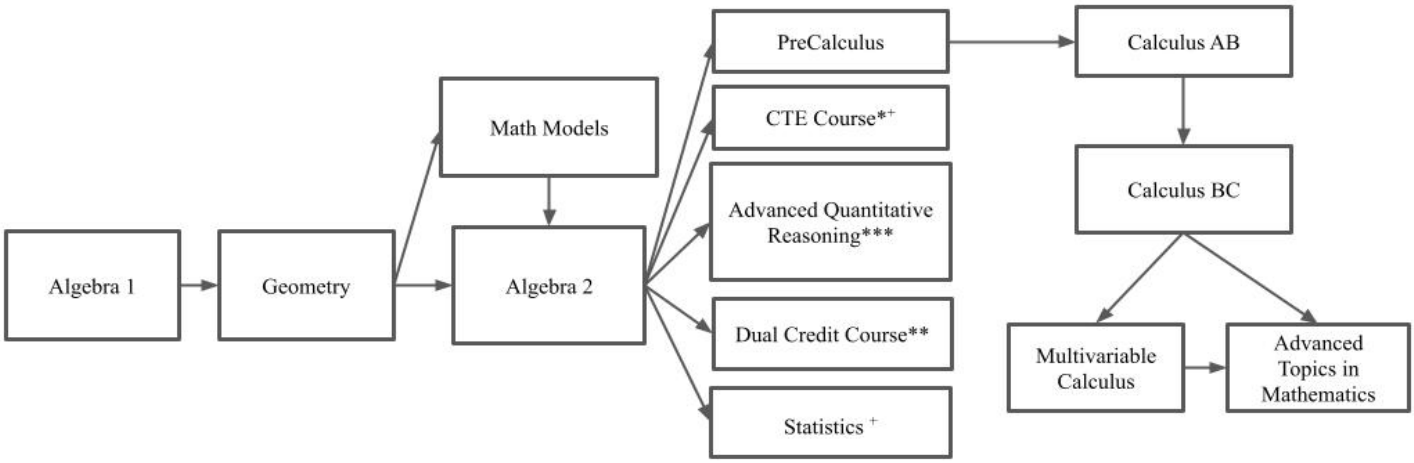
Oral Interpretation is designed for the student who is considering competitive speech or drama. The class will focus on prose, poetry, storytelling, Reader's theater, monologue, and one act plays. Students will learn how to choose, cut, and perform literature. This class is reserved for students who have prior experience in speech or drama. Students are expected to attend tournaments each six weeks. A material fee will be required for this course. Tournament registration fees and expenses will be paid by the student.
Completing a year of Oral Interpretation 1 will also complete the graduation requirement for speech.

Independent Study in Speech 1, 2, 3
(Enrollment-Based)
Course No. 1 – OTIS1A
Course No. 2 - OTIS2A
Course No. 3 - OTIS3A
Semesters: 2-6; Credits: 1-3
Prerequisite: Debate I
Concurrent Enrollment in Advanced Debate; Instructor Approval

This course taken with Debate 2 or 3 has the same goals, obligations, and requirements. Activities are individually tailored for high-achieving students. Students complete individual research assignments using a variety of sources. Local university and community resources are used in completing projects. Students continue refinement of advanced speaking and writing skills in a specific area of interest. Peer tutoring is used for students to share their work. Cooperative efforts with feeder programs will utilize student projects. All activities are used in competitive or community forensic presentations. *This course does not fulfill the graduation requirement for Speech.*

MATH

Four Year Planning



+Can be taken concurrently with other courses after Algebra 2.
* See CTE section of course catalog for courses that receive mathematics credit.
**See Available College Programs for additional information.
***Advanced Quantitative Reasoning does NOT receive advanced GPA weighting.

MATHEMATICS

Math Courses

At Level weighting, up to 4.0 GPA points, will be awarded upon successful completion of these courses.

Course Name	Credits	Grade Level	Prerequisites
Algebra 1	1	9	Grade 8 Mathematics
Geometry	1	9-10	Algebra 1
Math Models with Applications	1	10-12	Algebra 1
Algebra 2	1	10-12	Algebra 1
Precalculus	1	10-12	Geometry and Algebra 2
Statistics	1	11-12	Geometry and Algebra 2
Advanced Quantitative Reasoning	1	11-12	Geometry and Algebra 2
College Preparatory Mathematics	1	12	Geometry and Algebra 2
Financial Math	1	11-12	

Advanced Mathematics Courses

Advanced weighted credit (up to 5.0 GPA points) will be awarded upon successful completion of these courses.

Course Name	Credits	Grade Level	Prerequisites
Algebra 1 Advanced	1	9	Grade 8 Mathematics

Geometry Advanced	1	9-10	Algebra 1
GT Geometry Advanced	1	9-10	Algebra 1
Algebra 2 Advanced	1	9-11	Algebra 1
GT Algebra 2 Advanced	1	9-11	Algebra 1
Precalculus Advanced	1	9-12	Geometry and Algebra 2
Advanced Placement Mathematics Courses Advanced weighted credit (up to 6.0 GPA points) will be awarded upon successful completion of these courses.			
AP Precalculus	1	9-12	Geometry and Algebra 2
AP Calculus AB	1	9-12	Precalculus
GT AP Calculus AB	1	9-12	Precalculus
AP Calculus BC	1	9-12	AP Calculus AB
AP Statistics	1	9-12	Geometry and Algebra 2
Advanced Topics in Mathematics	1	11-12	Calculus BC
Multivariable Calculus	1	11-12	Calculus BC
Dual Credit Mathematics Courses Advanced weighted credit (up to 5.0 GPA points) will be awarded upon successful completion of these courses. See Available College Programs below for additional information			
College Algebra	1	10-12	College Admissions Requirements
Contemporary Math	1	11-12	College Admissions Requirements
Precalculus	1	11-12	College Admissions Requirements
Calculus	1	11-12	College Admissions Requirements
Calculus 2	1	11-12	College Admissions Requirements

Special Education Math Courses At Level weighting, up to 4.0 GPA points, will be awarded upon successful completion of these courses.			
Course Name	**Credits**	**Grade Level**	**Prerequisites**
Algebra 1 M	1	9	ARD/IEP Committee determination required
Geometry M	1	9-10	ARD/IEP Committee determination required
Math Models with Applications M	1	10-12	ARD/IEP Committee determination required
Algebra 2 M	1	10-12	ARD/IEP Committee determination required
Algebra 1 A	1	9	ARD/IEP Committee determination required
Geometry A	1	9-10	ARD/IEP Committee determination required
Math Models with Applications A	1	10-12	ARD/IEP Committee determination required
Algebra 2 A	1	10-12	ARD/IEP Committee determination required
Additional Mathematics Courses These courses are not included in the weighted GPA calculations and satisfy elective credit towards graduation requirements.			
Strategic Learning in High School Math	0.5-1	9-10	Demonstrated Need based on STAAR and EOC results.

A note about course options:

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

Advanced Placement (AP) courses will challenge students with college-level material, which provides them with the academic experiences needed to be successful in earning a college degree. Students will also have the opportunity to prepare and take an AP exam, which could earn them college credit. In order for students to be academically successful in AP courses, they are required to complete work outside of the classroom experience similar to what is expected of college students taking a similar course.

Algebra 1
(Standard)
Course No. MA1A
Semesters: 2; Credits: 1
Prerequisite: Math grade 8 or its equivalent

Algebra 1 consists of the study of linear functions, equations, and inequalities; quadratic functions and equations; exponential functions and equations; as well as number and algebraic methods. Use of mathematical processes to acquire and demonstrate mathematical understanding are emphasized. Students are expected to use these processes together with graphing calculator technology and other mathematical tools to develop conceptual understandings and solve problems.

Algebra 1 Advanced
(Standard)
Course No. MA1QA
Semesters: 2; Credits: 1
Prerequisite: Math grade 8 or its equivalent

Students will engage in learning Algebra 1 curriculum with increased depth and complexity. Critical thinking and creative problem-solving skills are incorporated throughout this course.

Algebra 1 M
(Standard)
Course No. MA1M
Semesters: 2; Credits: 1
Grade Placement: 9th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on a modified curriculum for the grade level TEKS in a special education setting. This course provides the connection between symbolic language and real-world applications. It includes the study of function families and multiple representations of them, various solutions strategies for systems of equations, and graphing skills, with and without technology.

Algebra 1 A
(Standard)
Course No. MA1RA
Semesters: 2; Credits: 1
Grade Placement: 9th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on recommended prerequisite skills (alternate curriculum) for the grade level TEKS in a special education setting. This course addresses the prerequisite skills of connecting symbolic language and real-world applications. It includes tasks related to the following essence statements: basic understanding of functions, simplifying expressions and solving problems, representations of linear functions, and formulating and solving systems of linear equations.

Geometry
(Standard)
Course No. MGA
Semesters: 2; Credits: 1
Prerequisite: Algebra 1

Geometry consists of the study of coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two-dimensional and three-dimensional figures; circles; and probability. Use of mathematical processes to acquire and demonstrate mathematical understanding are emphasized. Students are expected to use these processes together with graphing calculator technology and other mathematical tools to develop conceptual understandings and solve problems.

Geometry M
(Standard)
Course No. MGMA
Semesters: 2; Credits: 1
Grade Placement: 9-10th
Prerequisites: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on a modified curriculum for the grade level TEKS in a special education setting. Geometry consists of the study of geometric figures of zero, one, two, and three dimensions and the relationships among them. Students use spatial reasoning and geometric thinking to understand mathematical concepts and the relationships among them. Students study properties and relationships having to do with size, shape, location, direction, and orientation of these figures. They will study the connection between geometry and algebra using real world applications and use geometric ideas, relationships and properties to solve problems. They will solve meaningful problems by representing figures, transforming figures, and analyzing and proving relationships.

Geometry A
(Standard)
Course No. MGRA
Semesters: 2; Credits: 1
Grade Placement: 9-10th
Prerequisites: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on recommended prerequisite skills (alternate curriculum) for the grade level TEKS in a special education setting. Geometry TEKS are addressed through prerequisite skills that address the foundation of functional and academic skills that students may apply to their mathematical experiences. Students will complete tasks related to the following essence statements: recognizing the foundations of geometric concepts, using geometric representation to solve problems, using the concepts of congruence in geometric figures, and using the concept of similarity in geometric figures.

Geometry Advanced
(Standard)
Course No. MGQA
Semesters: 2; Credits: 1
Prerequisite: Algebra 1
Recommended: Algebra 1 Advanced

Students will engage in learning Geometry curriculum with increased depth and complexity. Critical thinking and creative problem-solving skills are incorporated throughout this course.

GT Geometry Advanced
(Enrollment-Based)
Course No. MGGQA
Semesters: 2; Credits: 1
Prerequisite: ASPIRE or GT Qualification and Algebra 1 or equivalent

GT Geometry Advanced is designed to apply gifted education practices in order to appropriately challenge and develop the potential of gifted learners. Students will engage in learning Geometry curriculum with increased depth and complexity. Critical thinking and creative problem-solving skills are incorporated throughout this course.

Mathematical Models with Applications
(Enrollment-Based)
Course No. MMA
Semesters: 2; Credits: 1
Prerequisite: Algebra 1
This course is NOT an NCAA approved core course. See the NCAA Eligibility Center website for additional information.

Mathematical Models with Applications is designed to build on the knowledge and skills for mathematics in Kindergarten- Geometry. This mathematics course provides a path for students to succeed in Algebra 2 and prepares them for various post-secondary choices. In preparation for higher mathematics, students will apply mathematical modeling in the fields of personal finance, science and engineering, fine arts, and social sciences. Use of mathematical processes to acquire and demonstrate mathematical understanding are emphasized. Students are expected to use these processes together with graphing calculator technology and other mathematical tools to develop conceptual understandings and solve problems.

Mathematical Models with Applications M
(Standard)
Course No. MMMMA
Semesters: 2; Credits: 1
Grade Placement: 10th-12th
Prerequisites: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on a modified curriculum for the grade level TEKS in a special education setting. Students, in preparation for taking Algebra 2, continue to build on Algebra 1 and Geometry foundations as they expand their understanding through other mathematical experiences. Students will use algebraic, graphical and geometric reasoning to recognize patterns and structures, to model information, and to solve problems from

various disciplines. They will use mathematical methods and understanding of functions to model and solve real-life problems involving money, data, probability, patterns, music, design, and science.

Mathematical Models with Applications A
(Standard)
Course No. MMMRA
Semesters: 2; Credits: 1
Grade Placement: 10-12th
Prerequisites: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on recommended prerequisite skills (alternate curriculum) for the grade level TEKS in a special education setting. Students, in preparation for taking Algebra 2, continue to build on Algebra 1 and Geometry foundations as they expand their understanding through prerequisite mathematical experiences. Students will complete tasks related to the understanding of numbers, operation and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics.

Algebra 2
(Standard)
Course No. MA2A
Semesters: 2; Credits: 1
Prerequisite: Algebra 1

Algebra 2 consists of the study of attributes of functions and their inverses; systems of equations and inequalities; quadratic and square root functions, equations, and inequalities; exponential and logarithmic functions and equations; cubic, cube root, absolute value and rational functions, equations, and inequalities; number and algebraic methods; and data. Use of mathematical processes to acquire and demonstrate mathematical understanding are emphasized. Students are expected to use these processes together with graphing calculator technology and other mathematical tools to develop conceptual understandings and solve problems.

Algebra 2 M
(Standard)
Course No. MA2MA
Semesters: 2; Credits: 1
Grade Placement: 10th-12th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on a modified curriculum for the grade level TEKS in a special education setting. The emphasis in Algebra 2 is on equation solving and its application to solving word problems. It includes such topics as solving and graphing systems of equations and inequalities, direct and inverse variation, arithmetic sequences, polynomials and word problems. It also includes the student of functions, radicals and exponents, quadratic equations, conics, and logarithms.

Algebra 2 A
(Standard)
Course No. MA2RA
Semesters: 2; Credits: 1
Grade Placement: 10-12th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on recommended prerequisite skills (alternate curriculum) for the grade level TEKS in a special education setting. Students will continue to study the skills linked to Algebra 2 TEKS through completion of prerequisite tasks in the areas of equation solving and its application to solving word problems, graphing systems of equations, arithmetic sequences and word problems. It also includes the study of functions, radicals and exponents, quadratic equations, conics and logarithms. This course is not required for graduation as the minimum number of math credits may be obtained through completion of Algebra 1 A, Geometry A and Math Models A.

Algebra 2 Advanced
(Standard)
Course No. MA2QA
Semesters: 2; Credits: 1
Prerequisite: Algebra 1
Recommended: Algebra 1 Advanced
May be taken concurrently with Geometry Advanced upon recommendation of Math Instructor.

Students will engage in learning Algebra 2 curriculum with increased depth and complexity. Critical thinking and creative problem-solving skills are incorporated throughout this course.

GT Algebra 2 Advanced
(Enrollment-Based)
Course No. MA2GQA
Semesters: 2; Credits: 1
Prerequisite: ASPIRE or GT Qualification and Algebra 1 or equivalent. May be taken concurrently with Geometry Advanced upon recommendation of Math Instructor.

GT Algebra 2 Advanced is designed to apply gifted education practices in order to appropriately challenge and develop the potential of gifted learners. Students will engage in learning Algebra 2 curriculum with increased depth and complexity. Critical thinking and creative problem-solving skills are incorporated throughout this course.

Advanced Quantitative Reasoning
(Enrollment-Based)
Course No. MAAQR
Semesters: 2; Credits: 1
Prerequisite: Geometry, Algebra 2

In Advanced Quantitative Reasoning, students will develop and apply skills necessary for college, careers, and life. Course content consists primarily of applications of high school mathematics concepts to prepare students to become well-educated and highly informed 21st century citizens. Students will develop and apply reasoning, planning, and communication 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.

Financial Mathematics
(Enrollment-Based)
Course No. MFMA/B
Service ID: 13018000
Semesters: 2; Credits: 1
Grades: 10 - 12
Prerequisite: Algebra 1
This course satisfies a high school mathematics graduation requirement.

Financial Mathematics is a course about personal money management. Students will apply critical thinking skills to analyze personal financial decisions based on current and projected economic factors.
This course is NOT an NCAA approved core course. See the NCAA Eligibility Center website for additional information.

Statistics
(Enrollment-Based)
Course No. MSQA
Semesters: 2; Credits: 1
Prerequisite: Algebra 1
Recommended: Geometry & Algebra 2

The focus of the course will be practical application of statistical topics and the use of technology to process data. Course topics will include statistical process sampling and experimentation, variability, categorical and quantitative data, probability and random variables, inference and bivariate data. This course may be taken concurrently with other higher level high school math courses and is recommended for upperclassmen.

AP Statistics
(Enrollment-Based)
Course No. MSPA
Semesters: 2; Credits: 1
Prerequisite: Algebra 2

AP Statistics is designed for the college-bound student who has completed Algebra 2 and has a strong background in technical writing and logical problem solving. The course will be built around four essential themes: exploring data, sampling and experimentation, anticipating patterns and statistical inference. The class will also focus on technology and its use in statistical processing. Reading requirements include text written on the college level. Students may be concurrently enrolled in another math class such as Precalculus or Calculus.
College Board Course Description

Precalculus
(Enrollment-Based)
Course No. MPA
Semesters: 2; Credits: 1
Prerequisite: Geometry, Algebra 2

Precalculus consists of the study of functions, relations including conic sections and geometric reasoning, number and measure including trigonometry, as well as algebraic reasoning. Use of mathematical processes to

acquire and demonstrate mathematical understanding are emphasized. Students are expected to use these processes together with graphing calculator technology and other mathematical tools to develop conceptual understandings and solve problems.

Precalculus Advanced
(Enrollment-Based)
Course No. MPQA
Semesters: 2; Credits: 1
Prerequisite: Geometry, Algebra 2
Recommended: Geometry Advanced and Algebra 2 Advanced

Precalculus consists of the study of functions, relations including conic sections and geometric reasoning, number and measure including trigonometry, as well as algebraic reasoning. Use of mathematical processes to acquire and demonstrate mathematical understanding are emphasized. Students are expected to use these processes together with graphing calculator technology and other mathematical tools to develop conceptual understandings and solve problems.

AP Precalculus
(Enrollment-Based)
Course No. MPPA
Semesters: 2; Credits: 1
Prerequisite: Geometry, Algebra 2
Recommended: Geometry Advanced and Algebra 2 Advanced

AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. This course explores a variety of function types and their applications—polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, vector-valued, implicitly defined, and linear transformation functions using matrices. These functions are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science. AP Precalculus is designed to be the equivalent of a first semester college precalculus course. AP Precalculus provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college level mathematics courses.
College Board Course Description

AP Calculus AB
(Enrollment-Based)
Course No. MCPA
Semesters: 2; Credits: 1
Prerequisite: Precalculus or its equivalent
Recommended: Precalculus Advanced

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

GT AP Calculus AB

(Enrollment-Based)
Course No. MCGPA
Semesters: 2; Credits: 1
Prerequisite: ASPIRE or GT Qualification and Precalculus or equivalent

GT Advanced Placement (AP) Calculus AB is designed to apply gifted education practices in order to appropriately challenge and develop the potential of gifted learners. AP Calculus is designed for the college-bound student who has completed the appropriate prerequisites and plans to enter a college program requiring a strong mathematics background. Some of the topics covered include rate of change, limits, derivatives, and applications of derivatives. Definite integrals, indefinite integrals, techniques of integration, and applications of the definite and indefinite integral are among the topics covered.

AP Calculus BC
(Enrollment-Based)
Course No. MCBPA
Semesters: 2; Credits: 1
Prerequisite: AP Calculus AB or its equivalent

This course includes all the topics covered in Calculus AB along with such topics as arc length and surfaces of revolution, work, trigonometric integrals, sequences and series. Taylor and Maclaurin polynomials and series, derivatives of parametric equations, differentiation and integration of vector-valued functions, partial derivatives and additional integration techniques will also be covered. Reading requirements include text written on the college level.
College Board Course Description

College Preparatory Mathematics
(Enrollment-Based)
Course No. MCPMA/B
Prerequisite: Algebra 2
Semesters: 2; Credits: 1

This course is offered in partnership with TCC to prepare students for success in college level mathematics. Students must be graduating on the minimum or foundation plans to take this course.

Strategic Learning in High School Math
(Enrollment-Based)
Course No: OTSLA, OTSLB
Semesters: 1-2, Credits .5 -1
This course satisfies elective credit towards graduation requirements.

This course is intended to create strategic mathematical learners. Basic understandings will stimulate students to think about their approach to mathematical learning. These basic understanding will include identifying errors in the teaching and learning process, input errors, and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. The use of personal data and statistical analysis will aid in the creation of knowing the individual student and their mathematical needs. Students enrolled in this course will have demonstrated a need for intervention on STAAR, EOC Algebra I, other assessments or coursework.

Multivariable Calculus
(Enrollment-Based)

Course No. MMCAA
Semesters: 2 Credits: 1
Prerequisite: AP Calculus BC
This course satisfies elective credit towards graduation requirements.

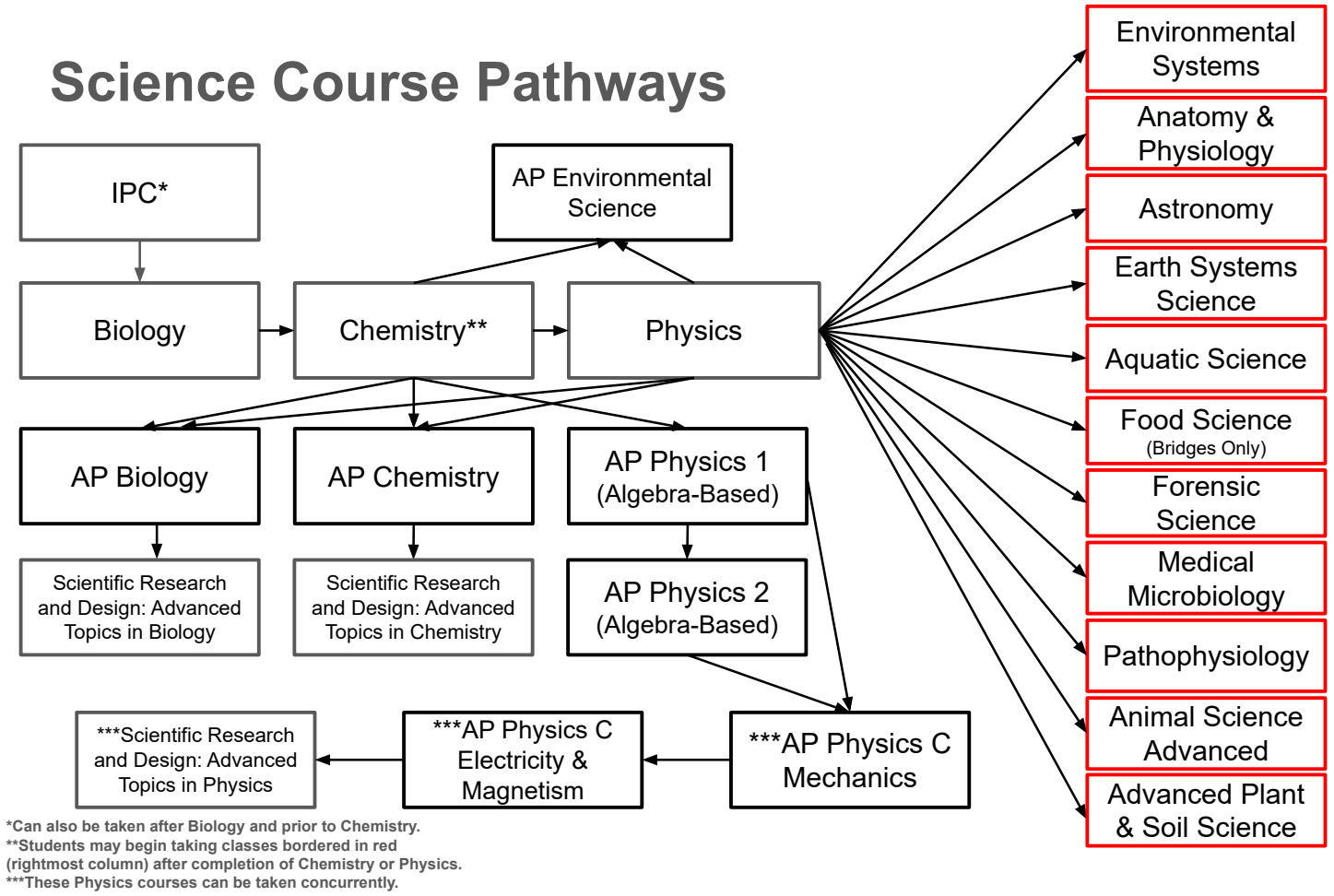
Multivariable calculus addresses advanced topics in calculus, such as vector-valued functions, partial differentiation, LaGrange multipliers, multiple integrals, Jacobians, application of the line integral, Green's Theorem, the Divergence Theorem, and Stokes' Theorem.

Advanced Topics in Mathematics
(Enrollment-Based)
Course No. MAMT
Semesters: 2 Credits: 1
Prerequisite: AP Calculus BC
May not be taken concurrently with Multivariable Calculus without Director of Math approval.

This course explores a diverse array of advanced mathematical topics. Students will extend their mathematical understanding beyond Calculus BC and develop a deeper understanding of the interconnectedness of mathematical disciplines, while honing their problem-solving skills and critical thinking abilities.

SCIENCE

Four Year Planning



*Can also be taken after Biology and prior to Chemistry.
**Students may begin taking classes bordered in red (rightmost column) after completion of Chemistry or Physics.
***These Physics courses can be taken concurrently.

SCIENCE

Science Courses

At level weighted credit (up to 4.0 GPA points), will be awarded upon successful completion of these courses.

Course Name	Credits	Prerequisites
Biology	1	
Chemistry	1	Algebra 1
Physics	1	Geometry; Completion or concurrent enrollment in Algebra 2
Environmental Systems	1	Biology, Chemistry or IPC
Course Name	**Credits**	**Prerequisites**
Anatomy and Physiology	1	Biology and Chemistry
Astronomy	1	

Earth Systems Science	1	3 credits of science and 3 credits of math; 1 of each may be concurrently enrolled
Aquatic Science	1	Biology, Chemistry or IPC
Food Science (Bridges only)	1	3 credits of science
Forensic Science	1	Biology and Chemistry
Medical Microbiology	1	Biology and Chemistry; Recommended 1 course from the Health Science Cluster
Pathophysiology	1	Biology and Chemistry; Recommended 1 course from the Health Science Cluster
Advanced Animal Science	1	Biology and Chemistry or IPC; Algebra 1 and Geometry; Small Animal Management or Equine Science

Advanced Science Courses

Advanced weighted credit (up to 5.0 GPA points) will be awarded upon successful completion of these courses.

Course Name	**Credits**	**Prerequisites**
Biology Advanced	1	
Chemistry Advanced	1	Algebra 1
GT Chemistry Advanced	1	Algebra 1 and ASPIRE or GT Qualification

Advanced Placement Science Courses Advanced Placement weighted credit (up to 6.0 GPA points) will be awarded upon successful completion of these courses.		
Course Name	**Credits**	**Prerequisites**
AP Biology	1	Biology Advanced and Chemistry Advanced
Scientific Research and Design: Advanced Topics in Biology	1	AP Biology
AP Chemistry	1	Chemistry Advanced *Recommended*: Completion of Algebra 2 Advanced or concurrent enrollment
Scientific Research and Design: Advanced Topics in Chemistry	1	AP Chemistry
AP Physics 1 – Algebra-Based	1	Geometry Advanced, Concurrent enrollment in Algebra 2 Advanced
GT AP Physics 1 – Algebra-Based	1	Geometry Advanced, Concurrent enrollment in Algebra 2 Advanced
AP Physics 2 – Algebra-Based	1	AP Physics 1, Geometry Advanced, Algebra 2 Advanced; Completion of or concurrent enrollment in Precalculus Advanced
AP Physics C - Mechanics	1	AP Physics 1; Completion of or concurrent enrollment in AP Calculus AB
AP Physics C - Electricity and Magnetism	1	Completion of or concurrent enrollment in AP Physics C - Mechanics; Completion of or concurrent enrollment in AP Calculus AB
Scientific Research and Design: Advanced Topics in Physics	½ - 1	AP Physics 1– Algebra-Based, Completion of or concurrent enrollment in AP Physics C - Mechanics, AP Physics C - Electricity and Magnetism; Completion or concurrent enrollment in AP Calculus AB and teacher recommendation
AP Environmental Science	1	Biology Advanced and Chemistry Advanced

Special Education Science Courses		
Course Name	**Credits**	**Prerequisites**
Biology M	1	ARD/IEP Committee determination required Recommended 9th Grade
Integrated Physics and Chemistry M	1	ARD/IEP Committee determination required Recommended 10th or 11th Grade
Chemistry M	1	ARD/IEP Committee determination required Prerequisite: Algebra 1 Recommended 11th or 12th
Environmental Systems M	1	ARD/IEP Committee determination required Prerequisite: Biology, Chemistry or IPC Recommended 11th or 12th
Aquatic Science M	1	ARD/IEP Committee determination required Prerequisite: Biology, Chemistry or IPC Recommended 11th or 12th
Forensic Science M	1	ARD/IEP Committee determination required Prerequisite: Biology, Chemistry or IPC Recommended 11th or 12th
Physics M	1	ARD/IEP Committee determination required Prerequisite: Geometry; Completion or concurrent enrollment in Algebra 2 Recommended in 11th or 12th
Biology A	1	ARD/IEP Committee determination required Recommended 9th Grade
Integrated Physics and Chemistry A		ARD/IEP Committee determination required Recommended 10th or 11th Grade
Chemistry A	1	ARD/IEP Committee determination required Prerequisite: Algebra 1 Recommended 11th or 12th
Environmental Science A	1	ARD/IEP Committee determination required Prerequisite: 2 completed high school science courses Recommended 11th or 12th

A note about course options:

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

Advanced Placement (AP) courses will challenge students with college-level material, which provides them with the academic experiences needed to be successful in earning a college degree. Students will also have the opportunity to prepare and take an AP exam, which could earn them college credit. In order for students to be

academically successful in AP courses, they are required to complete work outside of the classroom experience similar to what is expected of college students taking a similar course.

Integrated Physics and Chemistry
(Standard)
Course No. SCIA
Semesters: 2; Credits: 1

In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use the scientific method during investigations, and make informed decisions using critical thinking and scientific problem-solving skills. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter. *Students who choose this course must take it before earning credit in Chemistry or Physics.*

Integrated Physics and Chemistry M
(Standard)
Course No. SCIMA
Semesters: 2; Credits: 1
Grade Placement: 10th or 11th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on a modified curriculum for the grade level TEKS in a special education setting. In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use the scientific method during investigations, and make informed decisions using critical thinking and scientific problem-solving skills. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.

Integrated Physics and Chemistry A
(Standard)
Course No. SCIRA
Semesters: 2; Credits: 1
Grade Placement: 10th or 11th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on recommended prerequisite skills (alternate curriculum) for the grade level TEKS in a special education setting. In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use the scientific method during investigations, and make informed decisions using critical thinking and scientific problem-solving skills. This course integrates prerequisite skills in the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter.

Biology
(*Standard)*
Course No. SCBA
Semesters: 2; Credits: 1

In Biology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving skills. 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 M
(Standard)
Course No. SCBMA
Semesters: 2; Credits: 1
Grade Placement: 9th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on a modified curriculum for the grade level TEKS in a special education setting. In Biology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving skills. 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 A
(Standard)
Course No. SCBRA
Semesters: 2; Credits: 1
Grade Placement: 9th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on recommended prerequisite skills (alternate curriculum) for the grade level TEKS in a special education setting. In Biology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving skills. Students in Biology study prerequisite concepts for 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 Advanced
(Standard)
Course No. SCBQA
Semesters: 2; Credits: 1

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

AP Biology
(Enrollment Based)
Course No. SCBPA
Semesters: 2; Credits: 1
Recommended: Junior/Senior Classification
Prerequisite: Biology Advanced and Chemistry Advanced

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes - energy and communication, genetics, information transfer, ecology, and interactions. 25% of instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting. Students will use representations and models, apply mathematics, engage in scientific questioning, plan and implement data collection strategies, perform data analysis, work with scientific explanations and theories, and connect and relate knowledge across various scales, concepts, and representations in AP science classes.
College Board Course Description

Scientific Research & Design: Advanced Topics in Biology
(Enrollment Based)
Course No. SCABPA
Semesters: 2; Credits: 1 (AP Weighted Credit)
Recommended: Senior Classification
Prerequisite: Completion of AP Biology

Students will design, plan, and implement laboratory activities and research projects around current issues in the field of biology. Topics may include but are not limited to immunology, molecular biology, environmental geo-biology, and medical applications.

Chemistry
(Standard)
Course No. SCCA
Semesters: 2; Credits: 1
Prerequisite: Completion of Algebra 1

In Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students study a variety of topics that include characteristics of matter, the use of the Periodic Table, the development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

Chemistry M
(Enrollment Based)
Course No. SCCMA
Semesters: 2; Credits: 1
Grade Placement: 11th or 12th
Prerequisite: Completion of Algebra 1, *ARD/IEP Committee determination required*

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on a modified curriculum for the grade level TEKS in a special education setting. In

Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students study a variety of topics that include characteristics of matter, the use of the Periodic Table, the development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

Chemistry A
(Standard)
Course No. SCCRA
Semesters: 2; Credits: 1
Grade Placement: 11th or 12th
Prerequisite: Completion of Algebra 1, *ARD/IEP Committee determination required*

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on recommended prerequisite skills (alternate curriculum) for the grade level TEKS in a special education setting. In Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students study a variety of prerequisite concepts for topics that include characteristics of matter, the use of the Periodic Table, the development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives.

Chemistry Advanced
(Standard)
Course No. SCCQA
Semesters: 2; Credits: 1
Prerequisite: Algebra 1

In Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students study a variety of topics that include characteristics of matter, the use of the Periodic Table, the development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives. *Topics covered in Chemistry Advanced are more in-depth and involve a more mathematical approach than regular Chemistry. Emphasis is placed on individual study and problem-solving.*

GT Chemistry Advanced
(Enrollment Based)
Course No. SCCGQA
Semesters: 2; Credits: 1
Prerequisite: ASPIRE or GT Qualification, Completion of Algebra 1
Grade: 9

GT Chemistry Advanced is designed to apply gifted education practices in order to appropriately challenge and develop the potential of gifted learners. 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, the use of the Periodic Table, the development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives. *Topics covered in this course are more in-depth and involve a more mathematical approach.*

AP Chemistry
(Enrollment Based)
Course No. SCCPA
Semesters: 2; Credits: 1
Prerequisite: Required: Chemistry Advanced
Recommended: Junior Classification, Completion of or concurrent enrollment in Algebra 2 Advanced

AP Chemistry is a course designed to be equivalent to a general Chemistry class taken during the first year of college. AP Chemistry students will cover atomic and molecular structure, bonding, stoichiometry, periodicity, gases, thermochemistry, kinetics, equilibrium, acids and bases, electrochemistry, and organic chemistry. Reading requirements include the text written at the college level, as well as scientific research of professional articles. Students will use representations and models, apply mathematics, engage in scientific questioning, plan and implement data collection strategies, perform data analysis, work with scientific explanations and theories, and connect and relate knowledge across various scales, concepts, and representations in AP Science classes.
College Board Course Description

Scientific Research & Design: Advanced Topics in Chemistry
(Enrollment based)
Course No. SCACPA
Semesters: 2; Credits: 1 (AP Weighted Credit)
Prerequisites: Completion of AP Chemistry

Students will use AP Chemistry knowledge to perform in-depth experiments. We will discuss lab techniques and reporting of data. Students will improve on previous lab techniques for efficiency and learn new lab techniques. As a class, we will look at current research trends and discuss different research papers and their implications. The end goal would have students ask their own questions, design their own experiments, and present their own results to these experiments by the end of the year.

Physics
(Standard)
Course No. SCPA
Semesters: 2; Credits: 1
Prerequisite: Completion of Geometry; Completion of or concurrent enrollment in Algebra 2

Physics is a first-year algebra-based introductory physics course dealing with a broad range of topics. Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving skills. 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.

Physics M
(Enrollment Based)
Course No. SCPMA
Semesters: 2; Credits: 1
Grade Placement: 10th -12th

Prerequisite: Completion of Geometry; Completion of or concurrent enrollment in Algebra 2, ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on a modified curriculum for the grade level TEKS in a special education setting. Physics is an algebra-based introductory physics course dealing with a broad range of topics. Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving skills. 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.

AP Physics 1 – Algebra-Based
Course No. SCP1PA
Semesters: 2, Credits: 1
Prerequisite: Completion of Geometry Advanced, Concurrent enrollment in Algebra 2 Advanced

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems in these topics: Kinematics, Forces and Translational Dynamics, Work, Energy, and Power, Linear Momentum, Torque and Rotational Dynamics, Energy and Momentum of Rotating Systems, Oscillations, and Fluids. This course requires that 25 percent of instructional time be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices. College Board Course Description

GT AP Physics 1 – Algebra-Based
Course No. SCPGPA
Semesters: 2, Credits: 1
Prerequisite: Completion of Geometry Advanced, Concurrent enrollment in Algebra 2 Advanced

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems in these topics: Kinematics, Forces and Translational Dynamics, Work, Energy, and Power, Linear Momentum, Torque and Rotational Dynamics, Energy and Momentum of Rotating Systems, Oscillations, and Fluids. This course requires that 25 percent of instructional time be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices. College Board Course Description

AP Physics 2 – Algebra-Based
Course Number: SCP2PA
Semesters: 2, Credits: 1
Prerequisite: Completion of AP Physics 1, Geometry Advanced, Algebra 2 Advanced, Completion of or concurrent enrollment in Precalculus Advanced

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations.

Students build their understanding of physical models as they explore and solve problems in these topics: Thermodynamics, Electric Force, Field, and Potential, Electric Circuits, Magnetism and Electromagnetism, Geometric Optics, Waves, Sound, and Physical Optics, and Modern Physics. This course requires that 25 percent of instructional time be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.

AP Physics C – Mechanics
(Enrollment Based)
Course No. SCPCPA
Semesters: 2; Credits: 1
Recommended: Junior/Senior Classification
Prerequisite: Completion of AP Physics 1, Completion of or Concurrent enrollment in AP Calculus AB

AP Physics C: Mechanics is a two-semester, calculus-based introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems in these topics: Kinematics, Forces and Translational Dynamics, Work, Energy, and Power, Linear Momentum, Torque and Rotational Dynamics, Energy and Momentum of Rotating Systems, and Oscillations. This course requires that 25 percent of instructional time be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices. College Board Course Description

AP Physics C – Electricity and Magnetism
(Enrollment Based)
Course No. SCPEPA
Semesters: 2; Credits: 1
Recommended: Junior/Senior Classification
Prerequisite: Completion of or concurrent enrollment in AP Physics C – Mechanics, Completion of or concurrent enrollment in AP Calculus AB

AP Physics C: Electricity and Magnetism is a two-semester, calculus-based introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems in these topics: Electric Charges, Fields, and Gauss's Law, Electric Potential, Conductors and Capacitors, Electric Circuits, Magnetic Fields and Electromagnetism, Electromagnetic Induction. This course requires that 25 percent of instructional time be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices. College Board Course Description

Scientific Research & Design: Advanced Topics in Physics
(Enrollment based)
Course No. SCAPPA
Semesters: 2; Credits: 1 (AP Weighted Credit)
Prerequisites: Completion of AP Physics 1, Completion of or concurrent enrollment in AP Physics C - Mechanics, AP Physics C - Electricity and Magnetism.
Completion of or concurrent enrollment in AP Calculus AB and teacher recommendation

This post-AP, calculus-based physics course is designed for advanced students who have exhausted all AP Physics courses and are expecting to study physics or engineering in college. Students will delve much deeper

into some topics covered previously, such as thermodynamics and fluids. Students will also explore light, optics, and waves.

Environmental Systems
(Enrollment Based)
Course No. SCESA
Semesters: 2; Credits: 1
Prerequisite: Completion of Biology, Chemistry or IPC

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

Environmental Systems M
(Enrollment Based)
Course No. SCESMA
Semesters: 2; Credits: 1
Grade Placement: 11th or 12th
Prerequisite: Completion of Biology, Chemistry or IPC, ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on a modified curriculum for the grade level TEKS in a special education setting. In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.

Environmental Systems A
(Standard)
Course No. SCESRA
Semesters: 2; Credits: 1
Grade Placement: 11th or 12th
Prerequisite: Completion of Biology, Chemistry or IPC, ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on recommended prerequisite skills (alternate curriculum) for the grade level TEKS in a special education setting. In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.

AP Environmental Science
(Enrollment Based)

Course No. SCESPA
Semesters: 2 Credits: 1
Prerequisite: Completion of Biology Advanced and Chemistry Advanced

This course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students will use representations and models, apply mathematics, engage in scientific questioning, plan and implement data collection strategies, perform data analysis, work with scientific explanations and theories, and connect and relate knowledge across various scales, concepts, and representations in AP Science classes.
College Board Course Description

Anatomy and Physiology
(Enrollment Based)
Course No. SCANA
Semesters: 2; Credits: 1 - will satisfy 4th-year science credit
Prerequisite: Completion of Biology and Chemistry

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

Astronomy
(*Enrollment Based)*
Course No. SCAA
Semesters: 2; Credits: 1

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

Earth Systems Science
(Enrollment Based)
Course No. SCEAS A/B
Semesters: 2, Credits: 1
Grade Level: 11-12
Prerequisite: 3 credits of science and 3 credits of math, one of each may be concurrently enrolled

The Earth Systems Science course is designed to build on students' prior scientific and academic knowledge and skills to develop their understanding of Earth's systems. These systems (the atmosphere, hydrosphere, geosphere, and biosphere) interact through time to produce the Earth's landscapes, climate, and resources. Students explore the geologic history of individual dynamic systems through the flow of energy and matter, their current states, and how these systems affect and are affected by human use.

Earth Systems Science M
(Enrollment Based)
Course No. SCEAM A/B
Semesters: 2, Credits: 1
Grade Level: 11-12
Prerequisite: 3 credits of science and 3 credits of math, one of each may be concurrently enrolled, ARD/IEP Committee determination required

The Earth Systems Science course is designed to build on students' prior scientific and academic knowledge and skills to develop their understanding of Earth's systems. These systems (the atmosphere, hydrosphere, geosphere, and biosphere) interact through time to produce the Earth's landscapes, climate, and resources. Students explore the geologic history of individual dynamic systems through the flow of energy and matter, their current states, and how these systems affect and are affected by human use.

Aquatic Science
(*Enrollment Based)*
Course No. SCASA
Semesters: 2; Credits: 1
Prerequisite: Completion of Biology, Chemistry or IPC

In Aquatic Science, 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 freshwater or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science 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.

Aquatic Science M
(Enrollment Based)
Course No. SCASMA
Semesters: 2; Credits: 1
Grade Placement: 11th or 12th
Prerequisite: Completion of Biology, Chemistry or IPC, ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on a modified curriculum for the grade level TEKS in a special education setting. In Aquatic Science, 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 freshwater or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science 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.

Food Science
(Enrollment Based)
Course No. T056
Semesters: 2; Credits: 1
Grade Placement: 11th
Prerequisite: 3 units of science
4th-year science credit only available at Bridges Accelerated Learning Center

In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public.

Forensic Science
(Enrollment Based)
Course No. SCFSA
Semesters: 2; Credits: 1
Prerequisite: Completion of Biology and Chemistry

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scenes, 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.

Forensic Science M
(Enrollment Based)
Course No. SCFSMA
Semesters: 2; Credits: 1
Prerequisite: Completion of Biology, Chemistry or IPC, ARD/IEP Committee determination required

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scenes, 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.

Animal Science Advanced
(Enrollment Based) (Dual Option Available)
TECC Course No. CTAASA
Dual Course No. CTAADA/B
Semesters: 2; Credits: 1
Grades: 11 – 12
Prerequisite: Completion of Biology and Chemistry or IPC; Algebra 1 and Geometry; and either Small Animal Mgt, Equine Science, or Livestock Production - Fulfills 1 high school science graduation requirement

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must 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.

Medical Microbiology
(Enrollment Based)
Course No. CTMMA
Semesters: 2; Credits: 1 – This course satisfies a high school science graduation requirement
Grades: 11-12
Prerequisite: Completion of Biology and Chemistry
Recommended Prerequisite: One course from the Health Science Cluster
To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b) (2) (C) of this title (relating to Description of a Required Secondary Curriculum).

The Medical Microbiology course is designed to explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug-resistant organisms, and emerging diseases.

Pathophysiology
(Enrollment Based)
Course No CTPAA
Semesters: 2 Credits: 1 – This course satisfies a high school science graduation requirement
Grades: 11-12
Prerequisite: Completion of Biology and Chemistry
Recommended Prerequisite: One course from the Health Science Cluster
To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b) (2) (C) of this title (relating to Description of a Required Secondary Curriculum).

The Pathophysiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students in Pathophysiology will 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.

SOCIAL STUDIES

Recommended Social Studies Sequence (Students who entered 9th Grade prior to 2026 – 2027 school year)				
Social Studies Sequence	**9th**	**10th**	**11th**	**12th**
4 Credits	World Geography OR World Geography Advanced OR AP Human Geography	World History OR World History Advanced OR AP World History	U.S. History OR U.S. History Advanced OR AP U.S. History OR U.S. History Dual Enrollment	Economics OR PFL + Economics OR AP Microeconomics OR Economics Dual Enrollment **AND** U.S. Government OR AP U.S. Government OR U.S. Government Dual Enrollment

Recommended Social Studies Sequence (Students who entered 9th Grade 2026-2027 and beyond)				
Social Studies Sequence	**9th**	**10th**	**11th**	**12th**
4 Credits	World Geography	World History	U.S. History	U.S. Government

	OR World Geography Advanced OR AP Human Geography	OR World History Advanced OR AP World History	OR U.S. History Advanced OR AP U.S. History OR U.S. History Dual Enrollment	OR AP U.S. Government OR U.S. Government Dual Enrollment AND Personal Financial Literacy OR AP/Dual Personal Financial Literacy options TBD

A note about course options:

All social studies classes address the state standards for the course and are taught using a variety of instructional strategies including print and digital material. Students will be expected to read, write, reflect, and discuss across texts and time periods.

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

Advanced Placement (AP) courses will challenge students with college-level material, which provides them with the academic experiences needed to be successful in earning a college degree. Students will also have the opportunity to prepare and take an AP exam, which could earn them college credit. In order for students to be academically successful in AP courses, they are required to complete work outside of the classroom experience similar to what is expected of college students taking a similar course.

A note about materials:

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

World Geography
(Standard)
Course No. SS1A
Semesters: 2; Credits: 1
Prerequisite: Freshman Classification

In World Geography, students will examine people, places, and environments at local, regional, national, and international levels from a geographic perspective. Topics of study will include aspects of physical, economic and cultural geography. Students will describe the influence of geography on events of the past and present with emphasis on contemporary issues. Problem-solving and decision-making skills are developed as students learn how to ask and answer geographic questions.

World Geography Advanced
(Standard)
Course No. SS1QA
Semesters: 2; Credits: 1
Prerequisite: Freshman Classification

This course is designed to prepare students for entry into Advanced Placement (AP) courses and will explore grade-level standards to a greater degree of depth and complexity. In World Geography, students will examine people, places, and environments at local, regional, national, and international levels from a geographic perspective. Topics of study will include aspects of physical, economic and cultural geography. Students will describe the influence of geography on events of the past and present with emphasis on contemporary issues. Problem-solving and decision-making skills are developed as students learn how to ask and answer geographic questions.

World Geography M
(Standard)
Course No. SS1MA
Semesters: 2; Credits: 1
Grade Placement: 9th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on a modified curriculum for the grade level TEKS in a special education setting. The scope of this course will include physical, economic and cultural geography. Students will become familiar with geographical terminology. They also will be provided opportunities to locate and describe major landforms and features of the earth as well as major natural resources of the world. Emphasis will be placed on understanding the impact that the environment has on social, cultural and economic life in a region. An examination of uses, abuses, and preservation of natural resources and the physical environment will be included.

World Geography A
(Standard)
Course No. SS1RA
Semesters: 2; Credits: 1
Grade Placement: 9th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on recommended prerequisite skills (alternate curriculum) for the grade level TEKS in a special education setting. The scope of this course will include prerequisite tasks in the areas of physical, economic and cultural geography concepts. Students will be provided opportunities to locate and describe major landforms and features of the earth as well as major natural resources of the world. Emphasis will be placed on understanding the impact that the environment has on social, cultural and economic life in a region.

An examination of uses, abuses, and preservation of natural resources and the physical environment will be included.

AP Human Geography
(Enrollment Based)
Course No. SS1P0A
Semesters: 2; Credits: 1
Prerequisite: Freshman Classification
Satisfies World Geography

AP Human Geography is an Advanced Placement course that can substitute for World Geography or Advanced World Geography and is equivalent to an introductory college-level course. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will learn to employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards. This course will prepare students to take the AP Human Geography exam, which may allow them to qualify for college credit.
College Board Course Description

GT AP Human Geography*
(Enrollment Based)
Course No. SS1GPA
Semesters: 2; Credits: 1
Prerequisite: Freshman Classification
Satisfies World Geography Credit
** Must meet qualification for GT placement*

GT AP Human Geography is designed to apply gifted education practices in order to appropriately challenge and develop the potential of gifted learners. GT AP Human Geography is an Advanced Placement course that can substitute for World Geography or World Geography Advanced and is equivalent to an introductory college-level course. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will learn to employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards. This course will prepare students to take the AP Human Geography exam, which may allow them to qualify for college credit.

ASPIRE AP Human Geography
(Enrollment Based)
Course No. SS1PAA
Semesters: 2; Credits: 1
Prerequisite: ASPIRE Qualification
Grade: ~~9~~ Freshman Classification
Satisfies World Geography Credit

ASPIRE AP Human Geography is designed specifically to serve ASPIRE students in order to provide a learning environment commensurate with the academic and affective needs of highly gifted students. ASPIRE AP Human Geography is an Advanced Placement course that can substitute for World Geography or World Geography Advanced and is equivalent to an introductory college-level course. The course introduces students

to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will learn to employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards. This course will prepare students to take the AP Human Geography exam, which may allow them to qualify for college credit.

World History
(Standard)
Course No. SS2A
Semesters: 2; Credits: 1
Prerequisite: Sophomore Classification

World History is a survey of the history of humankind. Traditional historical points of reference in world history are identified as students analyze important events and issues. Students will explore the major political revolutions, the impact of geographic factors on major historic events, the origins of contemporary economic systems, the development and evolution of important legal and political concepts, and the history and impact of major religious and philosophical traditions. This course will provide a basis for students to compare and analyze ways of life and patterns of culture, emphasizing both the diversity and commonality of mankind's behavior. Students will continue to develop social studies skills, including the use and interpretation of multiple sources of evidence.

World History M
(Standard)
Course No. SS2MA
Semesters: 2; Credits: 1
Grade Placement: 10th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on a modified curriculum for the grade level TEKS in a special education setting. World History is a survey course of the history of civilization which has evolved since early man. It includes the social, economic, and political development, as well as the contributions of each major area of the world. Content selected will provide a basis for students to compare and analyze ways of life and patterns of culture, emphasizing both the diversity and commonality of mankind’s behavior.

World History A
(Standard)
Course No. SS2RA
Semesters: 2; Credits: 1
Grade Placement: 10th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on recommended prerequisite skills (alternate curriculum) for the grade level TEKS in a special education setting. World History is a survey course of the history of civilization which has evolved since early man. It includes prerequisite skills in the areas of social, economic, and political development, as well as the contributions of each major area of the world. Content selected will provide a basis for students to compare and analyze ways of life and patterns of culture, emphasizing both the diversity and commonality of mankind’s behavior.

World History Advanced
(Standard)
Course No. SS2QA
Semesters: 2; Credits: 1
Prerequisite: Sophomore Classification

This course is designed to prepare students for entry into Advanced Placement (AP) courses and will explore grade-level standards to a greater degree of depth and complexity. World History is a survey of the history of humankind. Traditional historical points of reference in world history are identified as students analyze important events and issues. Students will explore the major political revolutions, the impact of geographic factors on major historic events, the origins of contemporary economic systems, the development and evolution of important legal and political concepts, and the history and impact of major religious and philosophical traditions. This course will provide a basis for students to compare and analyze ways of life and patterns of culture, emphasizing both the diversity and commonality of mankind's behavior. Students will continue to develop social studies skills, including the use and interpretation of multiple sources of evidence.

AP Modern World History
(Enrollment Based)
Course No. SS2P0A
Semesters: 2; Credits: 1
Prerequisite: Sophomore Classification
Recommended: World Geography Advanced/AP Social Studies Courses

AP Modern World History is an Advanced Placement course that can substitute for World History or World History Advanced and is equivalent to an introductory college-level course. The course is designed to incorporate the study of grade-level ancient world history standards in addition to a deeper, more complex study of modern world history. In AP Modern World History, students will investigate significant events, individuals, developments, and processes in world history. Throughout the course, students will develop and use the same skills, practices, and methods employed by historians. The course centers around five themes that students will explore as they make connections among historical developments in different times and places. This course will prepare students to take the AP Modern World History exam, which may allow them to qualify for college credit.
College Board Course Description

GT AP Modern World History*
(Enrollment Based)
Course No. SS2GPA
Semesters: 2; Credits: 1
Prerequisite: Sophomore Classification
**Must meet qualification for GT placement*

GT AP Modern World History is designed to apply gifted education practices in order to appropriately challenge and develop the potential of gifted learners. GT AP Modern World History is an Advanced Placement course that can substitute for World History or World History Advanced and is equivalent to an introductory college-level course. The course is designed to incorporate the study of grade-level ancient world history standards in addition to a deeper, more complex study of modern world history. In GT AP Modern World History, students will investigate significant events, individuals, developments, and processes in world history. Throughout the course, students will develop and use the same skills, practices, and methods employed by historians. The course centers around five themes that students will explore as they make connections

among historical developments in different times and places. This course will prepare students to take the AP Modern World History exam, which may allow them to qualify for college credit.

ASPIRE AP Modern World History
(Enrollment Based)
Course No. SS2PAA
Semesters: 2; Credits: 1
Prerequisite: ASPIRE/Highly Gifted
Grades: Sophomore Classification

ASPIRE AP Modern World History is designed specifically to serve ASPIRE students in order to provide a learning environment commensurate with the academic and affective needs of highly gifted students. ASPIRE AP Modern World History is an Advanced Placement course that can substitute for World History or World History Advanced and is equivalent to an introductory college-level course. The course is designed to incorporate the study of grade-level ancient world history standards in addition to a deeper, more complex study of modern world history. In ASPIRE AP Modern World History, students will investigate significant events, individuals, developments, and processes in world history. Throughout the course, students will develop and use the same skills, practices, and methods employed by historians. The course centers around five themes that students will explore as they make connections among historical developments in different times and places. This course will prepare students to take the AP Modern World History exam, which may allow them to qualify for college credit.

United States History Since 1877
(Standard)
Course No. SS3A
Semesters: 2; Credits: 1
Prerequisite: Junior Classification

In United States History Since 1877, students study the history of the United States from 1877 to the present. Students will examine major eras, events, and issues in modern United States history including government and constitutional issues, efforts to expand the democratic process, examples of changing culture, and the impact of technological innovation. Students will 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 M
(Standard)
Course No. SS3MA
Semesters: 2; Credits: 1
Grade Placement: 11th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on a modified curriculum for the grade level TEKS in a special education setting. A brief review is given to the period of colonization through the Civil War. The remainder of the course includes Reconstruction to the present period. Emphasis is placed on present day issues which have their roots in the past. Using a chronological as well as a thematic approach, the course will explore the emergence of the United States as a world power through the various social, environmental, economic, and political implications.

United States History A
(Standard)
Course No. SS3RA
Semesters: 2; Credits: 1
Grade Placement: 11th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on recommended prerequisite skills (alternate curriculum) for the grade level TEKS in a special education setting. A brief review is given to the period of colonization through the Civil War. The remainder of the course includes Reconstruction to the present period. Emphasis is placed on present day issues, which have their roots in the past. Using a chronological as well as a thematic approach, the course will explore the emergence of the United States as a world power through the various social, environmental, economic, and political implications. Concepts will be based on necessary prerequisite skills linked to the grade level TEKS.

United States History Since 1877 Advanced
(Standard)
Course No. SS3QA
Semesters: 2; Credits: 1
Prerequisite: Junior Classification

This course is designed to prepare students for entry into Advanced Placement (AP) courses and will explore grade-level standards to a greater degree of depth and complexity. In United States History Since 1877 Advanced, students study the history of the United States from 1877 to the present. Students will examine major eras, events, and issues in modern United States history including government and constitutional issues, efforts to expand the democratic process, examples of changing culture, and the impact of technological innovation. Students will 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.

AP United States History
(Enrollment Based)
Course No. SS3PA
Semesters: 2; Credits: 1
Prerequisite: Junior Classification
Recommended: World History Advanced /AP Social Studies Courses

AP U.S. History is an Advanced Placement course that can substitute for U.S. History Since 1877 or Advanced U.S. History Since 1877 and is equivalent to an introductory college-level course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students will develop and use the same skills, practices, and methods employed by historians when they study the past. AP U.S. History also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places. This course will prepare students to take the AP U.S. History exam, which may allow them to qualify for college credit.
College Board Course Description

GT AP United States History*
(Enrollment Based)
Course No. SS3GPA
Semesters: 2; Credits: 1
Prerequisite: Junior Classification
** Must meet qualification for GT placement*

GT AP U.S. History is designed to apply gifted education practices in order to appropriately challenge and develop the potential of gifted learners. GT AP U.S. History is an Advanced Placement course that can substitute for U.S. History Since 1877 or U.S. History Advanced since 1877 and is equivalent to an introductory college-level course. In GT AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students will develop and use the same skills, practices, and methods employed by historians when they study the past. GT AP U.S. History also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places. This course will prepare students to take the AP U.S. History exam, which may allow them to qualify for college credit.

ASPIRE AP United States History
(Standard)
Course No. SS3PAA, SS3PAB
Semesters: 2; Credits: 1
Prerequisite: Placement in ASPIRE
Grades: Junior Classification

ASPIRE AP U.S. History is designed to provide a learning environment commensurate with the academic and affective needs of highly gifted students. ASPIRE AP U.S. History is an Advanced Placement course that can substitute for U.S. History Since 1877 and is equivalent to an introductory college-level course. In ASPIRE AP U.S. History, students will investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students will develop and use the professional skills, practices, and methods employed by historians when they study the past; therefore, research, writing, and interpretation will be emphasized. Throughout the course, students will explore seven themes in order to make connections among historical developments across different times and places. This course will prepare students to take the AP U.S. History exam, which may allow them to qualify for college credit.

United States History Dual Enrollment – **See available college programs**
Course No. SS3DQA, SS3DM

United States Government
(Standard)
Course No. SS4GV
Semesters: 1; Credits: .5
Prerequisite: Senior Classification

The United States Government course focuses on the principles and beliefs upon which the United States was founded 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 will study the origin, form, and function of the U.S. Constitution, 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 will use critical-thinking skills to apply their knowledge of the U.S. government to contemporary issues.

United States Government M
(Standard)
Course No. SS4GVM
Semesters: 1; Credits: .5
Grade Placement: 12th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on a modified curriculum for the grade level TEKS in a special education setting. This course provides students with both a factual background and a conceptual understanding of the American political system. Units included are the origins of government, beginning governments in the early United States, development of our national government with emphasis on each branch and civil rights. Attention will be given to voting, political parties, and government at the state and local level.

United States Government A
(Standard)
Course No. SS4GVR
Semesters: 1; Credits: .5
Grade Placement: 12th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on recommended prerequisite skills (alternate curriculum) for the grade level TEKS in a special education setting. This course provides students with both a factual background and a conceptual understanding of the American political system based on prerequisite skills. Units included are the origins of government, beginning governments in the early United States, development of our national government with emphasis on each branch and civil rights. Attention will be given to voting, political parties, and government at the state and local level.

AP United States Government and Politics
(Enrollment Based)
Course No. SS4GP
Semesters: 1; Credits: .5
Prerequisite: Senior Classification
Recommended: Advanced/AP Social Studies Courses

AP U.S. Government and Politics is an Advanced Placement course that can substitute for U.S. Government and is equivalent to an introductory college-level course. AP U.S. Government and Politics provides a nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.
College Board Course Description

GT AP United States Government and Politics*
(Enrollment Based)
Course No. SS4GGP
Semesters: 1; Credits: .5
Prerequisite: Senior Classification
Recommended: Advanced/AP Social Studies Courses
** Must meet qualification for GT placement*

GT AP United States Government and Politics applies gifted education practices in order to appropriately challenge and develop the potential of gifted learners. This is an Advanced Placement course that can substitute for U.S. Government and is equivalent to an introductory college-level course. GT AP U.S. Government and Politics provides a nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

ASPIRE AP United States Government and Politics
(Enrollment Based)
Course No. SS4GPA
Semesters: 1; Credits: .5
Prerequisite: Senior Classification, Placement in ASPIRE Academy
Recommended: Advanced/AP Social Studies Courses

ASPIRE AP United States Government and Politics is designed specifically to serve ASPIRE students in order to provide a learning environment commensurate with the academic and affective needs of highly gifted students. This is an Advanced Placement course that can substitute for U.S. Government and is equivalent to an introductory college-level course. ASPIRE AP U.S. Government and Politics provides a nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

United States Government - Dual Enrollment - See available college programs
Course No. SS4GDQ, SS4DM

Economics with Emphasis on the Free Enterprise System and Its Benefits
(Standard)
Course No. SS4EC
Semesters: 1; Credits: .5
Prerequisite: Senior Classification

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. This course is designed to provide students with an understanding of economic theory and to provide them with a realistic view of how the economy has an effect on daily lives in the U.S. and how this compares to other countries around the world. Areas of instruction include basic economic concepts, the role of supply and demand, national production, the

role of labor, business organizations and markets, and the role of the government through spending, taxes, money and banking. The course also incorporates information on personal financial literacy and postsecondary financial aid. Students will apply critical-thinking skills to evaluate the costs and benefits of economic issues.

Economics M
(Standard)
Course No. SS4ECM
Semesters: 1; Credits: .5
Grade Placement: 12th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on a modified curriculum for the grade level TEKS in a special education setting. This course is designed to provide students with an understanding of economic theory and to provide them with a realistic view of how the economy has an effect on daily lives. Emphasis is placed on the various aspects of the free enterprise system as it relates to the consumer with comparisons to other economic systems. Areas of instruction include basic economic concepts, the role of supply and demand, national production, the role of labor, business organizations and markets, and the role of the government through spending, taxes, money and banking. Students deal with current economic problems determining causes and possible solutions.

Economics A
(Standard)
Course No. SS4ECR
Semesters: 1; Credits: .5
Grade Placement: 12th
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on recommended prerequisite skills (alternate curriculum) for the grade level TEKS in a special education setting. This course is designed to provide students with an understanding of the prerequisite skills of economic theory and to provide them with a realistic view of how the economy has an effect on daily lives. Emphasis is placed on the various aspects of the free enterprise system as it relates to the consumer with comparisons to other economic systems. Areas of instruction include basic economic concepts, the role of supply and demand, national production, the role of labor, business organizations and markets, and the role of the government through spending, taxes, money and banking. Students deal with current economic problems determining causes and possible solutions.

Personal Financial Literacy and Economics
(Standard)
Course No. SSPFE
Semesters: 1; Credits: .5
Recommended: Senior Classification

The Personal Financial Literacy and Economics Course emphasizes the economic way of thinking as a framework for personal financial decision-making opportunities. The course builds on and extends the economic and finance content and concepts studied in Kindergarten-Grade 12 social studies and Kindergarten-Grade 8 mathematics. It is an integrative course that applies the same economic way of thinking to making choices about how to allocate scarce resources in an economy to how to make choices and decisions at the personal level. Students will be introduced to common economic and personal financial planning terms and concepts. Students will survey the impact of demand, supply, various industry structures, and government

policies on the market for goods, services, and wages for workers. The course requires that students demonstrate critical thinking by exploring how to invest in themselves with education and skill development, earn income, and budget for spending, saving, investing, and protecting. Students will examine their individual responsibility for managing their personal finances and understand the impact on standard of living and long-term financial well-being. Further, students will connect how their financial decision making impacts the greater economy.
*Note: Students may NOT receive credit for both Personal Financial Literacy and Economics (SSPFE) and Personal Financial Literacy (OTFLIT).

AP Microeconomics
(Enrollment Based)
Course No. SS4EP
Semesters: 1; Credits: .5
Prerequisite: Senior Classification
Recommended: Advanced/AP Social Studies Courses

AP Microeconomics is an Advanced Placement course that can substitute for Economics with Emphasis on the Free Enterprise System and Its Benefits and is equivalent to an introductory college-level course. The AP Microeconomics course provides students with a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. The primary course emphasis is on the nature and functions of product markets. Students will also study factor markets and the role of government in promoting greater efficiency and equity in the economy. This course will prepare students to take the Advanced Placement Microeconomics Exam, which may allow them to qualify for college credit.
College Board Course Description

GT AP Microeconomics*
(Enrollment Based)
Course No. SS4EGP
Semesters: 1; Credits: .5
Prerequisite: Senior Classification
Recommended: Advanced/AP Social Studies Courses
** Must meet qualification for GT placement*

GT AP Microeconomics is designed to apply gifted education practices in order to appropriately challenge and develop the potential of gifted learners. GT AP Microeconomics is an Advanced Placement course that can substitute for Economics with Emphasis on the Free Enterprise System and Its Benefits and is equivalent to an introductory college-level course. The GT AP Microeconomics course provides students with a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. The primary course emphasis is on the nature and functions of product markets. Students will also study factor markets and the role of government in promoting greater efficiency and equity in the economy. This course will prepare students to take the Advanced Placement Microeconomics Exam, which may allow them to qualify for college credit.

ASPIRE AP Microeconomics
(Enrollment Based)
Course No. SS4EPA
Semesters: 1; Credits: .5
Prerequisite: Senior Classification, Placement in ASPIRE Academy
Recommended: Advanced/AP Social Studies Courses

ASPIRE AP Microeconomics is designed specifically to serve ASPIRE students in order to provide a learning environment commensurate with the academic and affective needs of highly gifted students. ASPIRE AP Microeconomics is an Advanced Placement course that can substitute for Economics with Emphasis on the Free Enterprise System and Its Benefits and is equivalent to an introductory college-level course. The ASPIRE AP Microeconomics course provides students with a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. The primary course emphasis is on the nature and functions of product markets. Students will also study factor markets and the role of government in promoting greater efficiency and equity in the economy. This course will prepare students to take the Advanced Placement Microeconomics Exam, which may allow them to qualify for college credit.

Principles of Macroeconomics or Microeconomics Dual Enrollment – **See available college programs**
Course No. SS4EDQ, SS4EDM

Social Studies Electives

Personal Financial Literacy
(Enrollment Based)
Course No. OTFLIT
Semesters: 1; Credits: .5
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.
**Note: Students may NOT receive credit for both Personal Financial Literacy and Economics (SSPFE) and Personal Financial Literacy (OTFLIT).*

AP Comparative Government and Politics
(Enrollment Based)
Course No. OTCGOP
Semesters: 1; Credits: .5
Prerequisite: Junior/Senior Classification
Recommended: Advanced/AP Social Studies Courses

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

Psychology
(Enrollment Based)
Course No. OTPSYC
Semesters: 1; Credits: .5
Recommended: Junior/Senior Classification

In Psychology, an elective course, students study the science of behavior and mental processes. Emphasis is placed on learning psychology for the purpose of developing skills in understanding one's self and others. Students will 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.
Psychology - Dual Enrollment – **See available college programs**
Course No. OTPSDQ

AP Psychology
(Enrollment Based)
Course No. OTPSPA
Semesters: 2;
Credits: .5 state, .5 local
Prerequisite: Junior/Senior Classification
Recommended: Advanced/AP Social Studies Courses

AP Psychology is an Advanced Placement course that is equivalent to an introductory college-level course. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. The students will study the nature of psychology, human growth, development, behavior, and the development of the individual. Students will also explore the ethics and methods psychologists use in their science and practice.
College Board Course Description

AP European History
(Enrollment Based)
Course No. OTEHPA
Semesters: 2; Credits: 1
Prerequisite: Junior/Senior Classification
Recommended: World History Advanced

AP European History is an Advanced Placement course that is equivalent to an introductory college-level course. In AP European History, students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. The course emphasizes the political, intellectual, cultural, social, and economic history of Europe. Students will develop an understanding of the principal themes in modern European history, analyze historical evidence, and express that understanding and analysis in written form.
College Board Course Description

WORLD LANGUAGES

Colleges recognize ASL as a foreign language for credit purposes. Colleges may not accept transfer credit, but students can request to test out of ASL 1. Level 5 is not offered by GCISD.

American Sign Language 1
(Enrollment Based)
Course No. FLA1A
Semesters: 2 Credits: 1
Prerequisite: None

ASL 1 is a foundational course in vocabulary, grammar structures of ASL, and introduction of Deaf Culture. ASL is the language that the deaf use incorporating signs, facial expressions, gestures and body language. This course teaches receptive and expressive signing, interactive communication, culture, and language concepts. Students will be expected to learn the operation of languages, the study of linguistics and the learning processes involved in acquiring a second language.

American Sign Language 2
(Enrollment Based)
Course No. FLA2A
Semesters: 2 Credits: 1
Prerequisite: ASL 1

ASL 2 builds on the foundation laid in ASL 1 for a more in-depth study of vocabulary and grammar, and includes several student presentations in ASL. Students will continue to develop proficiency in receptive and expressive signing, interactive communication, culture, and language concepts. Students will be expected to participate in dialogues about familiar situations using complex sentences and grammatical patterns, short stories, and narratives. Linguistic and cultural elements of signing will continue to be studied in greater depth.

American Sign Language 3
(Enrollment Based)
Course No. FLA3A
Semesters: 2 Credits: 1
Prerequisite: ASL 2

ASL 3 continues to develop proficiency in receptive and expressive signing, interactive communication, culture, and language concepts. Students will continue to learn the complexities of specific grammatical features of ASL. Prepared dialogues will be used as a vehicle for providing the student with contextual exposure and practice of targeted grammatical features. Students are accountable for mastery of increasingly more complex features across the same range of linguistic behaviors.

American Sign Language 4 - Independent Study
(Enrollment Based)
Course No. FLA4A
Semesters: 2 Credits: 1
Prerequisite: ASL 3

Students will continue to master proficiency in receptive and expressive signing, interactive communication, culture, and language concepts in ASL 4. Students will continue to learn the complexities of specific

grammatical features of ASL. Students will gain proficiency in translation skills both from English to ASL and ASL to English. Students will have opportunities to participate in deaf cultural events and a variety of interpretation platforms while also providing support to beginning level students through peer teaching. A community service project to benefit the deaf community will be the capstone assignment for this course.

Spanish

Spanish 1
(Standard)
Course No. FLS1A
Semesters: 2 Credits: 1
Prerequisite: None

Spanish 1 is a course that serves as an introduction to beginning Spanish. The class focuses on sound production, stress patterns and language intonation, and also highlights introductory level geographical facts, social customs, and cultural celebrations. At the conclusion of the course, students will perform at the novice level proficiency in the following language skills: listening, speaking, reading, writing, viewing, and showing.

Spanish 2
(Standard)
Course No. FLS2A
Semesters: 2 Credits: 1
Prerequisite: Spanish 1

This course is a continuation of beginning Spanish. Emphasis will be placed on the ability to communicate orally as a global citizen. Students will participate in dialogues about familiar situations, using more complex sentences and grammatical patterns. Familiar materials will be read, and short, directed compositions will be written. In this course students will continue to develop proficiency in the following language skills: listening, speaking, reading, writing, viewing, and showing.

Spanish 2 Advanced
(Enrollment based)
Course No. FLS2QA
Semesters: 2 Credits: 1
Prerequisite: Spanish 1

This course is the more rigorous continuation of beginning Spanish designed for students who intend to take the AP Spanish Language Test in Spanish 4 AP. Emphasis will be placed on the ability to communicate orally as a global citizen. Students will participate in dialogues about familiar situations, using more complex sentences and grammatical patterns toward a higher proficiency level. Familiar materials will be read, and short, directed compositions will be written. In this course students will continue to develop proficiency in the following language skills: listening, speaking, reading, writing, viewing, and showing.

Spanish 3 On-Level
(Enrollment Based)
Course No. FLS3A
Semesters: 2; credits: 1
Prerequisite: Spanish 2
Grades: 10, 11, 12

In this course students will continue to develop proficiency in all four language skills: listening, speaking, reading, and writing. Emphasis will be placed on consistent and sustained use of the language with more complex grammatical structures. Reading selections using structures of increased complexity will be discussed. Students will recognize word relationships and associate them with proper meaning. This course does not lead to enrollment in AP Spanish 4.

Spanish 3 Advanced
(Enrollment Based)
Course No. FLS3QA
Semesters: 2 Credits: 1
Prerequisite: Spanish 2 Advanced

This course will be accelerated and expanded to include an extensive study of grammar and advanced vocabulary so that students will reach an intermediate level of proficiency. This course is designed for those students planning to continue their Spanish language study and/or prepare for the Advanced Placement Exam. Students will continue to develop proficiency in the following language skills: reading, writing, speaking, listening, viewing, and showing. There will be an emphasis on Advanced Placement strategies and skills.

Spanish Cultural And Linguistic Topics
(Enrollment Based)
Course No. FLS3CA
Semesters: 2 Credits: 1
Prerequisite: Spanish 2
Grades: 9-12

This personalized course focuses on the students' continued development of oral proficiency in Spanish, with applicable practice of real-world situations. Students will be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials by listening, reading, and writing in Spanish. The course is interactive and engages students in current events and cultural topics through project-based learning. This is a stand-alone course, and not part of a coherent sequence of leveled Spanish courses.

Spanish 3 Advanced For Spanish Speakers
(Enrollment Based)
Course No. FLS3SA
Semesters: 2 Credits: 1
Prerequisite: Demonstrated intermediate proficiency in Spanish

This course is designed to meet the unique needs of Spanish speakers including an extensive study of advanced grammar and vocabulary so that students may communicate at a higher, more complex level. Students will read critically and be able to synthesize information in order to write a well-organized essay. This course is designed to develop the communication skills of reading, writing, speaking, listening, viewing, and showing, with an emphasis on Advanced Placement strategies and skills.

AP Spanish 4 Language and Culture
(Enrollment Based)
Course No. FLS4PA
Semesters: 2 Credits: 1
Prerequisite: Spanish 3 Advanced or a CBE score of 90 or higher at Level 3

The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication: interpersonal, presentational, and interpretive. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources; as well as traditional print resources that include literature, essays, and magazine and newspaper articles; and also a combination of visual/print resources such as charts, tables, and graphs; all with the goal of providing a diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the advanced level. This course is designed to refine the communication skills of reading, writing, speaking, listening, viewing, and showing, focusing exclusively on Advanced Placement strategies and skills.
College Board Course Description

AP Spanish 4 Language and Culture For Spanish Speakers
(Enrollment Based)
Course No. FLS4SA
Semesters: 2 Credits: 1
Prerequisite: Spanish 3 Advanced for Spanish Speakers

The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication: interpersonal, presentational, and interpretive. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources; as well as traditional print resources that include literature, essays, and magazine and newspaper articles; and also a combination of visual/print resources such as charts, tables, and graphs; all with the goal of providing a diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the advanced level. This course is designed to refine the communication skills of reading, writing, speaking, listening, viewing, and showing, focusing exclusively on Advanced Placement strategies and skills.

AP Spanish 5 Literature
(Enrollment Based)
Course No. FLS5PA
Semesters: 2 Credits: 1
Prerequisite: AP Spanish 4

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

General Electives

AVID (Advancement Via Individual Determination)
Course No. OTAV1 A/B Freshman AVID
Course No. OTAV2 A/B Sophomore AVID (AVID 2B fulfills 0.5 speech requirement)
Course No. OTAV3 A/B Junior AVID (AVID 3B fulfills 0.5 health requirement)
Course No. OTAV4 A/B Senior AVID
Semesters 2; Credits: 1
Prerequisite: Application and Instructor Approval

AVID is a structured college-readiness course designed to support students' development of inquiry, critical reading, and analytical writing skills. Each week, students in the AVID elective class engage in reading and writing curriculum, tutor-facilitated study groups, collaborative activities and academic success skills. The tools used in this course will help students to be more successful readers, writers, and thinkers in the more rigorous courses in which they will also be expected to enroll (i.e. Adv. and Acc. middle school offerings, Adv., AP, or Dual high school offerings). The AVID Elective class reviews and then builds upon skills learned in prior years of AVID. Potential students will need to apply and interview before being accepted into the elective.

AVID Tutors
Course No. OTAVT A/B
Semesters 2; Credits: 1 (local)
Prerequisite: Application/Interview with AVID District Director Required
Grades: 11-12

Students will be trained to be the AVID tutors in AVID Elective classes along with building leadership skills through participating in aspects of the AVID curriculum. They may help AVID teachers with preparation during the times they are not tutoring. Students will end the year as trained AVID tutors which will enable them to apply for paid jobs as AVID tutors at any AVID schools after graduation from high school.

Student Leadership
Course No. OTLS1A, OTLS2A
Course No. 1 - OTLS1A
Credits: .5 - 1 state
Course No. 2 - OTLS2A
Credits: .5 - 1 local
Semesters: 1-2
Prerequisite: Instructor Approval

The Student Leadership Course provides an opportunity to study, practice, and develop group and individual leadership and organizational skills. These skills include, but are not limited to, decision making skills, problem solving techniques, communication skills, leadership roles, human relations skills, and understanding the need for civic responsibility. Students who take this course will apply these skills in dealing with peers, school administrators, and the community. It is a hands-on, lab-

oriented approach to leadership. Students enrolled should be a member of the Student Council and must have written teacher approval.

Peer Assistance and Leadership
(Enrollment-Based)
Course No. OTPA1A
Semesters: 2; Credits: 1
Prerequisite: Junior or Senior Classification
Instructor Approval
Selection Process

PALS is a program designed to help students learn listening, communication, and decision-making skills. Class members are trained and actively provide support services to fellow students. PALS also adopt elementary school students and act as positive role models for these young people.

Peer Assistance and Leadership Advanced
(Enrollment-Based)
Course No. OTPA2A
Semesters: 2; Credits: 1
Prerequisite: Previous Membership in Beginning PALS Class
Instructor Approval
Selection Process

The Advanced PALS class continues the training and goals of the beginning PALS class. In addition, the Advanced PALS class talks with middle school students about important issues in their lives, conducts peer mediation on the high school campus and has a community service project each semester.

Peer Assistance for Students with Disabilities 1 & 2
Course No. OTPSD1, OTPSD2
Course No. 1 – OTPSD1
Credits: .5 – state credit
Course No. 2 – OTPSD2
Credits: .5 – local credit
Semester: 1-2; Credits: .5-1 (.5 state, .5 local)
Prerequisite: Junior or Senior Classification

Peer Assistance for Students with Disabilities 1 is designed to promote an inclusive educational environment for students receiving special education services. This course provides peer assistants the opportunity to understand the different disabilities of the students, develop leadership skills to aid the learners and work on communication skills between the peer assistant and the learners. Peer Assistance for Students with Disabilities 2 differs from Peer Assistance with Disabilities 1 in that the peer assistant provides more one-one instruction to the student receiving assistance. The peer assistant role is designed to accompany the student receiving assistance as a facilitator of learning as the peer assistant goes out to courses within the school. Assistance can occur in art or other academic content

courses where students with disabilities are enrolled. These courses do NOT fulfill the fine arts or content graduation requirements, but will be counted as a state elective.

College Readiness Exam Prep
Course No. OTCOR
Semesters: 1 Credits: ½ (state)
Recommended: 9th-12th
Prerequisite: None

The College Readiness Exam Prep course is available to any student seeking dedicated instructional time for SAT/ACT preparation. Test taking skills and specific test items are emphasized for both the verbal and quantitative sub-tests.

Study Skills and Learning Strategies M
(Enrollment-Based)
Course No. SESSMA
Semesters: 1 Credits: .5
Grade Placement 11-12
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on a modified curriculum for the grade level TEKS in a special education setting. This course is designed to support the unique needs of a student with disabilities to teach skills and strategies necessary for success in post high school educational environments. The instruction is a modified course linked to the general education TEKS for the College Readiness and Study Skills course.

General Employability Skills A
(Enrollment Based)
Course No. SEGER, SEGEM
Grade Level(s): 9-12
Semesters: 2; Credits: 1
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on recommended prerequisite skills (alternate curriculum) for the grade level TEKS in a special education setting. General Employability skills is a course that provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. The course will cover the knowledge, skills, and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team. Students will also explore job possibilities that link their skills, abilities, interests, values, needs, and work environment preferences. Coursework will be individualized to the students' needs and preferences relating to their post-secondary goal.

Making Connections 1-4 A
(Enrollment Based)
Course No. SEMC1R, SEMC2R, SEMC3R, SEMC4R
Grade Level(s): 9-12
Semesters: 1; Credits: 0.5
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on recommended prerequisite skills (alternate curriculum) for the grade level TEKS in a special education setting. The Making Connections course sequence serves students who have a disability that causes them to have difficulty with social skills. The courses will assist the students with developing and generalizing appropriate and beneficial social skills that will increase the student's post-secondary outcome. Making Connections I assists the students in developing an understanding of their disability and the strengths and limitations that accompany it.

Path-College/Career Prep 1-4 A
(Enrollment Based)
Course No. SEP1R, SEP2R, SEP3R, SEP4RA
Grade Level(s): 9-12
Semesters: 2; Credits: 1
Prerequisite: ARD/IEP Committee determination required

This course is recommended through an ARD Committee and meets the individual learning requirements of students by focusing on recommended prerequisite skills (alternate curriculum) for the grade level TEKS in a special education setting. The Path-College/Career Prep course series focuses on developing the habits and skills that are expected in life-long learning and the workforce. In this course, students will develop personal/interpersonal and cognitive skills that are essential to productivity in their chosen post-secondary setting (adult learning and/or work).

CTE Leadership
(Enrollment Based)
Course No. CTSLEA/B
Service ID: 13034400
Grade Levels: 10-12
Semesters: 2; Credits:1
Teacher Approval Required/Application

Students will develop the foundational leadership skills necessary to establish and manage an organization effectively. This course focuses on Career and Technical Student Organizations strategic decision-making, organizational planning, and entrepreneurial leadership. Students will learn to assess opportunities, create and implement strategic plans, and develop leadership strategies to structure and promote an organization and its initiatives. Through hands-on experiences, students will enhance their ability to lead teams, make informed decisions, and drive organizational success.

Local and No Credit Courses

Will not count toward 26 required credits for graduation.

Office Aide
(Enrollment-Based)
Course No. OTAIDA
Semesters: 1-4; Credits: ½-2 (local credit only)
Prerequisite: Junior or Senior Classification
Administrator Approval

Office aide are needed in the main office, attendance office, counseling office, and library. To be an ~~assistant~~ aide, one must have approval from the office (or library). A student may receive 1/2 credit per semester for a maximum of two credits. A student may not be concurrently enrolled as an office and teacher aide.

Portfolio Art - Independent Study
(Enrollment Based)
Course No. FAAPTA
Semesters: 2 - 4; Credits: 1 - 2
Prerequisite: Junior or Senior Classification
Requirement: must be concurrently enrolled in Art AP

This course is designed for the advanced art student who wants to continue the study of art and develop a personal style. The student works with the art teacher to select projects which will help expand his/her knowledge and skills. Each student works independently toward set goals. Students planning to major in art as a career will complete their portfolio for college. Students may be enrolled in Art Independent *Study* for no more than four semesters.

Teacher Aide
(Enrollment-Based)
Course No. OTATA
Semesters: 1-4; Credits: ½-2
Prerequisite: Junior or Senior Classification, Teacher Approval

The student will assist the teacher in various classroom duties. Teachers may have only one aide. A student may receive 1/2 credit per semester for a maximum of two credits. A student may not be concurrently enrolled as an office and teacher ~~assistant~~ aide.

Junior Release
(Enrollment-Based)
Course No. OT1JR A/B – 1st period
Course No. OT9RJA/B – 9th period
Semesters: 1-2; Credits: None
Prerequisite: Junior Classification

Senior Release
(Enrollment-Based)
Course No. OT1SR A/B – 1st period
Course No. OT189A/B – 1st period, 8th period & 9th period
Course No. OT19A/B – 1st period & 9th period
Course No. OT789A/B – 7th period, 8th period & 9th period
Course No. OT89A/B – 8th period & 9th period
Course No. OT9SRA/B – 9th period
Semesters: 1-2; Credits: None
Prerequisite: Senior Classification

Description: Seniors who will meet graduation requirements and who are enrolled in three credits each semester may request release from high school.

Available College Programs

Three opportunities to earn college credit exist for students in high school. Students may earn credit through Concurrent Enrollment, Dual Enrollment, and potential credit through successful performance on an Advanced Placement exam. The TSIA test is required before any student is allowed to enroll. High school counselors are prepared to help students take advantage of these programs.

CONCURRENT ENROLLMENT
(Enrollment-Based)
Course No. NONE
Semesters: 1-2
Credits: College Only
Prerequisite: Junior or Senior Classification; Meet College Entrance Requirements

The concurrent enrollment program is designed to provide students with the opportunity to complete college courses during their last two years of high school at any university or college campus. The concurrent college class is taken on the student's own time, and there is not a designated period in the high school schedule to allot for concurrent classes. Concurrent college classes do not count as a high school credit and will not be added to the high school transcript or calculated in the GCISD GPA. Any college course approved through GCISD for Dual credit (high school and college credit) is considered a Dual credit course, not concurrent enrollment. Please see the Dual credit description in the Course Selection Guide. **Any student taking a college level course on a college campus must speak to their counselor and fill out the required paperwork PRIOR to enrolling.**

DUAL ENROLLMENT
(Enrollment-Based)
Semesters: 1-2
Credits: High School and College
Prerequisite: Junior or Senior Classification
Meet TCC or McMurry Early Entrance Requirements

The Dual Enrollment Program allows students to take courses that apply toward both high school and college graduation. Only a limited number of courses meet the strict requirements of this program. Students must maintain a 70 or above to receive high school credit for the course. All GCISD approved Dual credit courses will be added to the high school transcript. See the table below for how each course calculates into the Ranking GPA. Students can take a maximum of 8 periods each year of high school, which includes Dual credit courses. If a Dual credit course offered on the high school campus does not make due to low enrollment, students may take the course on the college campus if they qualify. All Dual credit courses taken on a college campus or online will take place off campus outside of the student's school day. **Any student taking a college level course on a college campus must speak to their counselor and fill out the required paperwork PRIOR to enrolling.**

The following Tarrant County College (TCC) courses are available for Dual credit:

GCISD	TCC Dual Enrollment	
English 3 (Juniors)	ENGL 1301 ENGL 1302	English Composition 1 and 2 2 semesters for 1.0 credit
US History (Juniors)	HIST 1301 HIST 1302	US History 1 and 2 2 semesters for 1.5 credit
English 4 (Seniors)	ENGL 2322 ENGL 2323	British Literature 1 and 2 2 semesters for 1.0 credit
Government (Seniors)	GOVT 2305	US Government 1 semester for 0.5 credit
Economics (Seniors)	ECON 2301	Principles of Macroeconomics 1 semester for 0.5 credit
Independent Study in Mathematics	MATH 1314	College Algebra* 1 semester for 1.0 credit
Precalculus Advanced	MATH 2412	Pre-Calculus* 1 semester for 1.0 credit
Calculus Advanced	MATH 2413	Calculus 1* 1 semester for 1.0 credit
Art History Advanced	ARTS 1301	Art Appreciation 1 semester for 0.5 credit
Psychology	PSYC 2301	Psychology** 1 semester for 0.5 credit
Professional Communications	SPCH 1315	Public Speaking** 1 semester for 0.5 credit

*Additional placement test required by TCC for participation.
**If this course has been taken for high school credit, it can still be taken for initial college credit through TCC.

Course Title	TCC Course Number	Included in Ranking GPA?
English Composition 1	ENGL 1301	Y
English Composition 2	ENGL 1302	Y
British Literature 1	ENGL 2322	Y
British Literature 2	ENGL 2323	Y
US History 1	HIST 1301	Y
US History 2	HIST 1302	Y
Principles of Macroeconomics	ECON 2301	Y
US Government	GOVT 2305	Y
College Algebra	MATH 1314	Y
Precalculus	MATH 2412	Y
Calculus 1	MATH 2413	Y
Calculus 2	MATH 2414	Y
Psychology	PSYC 2301	N
Public Speaking (Speech)	SPCH 1315	N
Art Appreciation	ARTS 1301	N

The following McMurry University courses are available for Dual credit:

GCISD	McMurry Dual Enrollment	
English 3 (Juniors)	ENGL 1310	Composition and Rhetoric 1 semester for 1.0 credit
US History (Juniors)	HIST 2320	United States since 1865 1 semester for 1.0 credit
English 4 (Seniors)	ENGL 1320	Introduction to Literary Study 1 semester for 1.0 credit
Government (Seniors)	POSC- 2310	American National Government 1 semester for 0.5 credit
Economics (Seniors)	ECON- 2320	Principles of Microeconomics 1 semester for 0.5 credit
Independent Study in Mathematics (College Algebra)	MATH 1311	College Algebra 1 semester for 1.0 credit
Advanced Quantitative Reasoning	MATH 1315	Contemporary Math 1 semester for 1.0 credit
Professional Communications	COMM 1310	Principles of Communication 1 semester for 0.5 credit
Psychology	PSYCH 1340	General Psychology 1 semester for 0.5 credit
Spanish 1	SPAN 1410	Elementary Spanish 1 1 semester for 1.0 credit
Spanish 2	SPAN 1420	Elementary Spanish 2 1 semester for 1.0 credit
Art Appreciation	ARTS 1300	Exploring the Visual Arts 1 semester for 1.0 credit

Course Title	McMurry Course Number	Included in Ranking GPA?
Composition and Rhetoric	ENGL 1310	Y
Introduction to Literary Study	ENGL 1320	Y
United States since 1865	HIST 2320	Y
Principles of Microeconomics	ECON 2320	Y
American National Government	POSC 2310	Y
College Algebra	MATH 1311	Y
Contemporary Math	MATH 1315	Y
Principles of Communication	COMM 1310	N
General Psychology	PSYCH 1340	N
Elementary Spanish 1	SPAN 1410	Y
Elementary Spanish 2	SPAN 1420	Y
Exploring the Visual Arts	ARTS 1300	N

Listing of all Advanced Placement Courses

ADVANCED PLACEMENT
Advanced Placement (AP) courses will challenge students with college-level material, which provides them with the academic experiences needed to be successful in earning a college degree. Students will also have the opportunity to prepare and take an AP exam, which could earn them college credit. The College Board charges a fee for these exams; AP exams are ordered and taken at the student's high school during the first two weeks of May.

In order for students to be academically successful in AP courses, they are required to complete work outside of the classroom experience similar to what is expected of college students taking a similar course. AP courses are weighted 6.0 on GCISD's GPA scale.

AP Courses:

English Courses

AP English Language and Composition - PSAT Team
AP English Language and Composition
GT AP English Language and Composition
ASPIRE AP English Language and Composition
AP English Literature and Composition
GT AP English Literature and Composition
ASPIRE AP English Literature and Composition

English Language Arts Electives

AP Capstone Seminar
AP Capstone Seminar/ASPIRE
AP Research
AP Research/ASPIRE

Mathematics

AP Precalculus
AP Statistics
AP Calculus AB
GT AP Calculus AB
AP Calculus BC

Computer Science

AP Computer Science Principles
AP Computer Science A

Science

AP Biology
AP Chemistry

AP Physics C - Mechanics
AP Physics C - Electricity and Magnetism
AP Physics 1
GT AP Physics 1
AP Physics 2
AP Environmental Science

Social Studies

AP Human Geography
GT AP Human Geography
ASPIRE AP Human Geography
AP Modern World History
GT AP Modern World History
ASPIRE AP Modern World History
AP United States History
GT AP United States History
ASPIRE AP United States History
AP United States Government and Politics
GT AP United States Government and Politics
ASPIRE AP United States Government and Politics
AP Microeconomics
GT AP Microeconomics
ASPIRE Microeconomics

Social Studies Electives

AP Comparative Government and Politics
AP Psychology
AP European History

World Languages

AP French 4
AP German 4
AP Latin 4
AP Spanish 4 Language and Culture
AP Spanish 4 Language and Culture For Spanish Speakers
AP Spanish 5 Literature

Fine Arts

AP Music Theory AP
AP Studio Art: Drawing
AP Studio Art: 2D Design
AP Studio Art: 3D Design
AP Art History

Career and Technical Education

AP Foundations for Cybersecurity

Post AP-Courses

Post-AP courses do not have an AP exam attached to them. These courses provide the opportunity for students to extend their study in topics that highly interest them. Post-AP courses are weighted 6.0 on GCISD's GPA scale. Course descriptions for these courses are located in this course selection guide under the appropriate content area.

Post-AP Art History Seminar
Post-AP Music Theory
Multivariable Calculus
Advanced Topics in Mathematics
Scientific Research and Design: Advanced Topics in Biology
Scientific Research & Design: Advanced Topics in Physics
Scientific Research & Design: Advanced Topics in Chemistry
Scientific Research & Design: Unmanned Vehicle
French Cultural and Linguistic Topics (INDEPENDENT STUDY)
German Cultural and Linguistic Topics (INDEPENDENT STUDY)
Latin Cultural and Linguistic Topics (INDEPENDENT STUDY)
Computer Science 3 (INDEPENDENT STUDY)

CAREER & TECHNICAL EDUCATION

- Animal Science
- Agricultural Technology & Mechanical Systems (Welding/Trades)
- Plant Science

ANIMAL SCIENCE

Program of Study	Course 1	Course 2	Course 3	Course 4
Animal Science	**Principles of Agriculture, Food, & Natural Resources**	**Small Animal Management AND Equine Science**	**Vet. Med Applications AND Advanced Animal Science (Dual option available)**	**Practicum in Agriculture, Food, & Natural Resources**

Principles of Agriculture, Food, and Natural Resources
(Enrollment-Based)
Course No. CTPIGA/B
Service ID: 13000200
Semesters: 2; Credits: 1
Grades: 9-10
Prerequisite: None

Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. To prepare for success, students need opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

Small Animal Management
(Enrollment-Based)
Course No. CTSAMA/B
Service ID: 13000400
Semesters: 1; Credits: ½
Grades: 10
Prerequisite: None

In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems,

and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings.

Equine Science
(Enrollment-Based)
Course No. CTESA/B
Service ID: 13000500
Semesters: 1; Credits: ½
Grades: 10
Prerequisite: None

In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

Advanced Animal Science (Dual Option Available)
(Enrollment-Based) TECC
Course No. CTAASA/B
Dual Option: CTAADA/B
Service ID: 13000700
Semesters: 2; Credits: 1
Grades: 11 - 12
Prerequisite: Must have Biology and Chemistry or IPC; Algebra I and Geometry; and either Small Animal Management, Equine Science - Fulfills 1 high school Science graduation Requirement
Corequisite: Veterinary Medical Applications

Animal Science Advanced 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. To prepare for careers in the field of animal science, students must 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 is NOT an NCAA approved core course. See the NCAA Eligibility Center website for additional information.**

Veterinary Medical Applications
(*Enrollment Based) TECC*
Course No. CTVMAA/B
Service ID: 13000600
Semesters: 2; Credits: 1
Grades: 11 - 12
Prerequisites: 2 courses in the Animal Science Program of Study
Corequisite: Advanced Animal Science

Veterinary Medical Applications covers topics relating to veterinary practices, including practices for large and small animal species. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings.

Practicum in Agriculture, Food, and Natural Resources - Animal Science
(Enrollment-Based) TECC
Course No. CTPASA/B
Service ID: 13002500
Semesters: 2; Credits: 2
Grades: 12
Prerequisites: Veterinary Medical Applications and Advanced Animal Science
**16 years old minimum, provide own transportation to outside cooperating entity.*
Students must actively seek and assist in placement for work-based learning.

Practicum in Agriculture, Food, and Natural Resources 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. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. **Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.**

AGRICULTURAL TECHNOLOGY & MECHANICAL SYSTEMS (Welding and Trades)

Program of Study	Course 1	Course 2	Course 3	Course 4
Agricultural Technology and Mechanical Systems	**Principles of Agriculture, Food, & Natural Resources**	**Agricultural Mechanics and Metal Technologies/Lab**	**Agricultural Structure Design and Fabrication/Lab**	**Practicum in Agriculture, Food, & Natural Resources**

Principles of Agriculture, Food, and Natural Resources
(Enrollment Based)
Course No. CTPIGA/B
Service ID: 13000200
Semesters: 2; Credits: 1
Grades: 9-10
Prerequisite: None

Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. To prepare for success, students need opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

Agricultural Mechanics and Metal Technologies with Lab
(Enrollment Based) TECC
Course No. CTAMA/B
Service ID: 13002210
Semesters: 2; Credits: 2
Grades: 10-12
Prerequisite: None

Agricultural Mechanics and Metal Technologies 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 metalworking techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. **Additional fees may be associated with this course.**

Agriculture Structures Design and Fabrication with Lab
(Enrollment-Based) TECC
Course No. CTAFA/B
Service ID: 13002310
Semesters: 2; Credits: 2
Grades: 11 - 12
Prerequisites: Agricultural Mechanics and Metal Technologies with lab

In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings. **Additional fees may be associated with this course.**

Practicum in Agriculture, Food, and Natural Resources - Agriculture Technology and Mechanical Systems
(Enrollment-Based) TECC
Course No. CTPAGA/B
Service ID: 13002500
Semesters: 2; Credits: 2
Grade: 12
Prerequisites: Agricultural Mechanics and Metal Technologies with Lab, Agricultural Structures Design and Fabrications with Lab
**16 years old minimum, provide own transportation to outside cooperating entity.*
Students must actively seek and assist in placement for work-based learning.

Practicum in Agriculture, Food, and Natural Resources 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. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. **Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.**

PLANT SCIENCE

Program of Study	Course 1	Course 2	Course 3	Course 4
Plant Science	Floral Design	Advanced Floral Design OR Advanced Plant & Soil	Practicum of Floral Design (1st time taken)	Practicum of Floral Design 2 (2nd time taken)

Floral Design
(Enrollment-Based)
Course No. CTFDA/B
Service ID: 13001800
Semesters: 2; Credits: 1
Grades: 9 or 10

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. To prepare for careers in floral design, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. **Additional fees may be associated with this course.**
This course satisfies a Fine Art Credit for High School Graduation

Advanced Floral Design
(Enrollment-Based)
Course No. CTAFDA/B
Service ID: N1300270
Semesters: 2; Credits: 1
Grades: 10 or 11
Prerequisite: Floral Design

In this course, students build on the knowledge from Floral Design and are introduced to more floral design advanced concepts, with an emphasis on specialty designs and specific occasion planning. This course focuses on building skills in floral design advanced and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event. Through the analysis and evaluation of various occasions and event types, students explore the design needs and expectations of clients and propose and evaluate appropriate creations. From conception to evaluation, students are challenged to create and design appropriate specialty floral designs that meet the needs of the client. Furthermore, an emphasis on budgetary adherence and

entrepreneurship equips students with many of the necessary skills needed for success in floral enterprises.
Additional fees may be associated with this course.

Advanced Plant and Soil Science
(Enrollment-Based)
Course No.: CTAPSA/B
Service ID: 13002100
Grade Placement: 10 & 11
Semesters 2; Credits: 1
Prerequisite: Floral Design

Advanced 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. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace.
This course fulfills a Science credit.

Practicum in Floral Design

(Enrollment-Based) TECC
Course No 1st time taken. CTPF1A/B
Course No 2nd time taken. CTPF2A/B
Service ID: 13002500, 13002510
Semesters: 2; Credits: 2
Grades: 11-12
Prerequisites: Advanced Floral Design or Advanced Plant and Soil Science
**16 years old minimum, provide own transportation to outside cooperating entity.*
Students must actively seek and assist in placement

Practicum in-Floral Design 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. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. **Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.**

- Audio Video Production
- Graphic Design
- Video Game Design
- Yearbook

AUDIO VIDEO PRODUCTION

Program of Study	Course 1	Course 2	Course 3	Course 4
Audio Video Production	****Principles of Arts, A/V Technology, & Communications AND Professional Communications**	**Audio/Video Production 1**	**Audio/Video Production 2 with Lab**	**Practicum in Audio Video Production**

****Course offered at middle school level**

Principles of Arts, Audio Video Technology, and Communications
(Enrollment-Based)
Course No. CTPAVA/B
Service ID: 13008200
Semesters: 2, Credits: 1
Grades: 9-10
Prerequisite: None

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.

Professional Communications
(Enrollment-Based)
Course No. OTSPEEA/B
Service ID: 13009900
Semesters: 1; Credits: ½
Grades: 9-12
Prerequisite: None

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

Audio Video Production 1

(Enrollment-Based)
Course No. CTAVA/B
Service ID: 13008500
Semesters: 2; Credits: 1
Grades: 9- 10
Prerequisite: None

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production.

Audio Video Production 2 with Lab
(Enrollment-Based)
Course No. CTAV2A/B
Service ID: 13008610
Semesters: 2, Credits: 2
Grades: 10-12
Prerequisite: Audio Video Production 1

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on preproduction, production, and post-production products. This course may be implemented in an audio format or a format with both audio and video.

Practicum in Audio Video Production
(Enrollment-Based)
Course No. CTAVPA/B
Service ID: 13008700
Semesters: 2, Credits: 2
Grades: 11-12
Prerequisite: Audio Video Production 2 with Lab

Careers in audio/video production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production 2 and its corequisite Audio/Video Production 2 Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

GRAPHIC DESIGN & ILLUSTRATION

Program of Study	Course 1	Course 2	Course 3	Course 4
Graphic Design & Illustration	****Principles of Arts, A/V Technology, & Communications**	**Graphic Design and Illustration 1**	**Graphic Design and Illustration 2 with Lab**	**Practicum of Graphic Design and Illustration** **OR** **Career Preparation 1**

****Course offered at middle school level**

Principles of Arts, Audio Video Technology, and Communications
(Enrollment-Based)
Course No. CTPAVA/B
Service ID: 13008200
Semesters: 2, Credits: 1
Grades: 9-10
Prerequisite: None

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.

Graphic Design and Illustration 1
(Enrollment-Based)
Course No. CTGDA/B
Service ID: 13008800
Semesters: 2; Credits: 1
Grades: 9-10
Prerequisite: None

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

Graphic Design and Illustration 2 with Lab
(Enrollment-Based)
Course No. CTGD2A/B
Service ID:13008900
Semesters: 2; Credits: 2
Grades: 10 - 12
Prerequisite: Graphic Design and Illustration 1

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.

Practicum in Graphic Design and Illustration
(Enrollment-Based)
Course No. CTPGDA/B
Service ID: 13009000
Semesters: 2, Credits: 2
Grades: 11-12
Prerequisite: Graphic Design and Illustration 2 with Lab

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop 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.

Career Preparation 1
(Enrollment-Based)
Course No. CTCP1A/B
Service ID: 12701121
Semesters: 2; Credits: 2 - 3
Grades: 11-12
Prerequisite: Graphic Design and Illustration 2 with Lab

Career Preparation 1 provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

VIDEO GAME DESIGN

Program of Study	Course 1	Course 2	Course 3	Course 4
Video Game Design	****Principles of Arts, A/V Technology, & Communications**	**Video Game Design**	**Video Game Programming Advanced** AND **Web Game Development**	**Practicum of Video Game Design** **OR** **Career Preparation 1**

****Course offered at middle school level**

Principles of Arts, Audio Video Technology, and Communications
(Enrollment-Based)
Course No. CTPAVA/B
Service ID: 13008200
Semesters: 2, Credits: 1
Grades: 9-10
Prerequisite: None

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.

Video Game Design
(Enrollment-Based)
Course No. CTVGA/B
Service ID: 13009970
Semesters: 2; Credits: 1
Grades 9-11
Prerequisite: None

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

Advanced Video Game Programming
(Enrollment-Based)
Course No. CTAVGA/B
Service ID: N1300995
Semesters: 2; Credits: 1
Grades: 10 - 12
Prerequisite: Video Game Design
Corequisite: Web Game Development

Students will dive into the inner workings of a fully functional role-playing game (RPG) by customizing playable characters, items, maps, and chests and eventually applying customizations by altering and enhancing the core game code.

Web Game Development
(Enrollment-Based)
Course No. CTWGDA/B
Service ID: 03580830
Semesters: 2; Credits: 1
Grades: 10 - 11
Prerequisite: Video Game Design
Corequisite: Advanced Video Game Programming

Web Game Development will allow students to demonstrate creative thinking, develop innovative strategies, and use digital and communication tools necessary to develop fully functional online games. Web Game Development has career applications for many aspects of the game industry, including programming, art principles, graphics, web design, storyboarding and scripting, and business and marketing. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

Practicum of Video Game Design
(Enrollment-Based)
Course No. CTPVGDA/B
Service ID: 13009000
Semesters: 2, Credits: 2
Grades: 11-12
Prerequisite: Video Game Design and Advanced Video Game Programming

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop 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. opportunities.

Career Preparation 1
(Enrollment-Based)
Course No. CTCP1A/B
Service ID: 12701121
Semesters: 2; Credits: 2 - 3
Grades: 11-12
Prerequisite: Video Game Design and Advanced Video Game Programming

Career Preparation 1 provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

YEARBOOK

Program of Study	Course 1	Course 2	Course 3	Course 4
Yearbook	**Commercial Photography**	**Yearbook 1**	**Yearbook 2**	**Yearbook 3**

Commercial Photography
(Enrollment Based)
Course No. I – CTCPHA/B
Service ID: 13009100
Semesters: 2; Credits: 1
Grades: 9-11
Prerequisite: None
Application, Instructor Approval
Journalism I Strongly Recommended

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

Yearbook I
(Enrollment Based)
Course No. CTYB1A/B
Service ID: 13008900
Semesters: 2; Credits: 1
Grades: 10-12
Prerequisite: Commercial Photography
Application, Instructor Approval
Commercial Photography Strongly Recommended

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

Yearbook II
(Enrollment Based)
Course No. *CTYB2A/B*
Service ID: 13009200
Semesters: 2; Credits: 1
Grades: 11-12
Prerequisite: Yearbook I
Application, Instructor Approval

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

Yearbook III
(Enrollment Based)
Course No. *CTYB3A/B*
Service ID: 03580900
Semesters: 2; Credits: 1
Grade: 12
Prerequisite: Yearbook II
Application, Instructor Approval
Commercial Photography Strongly Recommended

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

- Accounting and Financial Services
- Business Management
- Marketing and Sales

ACCOUNTING AND FINANCIAL SERVICES

Program of Study	Course 1	Course 2	Course 3	Course 4
Accounting & Finance	****Principles of Business, Marketing, Finance OR Foundations of Business (formerly Business Information Management 1)**	**Accounting 1**	**Accounting 2 OR Financial Mathematics**	**Practicum in Business Management**

****Course offered at middle school level**

Principles of Business, Marketing, and Finance
(Enrollment-Based)
Course No. CTPBMA/B
Service ID: 13011200
Semesters: 2; Credits: 1
Grades: 9
Prerequisite: None

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

Foundations of Business (formerly Business Information Management 1)
(Enrollment-Based)
Course No. CTFOBA/B
Service ID: 13011400
Semesters: 2; Credits: 1
Grades: 9 - 10
Prerequisite: None

In Foundations of Business, 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.

Accounting 1
(Enrollment-Based)
Course No. CTACA/B
Service ID: 13016600
Semesters: 2; Credits: 1
Grades: 9 - 10
Prerequisite: None

In Accounting 1, students will 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 will reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students will formulate and interpret financial information for use in management decision making.

Accounting 2
(Enrollment-Based)
Course No. CTAC2A/B
Service ID: 13016700
Semesters: 2; Credits: 1
Grades: 10 - 12
Prerequisite: Accounting 1
This course satisfies a mathematics graduation requirement

In Accounting 2, students will 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 will reflect on this knowledge as they engage in various managerial, financial, and operational accounting activities. Students will formulate, interpret, and communicate financial information for use in management decision making. Students will use equations, graphical representations, accounting tools, spreadsheet software, and accounting systems in real-world situations to maintain, monitor, control, and plan the use of financial resources.

Financial Mathematics
(Enrollment-Based)
Course No. MFMA/B
Service ID: 13018000
Semesters: 2; Credits: 1
Grades: 10 - 12
Prerequisite: Algebra 1
This course satisfies a high school mathematics graduation requirement.

Financial Mathematics is a course about personal money management. Students will apply critical thinking skills to analyze personal financial decisions based on current and projected economic factors.
This course is NOT an NCAA approved core course. See the NCAA Eligibility Center website for additional information.

Practicum in Business Management
(Enrollment-Based)
Course No. CTBMPA/B
Service ID: 13012200
Semesters: 2; Credits: 2 - 3
Grades: 11-12
Prerequisite: 2 or more courses within the Accounting and Finance Program of Study

Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. 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.

BUSINESS MANAGEMENT

Program of Study	Course 1	Course 2	Course 3	Course 4
Business Management	****Principles of Business, Marketing, Finance OR Foundations of Business (formerly Business Information Management 1)**	**Global Business AND Virtual Business**	**Business Management**	**Practicum in Business Management OR Career Preparation 1**

****Course offered at middle school level**

Principles of Business, Marketing, and Finance
(Enrollment-Based)
Course No. CTPBMA/B
Service ID: 13011200
Semesters: 2; Credits: 1
Grades: 9
Prerequisite: None

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

Foundations of Business (formerly Business Information Management 1)
(Enrollment-Based)
Course No. CTFOBA/B
Service ID: 13011400
Semesters: 2; Credits: 1
Grades: 9-10
Prerequisite: None

In Foundations of Business, 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.

Global Business
(Enrollment-Based)
Course No. CTGBA/B
Service ID: 13011800
Semesters: 1; Credits: ½
Grades: 10 - 12
Prerequisites: None

Global Business is designed for students to analyze global trade theories, international monetary systems, trade policies, politics, and laws relating to global business as well as cultural issues, logistics, and international human resource management.

Virtual Business
(Enrollment-Based)
Course No. CTVBA/B
Service ID: 13012000
Semesters: 1; Credits: ½
Grades: 10 - 12
Prerequisite: None

Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project-management skills. Students will also demonstrate bookkeeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business.

Business Management
(Enrollment-Based)
Course No. CTBMA/B
Service ID: 13012100
Semesters: 2; Credits: 1
Grades: 10-12
Prerequisites: 2 credits within the Business Management Program of Study

Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

Practicum in Business Management
(Enrollment-Based)
Course No. CTBMPA/B
Service ID: 13012200
Semesters: 2; Credits: 2 - 3
Grades: 11-12
Prerequisite: Business Management

Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of

emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. 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.

Career Preparation 1
(Enrollment-Based)
Course No. CTCP1A/B
Service ID: 12701121
Semesters: 2; Credits: 2 - 3
Grades: 11-12
Prerequisite: Business Management

Career Preparation 1 provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

MARKETING AND SALES

Program of Study	Course 1	Course 2	Course 3	Course 4
Marketing	****Principles of Business, Marketing, and Finance OR *Marketing**	**Social Media Marketing OR Sports Entertainment Marketing OR Virtual Business**	**Retail Management OR Practicum in Marketing**	**Practicum in Marketing OR Career Preparation 1**

*** If Principles of Business, Marketing, and Finance was taken in 8th grade**
****Course offered at middle school level**

Principles of Business, Marketing, and Finance
(Enrollment-Based)
Course No. CTPBMA/B
Service ID: 13011200
Semesters: 2; Credits: 1
Grades: 9
Prerequisite: None

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

Marketing
(Enrollment-Based)
Course No. CTMAA/B
Service ID: N1303424
Semesters: 2; Credits: 1
Grades: 9 & 10
Prerequisite: None

Marketing explores the seven core functions of marketing which include: marketing planning – why target market and industry affect businesses; marketing-information management – why market research is important; pricing – how prices maximize profit and affect the perceived value; product/service management – why products live and die; promotion – how to inform customers about products; channel management – how products reach the final user; and selling – how to convince a customer that a product is the best choice. Students will demonstrate knowledge in hands-on projects which may include conducting research, creating a promotional plan, pitching a sales presentation, and introducing an idea for a new product/service.

Social Media Marketing
(*Enrollment-Based)*
Course No. CTSMMA/B
Service ID: 13034650
Semesters: 1; Credits: ½
Prerequisite: None

Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts.

Sports and Entertainment Marketing
(Enrollment-Based)
Course No. CTSEA/B
Service ID:13034600
Semesters: 1; Credits: ½
Grades: 10-12
Prerequisite: None

Sports and Entertainment Marketing will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies.

Virtual Business
(Enrollment-Based)
Course No. CTVBA/B
Service ID: 13012000
Semesters: 1; Credits: ½
Grades: 10 - 12
Prerequisite: None

Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project-management skills. Students will also demonstrate bookkeeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business.

Retail Management
(Enrollment-Based)
Course No.CTRMA/B
Service ID: N1303420
Semesters: 2
Credits: 1 HS Credit
Grade Level: 10-12
Prerequisite: : 2 or more credits within the Marketing Program of Study

Retail management focuses on the distribution and selling of products to consumers using various vending points such as chain stores, department stores, stand-alone stores, and various online markets. The course

highlights the everyday mechanisms necessary to operate a successful retail establishment. The student is taught to evaluate methods for promoting merchandise, supervising employees, handling customer needs, and maintaining inventories.

Practicum in Marketing

(Enrollment-Based)
Course No. CTPMDA/B
Service ID: 13034800
Semesters: 2; Credits: 2-3
Grades: 11 - 12
Prerequisite: 2 or more credits within the Marketing Program of Study must include Social Media Marketing

Practicum in Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students will 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 will integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. The practicum course is a paid or unpaid experience for students participating in a coherent sequence of career and technical courses in marketing.

Career Preparation 1
(Enrollment-Based)
Course No. CTCP1A/B
Service ID: 12701300
Semesters: 2; Credits: 2 - 3
Grades: 11-12
Prerequisite: 2 or more credits within the Marketing Program of Study to include Social Media Marketing

Career Preparation 1 provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

TEACHING AND TRAINING

Program of Study	Course 1	Course 2	Course 3	Course 4
Teaching & Training	****Principles of Human Services**	**Child Development**	**Instructional Practices (Dual option available)**	**Practicum in Education and Training**

****Course offered at middle school level**

Principles of Human Services
(Enrollment-Based)
Course No. CTPRHA/B
Service ID: 13024200
Semesters: 2; Credits: 1
Prerequisite: None

Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer 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. **Additional fees may be associated with this course.**

Child Development
(Enrollment-Based)
Course No. CTCDA/B
Service ID: 13024700
Semesters: 2; Credits: 1
Grades: 9 if Principles of Human Services taken in 8^{th}, 10
Prerequisite: None

Child Development is a technical laboratory course that 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.

Instructional Practices (Dual option available)
(Enrollment-Based)
Course No. CTIPA/B
Dual Option Course No. CTIPDA/B
Service ID: 13014400
Semesters: 2; Credits: 2
Grades: 11 - 12
Prerequisite: Child Development

Instructional Practices is a field-based (practicum) 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, middle childhood, and adolescence 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.
**16 years old minimum, provide own transportation to outside cooperating entity.*

Practicum in Education and Training
(Enrollment-Based)
Course No. CTPETA/B
Service ID: 13014500
Semesters: 2; Credits: 2
Grades: 11-12
Prerequisite: Instructional Practices

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, middle childhood, and adolescence 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.
**16 years old minimum, provide own transportation to outside cooperating entity.*

- Diagnostic & Therapeutic Services
- Exercise Science, Wellness & Restoration

DIAGNOSTIC & THERAPEUTIC SERVICES

Program of Study	Course 1	Course 2	Course 3	Course 4
Health Science: Certified Medical Assistant (CMA)	**Medical Terminology**	**Health Science Theory**	**Anatomy and Physiology (Dual option available)** **Medical Microbiology** **Practicum -Clinical Rotations**	**Practicum in Health Science: Clinical Medical Assistant**
Health Science: Patient Care Technician	**Medical Terminology**	**Health Science Theory**	**Anatomy and Physiology (Dual option available)** **Medical Microbiology** **Practicum -Clinical Rotations**	**Practicum in Patient Care Technician**
Health Science: Emergency Medical Technician (EMT)	**Medical Terminology**	**Health Science Theory**	**Anatomy and Physiology (Dual option available)** **Medical Microbiology** **Practicum -Clinical Rotations**	**Practicum in Health Science: Emergency Medical Technician (EMT)**
Health Science: Pharmacy	**Medical Terminology**	**Health Science Theory**	**Anatomy and Physiology (Dual option available)** **Medical Microbiology** **Practicum -Clinical Rotations**	**Practicum in Health Science: Pharmacy**

Medical Terminology
(Enrollment-Based)
Course No. CTMTA/B
Service ID: 13020300
Semesters: 2 Credit: 1
Grades: 9 - 11
Prerequisite: None

The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. **Additional fees may be associated with this course.**

Health Science Theory
(Enrollment-Based)
Course No. CTHSTA/B
Service ID: 13020400
Semesters: 2 Credits: 1
Grades: 10-11
Prerequisite: Medical Terminology, Biology

The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. **Additional fees may be associated with this class.**

Anatomy and Physiology
(Enrollment-Based)
Course No. SCANA/B
Service ID: 13020600
Semesters: 2; Credits: 1 - This course satisfies a high school science graduation requirement
Prerequisite: Biology, Chemistry, IPC or Physics

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

Medical Microbiology
(Enrollment-Based)
Course No. CTMMA/B
Service ID: 13020700
Semesters: 2; Credits: 1 – This course satisfies a high school science graduation requirement
Grades: 11-12
Prerequisite: Biology and Chemistry
To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b) (2) (C) of this title (relating to Description of a Required Secondary Curriculum).

The Medical Microbiology course is designed to explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases.

Practicum- Clinical Rotations
(Enrollment-Based)
Course No. CTPCLA/B
Service ID: 13020500
Semesters: 2; Credits: 2
Grades: 11 - 12
Prerequisite: Medical Terminology, *Health Science Theory and Biology*
**16 years old minimum, provide own transportation to outside cooperating entity.*
Must obtain a Background Check.

The Health Science Clinical course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. This course may be taught by different methodologies such as clinical rotations and career preparation learning. Students are required to pay for scrubs, clinical shoes, CPR certification and obtain all medical facility requirements which may include vaccinations, TB test, drug screen, and a criminal background check. **Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.**
**16 years old minimum, provide own transportation to outside cooperating entity.*

Practicum in Health Science – Patient Care Technician
(Enrollment-Based) TECC
Course No. CTPCTA/B
Service ID: 13020500 / 13020510 (2nd time taken)
Semesters: 2; Credit: 2
Grade: 12
Prerequisites: Medical Terminology, Health Science Theory, and for Seniors only.
**16 years old minimum, provide own transportation to outside cooperating entity.*

This class requires a double-block in the student's schedule. The course is designed to provide development of multi-occupational knowledge and skills related to a wide variety of health careers, particularly nursing. Students undergo a patient focused clinical experience in a skilled nursing facility for continued knowledge and skill development. Students are eligible to take the written certification exam for nurse aide (CNA) through the Department of Aging and Disability Services by the end of the course. This is a National Certification and allows the holder to work as a CNA anywhere in the nations. Students are required to pay for scrubs, clinical shoes, criminal background check, current TB test, and certification fee. Clinical shoes, current TB test/vaccine records, original social security card and ID are required to take the certification exam. **Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.**

Practicum in Health Science – Emergency Medical Technician
(Enrollment-Based) TECC
Course No. CTEMTA/B
Service ID: 13020500 / 13020510 (2nd time taken)
Semesters: 2; Credit: 2
Grade: 12
Prerequisites: Medical Terminology, Health Science Theory, and for Seniors only.
**16 years old minimum, provide own transportation to outside cooperating entity.*

The Emergency Medical Technician (EMT) Course is designed to prepare students to provide basic emergency medical care to sick, and injured patients. EMT's perform skills such as patient assessment, bandaging, oxygen administration, splinting, spinal immobilization, and resuscitation. EMT's provide medical care in a variety of

settings including hospitals, emergency departments, police, fire departments, and security agencies. Students can sit for the nationally approved EMT certification exam at the end of the year as long as *clinical requirements through Tarrant County College have been completed. Students are required to pay for scrubs, clinical shoes, and current TB test, certification fee. Clinical shoes, current TB test/shot records, original social security card and ID are required to take the certification exam. **Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.**

Practicum in Health Science – Medical Assistant
(Enrollment-Based) TECC
Course No. CTPMA/B
Service ID: 13020500 / 13020510 (2nd time taken)
Semesters: 2; Credit: 2
Grade: 12
Prerequisites: Medical Terminology, Health Science Theory, and for Seniors only.
**16 years old minimum, provide own transportation to outside cooperating entity.*

The course content includes developing the skills to assist physicians with exams, take vital signs, practice aseptic technique, interview patients for medical history, provide proper medical documentation, perform clinical procedures, use aseptic laboratory techniques and protocols, understand and use medical terminology and understand and use office procedures including HIPPA, OSHA, medical insurance billing and medical coding. Students will gain valuable knowledge to prepare them to handle both the clinical duties and administrative responsibilities in a variety of healthcare settings. All students will become certified in American Heart Association Heartsaver CPR, AED. Students who successfully complete the course and are on track to graduate will have the opportunity to sit for the Medical Assistant Certification Exam offered by the National Healthcare Association. **Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.**

Practicum in Health Science - Pharmacy Technician
(Enrollment-Based) TECC
Course No. CTPPTA/B
Service ID: 13020500 / 13020510 (2nd time taken)
Semesters: 2; Credit: 2
Grade: 12
Prerequisites: Medical Terminology, Health Science Theory, and for Seniors only.
**16 years old minimum, provide own transportation to outside cooperating entity.*

This course is designed to equip students with knowledge, technical skills, and employability skills required for an entry-level position in the pharmacy field or related area. Students will learn the history, terminology, laws, and standards of the pharmaceutical profession. Additionally, they will learn how to classify drugs, calculate conversions, and differentiate between types of medications and their purposes. Teaching techniques will encourage active student participation and may include group discussions and projects, laboratory work, simulations, demonstrations, field trips, guest speakers, and lectures. Students who successfully complete the course and are on track to graduate will have the opportunity to sit for the Certified Pharmacy Technician exam (ExCPT) offered by the National Healthcare Association. **Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.**

EXERCISE SCIENCE, WELLNESS AND RESTORATION

Program of Study	Course 1	Course 2	Course 3	Course 4
Health Science: Athletic Training	**Sports Medicine/Allied Health** **Athletic Training 1**	**Athletic Training 2**	**Practicum of Health Science: Athletic Training 3**	**Practicum of Health Science: Athletic Training 4**

Sports Medicine/Allied Health
(Enrollment-Based)
Course No. CTSM1A/B
Service ID: N1302120
Semesters: 2, Credits: 1
Prerequisite: None

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

Athletic Training 1
(Enrollment-Based)
Course No. CTTR1A/B
Service ID: N1302104
Semesters: 2; Credits: 1
Prerequisite: Instructor Approval
Concurrent Enrollment or Completion of Health and Biology is recommended
Athletic Training does not satisfy a P.E. credit.

This class is an introduction to athletic training and will cover basic first aid, injury management, taping techniques, and training room procedures. Students will need to attend practices and games in order to meet class requirements. This course is designed to introduce students to the basic concepts of kinesiology. Students will gain an understanding of body mechanics, physiological functions of muscles and movements, the history of kinesiology, and the psychological impact of sports and athletic performance. Students will also explore careers within the kinesiology field and be able to explain the societal demand for kinesiology-related jobs. Students will develop a foundation in Kinesiology I that will prepare them for upper-level courses that will dive deeper into the anatomical and physiological functions of the body and provide opportunities for an industry-certified exam such as Certified Occupational Therapy Assistant.

Athletic Training 2
(Enrollment-Based)
Course No. CTT2A/B
Service ID: N1302124
Semesters: 2; Credits: 1
Prerequisite: Instructor Approval
Concurrent Enrollment or Completion of Health and Biology is recommended
Athletic Training does not satisfy a P.E. credit.

This class is a higher-level course for athletic training and will cover first aid, injury management, taping techniques, and training room procedures. Students will need to attend practices and games in order to meet class requirements. The Kinesiology II course is designed to provide students an advanced level of knowledge, skills, and understanding of body composition and the effect on health, nutritional needs of physically active individuals, qualitative biomechanics, application of therapeutic modalities, appropriate rehabilitation services, and aerobic training intensity programs. The course is designed to allow students to advance their understanding of professional standards, employability skills, and ethical and legal standards. Throughout this course, students explore the healthcare/exercise business model and gain an understanding of therapeutic sports psychology. Students develop proper aerobic fitness programs and rehabilitation programs. Kinesiology II prepares students for an industry certification exam such as Certified Occupational Therapy Assistant.

Practicum in Health Science – Athletic Training 3 & Athletic Training 4
(Enrollment-Based) TECC
Course No. CTTR3A/B (1st time taken) / CTTR4A/B (2nd time taken)
Service ID: 13020500 / 13020510 (2nd time taken)
Semesters: 2; Credit: 2
Grade: 12
Prerequisites: Athletic Training 2 / Athletic Training 3
**16 years old minimum, provide own transportation to outside cooperating entity.*

This course is designed to equip students with knowledge, technical skills, and employability skills required for an entry-level position in the pharmacy field or related area. Students will learn the history, terminology, laws, and standards of the pharmaceutical profession. Additionally, they will learn how to classify drugs, calculate conversions, and differentiate between types of medications and their purposes. Teaching techniques will encourage active student participation and may include group discussions and projects, laboratory work, simulations, demonstrations, field trips, guest speakers, and lectures. Students who successfully complete the course and are on track to graduate will have the opportunity to sit for the Certified Occupational Therapy Assistant. **Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.**

- Culinary Arts
- Lodging and Resort Management
- Travel, Tourism, and Attractions

CULINARY ARTS

Program of Study	Course 1	Course 2	Course 3	Course 4
Culinary Arts	****Principles of Hospitality and Tourism**	**Culinary Arts**	**Advanced Culinary Arts**	**Practicum in Culinary Arts**

****Course offered at middle school level**

Principles of Hospitality and Tourism
(Enrollment-Based)
Course No. CTPHTA/B
Service ID: 13022200
Semesters: 2; Credits: 1
Grades: 9-10
Prerequisite: None

Principles of Hospitality and Tourism introduces students to an industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students learn knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success in that industry. **Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.**

Culinary Arts
(Enrollment-Based)
Course No. CTCA1A/B
Service ID: 13022600
Semesters: 2; Credits: 2
Grades: 9 - 10
Prerequisite: None

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. **Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.**

Advanced Culinary Arts
(Enrollment-Based) TECC
Course No. CTADCA/B
Service ID: 13022650
Semesters: 2; Credits: 2
Grades: 11 - 12
Prerequisite: Culinary 1

Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in depth instruction of industry-driven standards in order to prepare students for success in higher education, certifications, and/or immediate employment. **Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.**

Practicum in Culinary Arts
(Enrollment-Based) TECC
Course No. CTPCA/B
Service ID: 13022700
Semesters: 2; Credits: 2-3
Grades: 11 - 12
Prerequisite: Advanced Culinary Arts
**16 years old minimum, provide own transportation to outside cooperating entity.*

Practicum in Culinary Arts 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. **Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.**

Career Preparation 1
(Enrollment-Based)
Course No. CTCP1A/B
Service ID: 12701300
Semesters: 2; Credits: 2 - 3
Grades: 11-12
Prerequisite: Advanced Culinary Arts

Career Preparation 1 provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

TRAVEL, TOURISM, AND ATTRACTIONS

Program of Study	Course 1	Course 2	Course 3	Course 4
Travel, Tourism and Attractions	****Principles of Hospitality and Tourism**	**Travel Tourism and Management** **Optional: Sports Entertainment Marketing AND Global Business**	**Practicum of Event Planning and Meeting**	**Practicum of Hospitality Services**

****Course offered at middle school level**

Principles of Hospitality and Tourism
(Enrollment-Based)
Course No. CTPHTA/B
Service ID: 13022200
Semesters: 2; Credits: 1
Grades: 9-10
Prerequisite: None

Principles of Hospitality and Tourism introduces students to an industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students learn knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success in that industry. **Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.**

Travel and Tourism Management
(Enrollment-Based) TECC
Course No. CTTTMA/B
Service ID: 13022500
Semesters: 2; Credits: 1
Grades: 9 - 11
Prerequisite: None

Travel and Tourism Management 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. TTM focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events and travel-related services. **Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.**

Sports and Entertainment Marketing
(*Enrollment-Based)*
Course No. CTSEA/B
Service ID: 13034600

Semesters: 1; Credits: ½
Grades: 10 - 12
Prerequisite: None

Sports and Entertainment Marketing will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies.

Global Business
(Enrollment-Based)
Course No. CTGBA/B
Service ID: 13011800
Semesters: 1; Credits: ½
Grades: 10 - 12
Prerequisite: None

Global Business is designed for students to analyze global trade theories, international monetary systems, trade policies, politics, and laws relating to global business as well as cultural issues, logistics, and international human resource management.

Practicum in Event and Meeting Planning
(Enrollment-Based)
Course No. CTEMPA/B
Service ID: 13022920
Semesters: 2; Credits: 2
Grades: 11-12
Prerequisite: 2 courses in the Travel, Tourism & Attractions Program of Study.
Must be at least 16 and provide transportation to cooperating work-based learning site.

The Practicum in Event and Meeting Planning course will reinforce the concepts and topics necessary for the comprehensive understanding of the meetings, events, expositions, and conventions (MEEC) industry. The central focus of this course is to integrate academic education with local MEEC businesses to prepare students for success in the work force and/or postsecondary education. Students will benefit from a combination of classroom instruction and a work- based learning experience. Students will learn employability skills, communication skills, customer service skills, and other activities related to job acquisition. The course is recommended for students who have completed the required prerequisites.

Practicum in Hospitality Services
(Enrollment-Based) TECC
Course No. CTHSPA/B
Service ID: 13022900
Semesters: 2; Credits: 2
Grades: 11-12
Prerequisite: 2 courses in the Travel, Tourism & Attractions Program of Study
Must be at least 16 and provide transportation to cooperating work-based learning site.

Practicum in Hospitality Services is a unique practicum experience to provide opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Hospitality Services 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. Students are taught employability skills, including job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Practicum in Hospitality Services is relevant and rigorous, supports student attainment of academic and technical standards, and effectively prepares students for college and career success. **Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.**

- Networking Systems/Maintenance
- Cybersecurity
- Programming Software Development

NETWORKING SYSTEMS/MAINTENANCE

Program of Study	Course 1	Course 2	Course 3	Course 4
Networking Systems/ Maintenance	****Principles of Information Technology (PIT)** **OR** ***AP Computer Science Principles** **OR** **Computer Maintenance**	**Computer Maintenance**	**Computer Technician Practicum**	**Computer Technician Practicum (2nd Time Taken)**

***If PIT was taken in 8th grade**
****Course offered at middle school level**

Principles of Information Technology
(Enrollment-Based)
Course No. CTPITA/B
Service ID: 13027200
Semesters: 2; Credits: 1
Grades: 9-10
Recommended Prerequisite: None

In Principles of Information Technology, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

AP Computer Science Principles
(Enrollment-Based)
Course No. CTPCSA/B
Service ID: A3580300
Semesters: 2; Credits: 1
Grades: 9-10
This course fulfills a LOTE credit.

Computer science skills are in high demand and are valued by colleges and employers throughout the world. The AP Computer Science Principles (AP CSP) course introduces you to the essential ideas of computer

science and shows how computing and technology can influence the world around you. You can pursue your interests in digital projects – like apps, films, games or music – that showcase your creativity, and use your creations to make a difference in your community.

Computer Maintenance

(Enrollment-Based) TECC
Course No. CTCMA/B
Service ID: 13027300
Grades: 10 - 12
Semesters: 2; Credits: 1
Prerequisite: Principles of Information Technology

In Computer Maintenance, students will acquire knowledge of computer maintenance and creating appropriate documentation. Students will 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 related to computer maintenance. Students will apply technical skills to address the IT industry and emerging technologies.

Computer Technician Practicum
(Enrollment-Based) TECC
Course No. CTCTA/B
Service ID: 13027500
Semesters: 2; Credits: 2
Grades: 11 – 12
Prerequisite: Computer Maintenance

In the Computer Technician Practicum, students will 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 IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an instructor, with an industry mentor, or both.

Computer Technician Practicum - Second Time Taken
(Enrollment-Based) TECC
Course No. CTCT2
Service ID: 13027505
Semesters: 2; Credits: 2
Grades: 11 - 12
Prerequisite: Computer Technician Practicum

In the Computer Technician Practicum, students will 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 IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an instructor, with an industry mentor, or both.

CYBERSECURITY

Program of Study	Course 1	Course 2	Course 3	Course 4
Cybersecurity	****Principles of Information Technology** **OR** ***AP Computer Science Principles**	**AP Foundations of Cybersecurity**	**Cybersecurity Capstone**	**Practicum in IT: Cybersecurity**

If PIT was taken in 8th grade
****Course offered at middle school level**

Principles of Information Technology
(Enrollment-Based)
Course No. CTPITA/B
Service ID: 13027200
Semesters: 2; Credits: 1
Grades: 9-10
Recommended Prerequisite: None

In Principles of Information Technology, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

AP Computer Science Principles
(Enrollment-Based)
Course No. CTPCSA/B
Service ID: A3580300
Semesters: 2; Credits: 1
Grades: 9-10
Recommended Prerequisite: None
This course fulfills a LOTE credit.

Computer science skills are in high demand and are valued by colleges and employers throughout the world. The AP Computer Science Principles (AP CSP) course introduces you to the essential ideas of computer science and shows how computing and technology can influence the world around you. You can pursue your interests in digital projects – like apps, films, games or music – that showcase your creativity, and use your creations to make a difference in your community.

AP Foundations of Cybersecurity
(Enrollment-Based)
Course No. CTFCPA/B
Service ID: 03580850
Semesters: 2; Credits: 1
Grades: 10-12
Prerequisite: Principles of Information Technology or AP Computer Science Principles

This course develops the knowledge and skills needed to master fundamental concepts of cybersecurity. Students in the course will develop a basic foundation for continuing their cybersecurity education and choosing a career in the cybersecurity field. Students will explore the challenges facing information security professionals related to ethics, system security, network security, and application security. Students will conduct risk assessments and develop and implement security policies to mitigate those risks. Students will examine trends in cyber- attacks, common vulnerabilities, and the emergence of cyber terrorism.

Cybersecurity Capstone
(Enrollment-Based)
Course No. CTCYCA/B
Service ID: 03580855
Semesters: 2 semesters; 1 credit
Grades: 11-12
Prerequisite: Foundations of Cybersecurity

Cybersecurity is an evolving discipline concerned with safeguarding computers, networks, programs, and data from unauthorized access. As computing has become more sophisticated, so too have the abilities of malicious agents looking to penetrate networks and seize private information. By evaluating prior incidents, cybersecurity professionals have the ability to craft appropriate responses to minimize disruptions to corporations, governments, and individuals.
Students will develop the knowledge and skills needed to explore advanced concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities. Students will develop security policies to mitigate risks.

Practicum in Information Technology
(Enrollment-Based) TECC
Course No. CTPRCA/B
Service ID: 13028000
Semesters: 2; Credits: 2
Grades: 11 - 12
Prerequisite: 3 courses in the Cybersecurity Program of Study

In the Practicum in Information Technology, students will 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 IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation.

PROGRAMMING & SOFTWARE DEVELOPMENT

Program of Study	Course 1	Course 2	Course 3	Course 4
Programming & Software Development	**AP Computer Science Principles**	**AP Computer Science A - Math & LOTE**	**Computer Science 3**	**Practicum in IT: Computer Science**

AP Computer Science Principles
(Enrollment-Based)
Course No. CTPCSA/B
Service ID: A3580300
Semesters: 2; Credits: 1
Grades: 9-10
Recommended Prerequisite: None
This course fulfills a LOTE credit.

Computer science skills are in high demand and are valued by colleges and employers throughout the world. The AP Computer Science Principles (AP CSP) course introduces you to the essential ideas of computer science and shows how computing and technology can influence the world around you. You can pursue your interests in digital projects – like apps, films, games or music – that showcase your creativity, and use your creations to make a difference in your community. *(Enrollment Based)*

AP Computer Science A
(Enrollment-Based)
Course No. CTCSA/B
Service ID: A3580110 and A3580120
*Semesters: 2; Credits: 2 (One Elective/LOTE credit, One Math credit) The math credit will be for AP weight. The Elective/*LOTE credit will not be included in any GPA calculations.
Grades: 10-11
Prerequisite: AP Computer Science Principles recommended but not required.
Fulfills 4th year math credit and an Elective/LOTE credit.

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

Computer Science 3
(Enrollment-Based)
Course No. CTCS3BA/B
Service ID: 03580350
Semester: 2; Credits: 1
Grade: 11-12
Prerequisite: AP Computer Science A
This course is a post AP course and will carry AP weight.
This course fulfills a LOTE credit.

Computer Science 3 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 advanced computer science data structures through the study of technology operations, systems, and concepts.

Practicum in Information Technology
(Enrollment-Based) TECC
Course No. CTPRIA/B
Service ID: 13028000
Semesters: 2; Credits: 2
Grades: 11 - 12
Prerequisite: 3 courses in the Programming & Software Development Program of Study

In the Practicum in Information Technology, students will 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 IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation.

- Law Enforcement

LAW ENFORCEMENT SERVICES

Program of Study	Course 1	Course 2	Course 3	Course 4
Law Enforcement	**Principles of Law, Public Safety, Corrections, and Security**	**Law Enforcement 1**	**Law Enforcement 2** **Recommended Science Elective: Forensic Science**	**Practicum in Law, Public Safety, Corrections, and Security**

Principles of Law, Public Safety, Corrections, and Security
(Enrollment-Based) TECC
Course No. CTPLA/B
Service ID: 13029200
Semesters: 2; Credits: 1
Grade 9-10
Prerequisite: None

Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, protective services, corrections, firefighting, 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, protective services, and corrections. Additional fees may be associated with this course.

Law Enforcement 1
(Enrollment-Based) TECC
Course No. CTLE1A/B
Service ID: 13029300
Semesters: 2; Credits: 1
Grade 10-12
Prerequisite: Principles of Law, Public Safety, Corrections and Security.

Law Enforcement 1 is an overview of the history, organization, and functions of local, state, and federal law enforcement. Students will understand the role of constitutional law at local, state, and federal levels; the U.S. legal system; criminal law; and law enforcement terminology and the classification and elements of crime. **Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.**

Law Enforcement 2
(Enrollment-Based)
TECC Course No. CTLE2A/B
Service ID: 13029400
Semesters: 2; Credits: 1
Grade 11-12
Prerequisites: Law Enforcement 1
Corequisite: Criminal Investigations

Law Enforcement II provides the essential knowledge and skills necessary to prepare for a successful career in law enforcement, public safety, corrections, courtroom proceedings and security. Students will gain a foundational understanding of the federal and state court systems, identifying the roles of judicial officers and examining the trial processes from pretrial to sentencing. Emphasis is placed on constitutional laws for criminal procedures, such as the proper execution of search and seizure, stop and frisk, and interrogation. Students will also master core operational skills, including understanding ethical and legal responsibilities, implementing effective patrol procedures, fulfilling first responder roles, operating telecommunications and emergency equipment, and delivering credible courtroom testimony.

Forensic Science
(Enrollment-Based)
Course No. SCFSA/B
Service ID: 13029500
Semesters: 2; Credits: 1
Prerequisite: Biology, Chemistry

Forensic Science is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science.

Practicum in Law, Public Safety, Corrections, and Security
(Enrollment-Based) TECC
Course No. CTPL2A/B
Service ID: 13030110
Semesters: 2; Credits: 2
Grade: 11 or 12
Prerequisites: Law Enforcement 2 and Criminal Investigations

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 Career Cluster. Students shall be awarded two credits for successful completion of this course. **Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.**

- Drone (Unmanned Vehicle)
- Engineering Foundations – Engineering
- Engineering Foundations - Robotics

DRONE - UNMANNED VEHICLE

Program of Study	Course 1	Course 2	Course 3	Course 4
Drone - Unmanned Vehicle	**Introduction to Unmanned Aerial Vehicles (UAV) DRONE**	**Robotics 1**	**Robotics 2** **AND** **Scientific Research and Design - UAV & Robotics**	**Practicum in Manufacturing**

Introduction to Unmanned Aerial Vehicles (Drone)
(Enrollment-Based) TECC
Course No. CTUAVA/B
Service ID: N1304670
Semesters: 2; Credits: 1
Grades: 9
Prerequisite: None

The Introduction to Unmanned Aerial Vehicle (UAV) Flight course is designed to prepare students for entry-level employment or continuing education in piloting UAV operations. Principles of UAV is designed to instruct students in UAV flight navigation, industry laws and regulations, and safety regulations. Students are also exposed to mission planning procedures, environmental factors, and human factors involved in the UAV industry.

Robotics 1
(Enrollment-Based)
Course No. CTR1A/B
Service ID: 13037000
Semesters: 2; Credits: 1
Grades: 9- 12
Prerequisite: Intro to Unmanned Aerial Vehicles or Engineering Essentials

In Robotics I, students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry. **Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.**

Robotics 2
(Enrollment-Based) TECC
Course No. CTR2A/B
Service ID: 13037050
Semesters 2; Credit 1
Grades: 11 - 12
Prerequisite: Robotics 1
Corequisite: Scientific Research and Design: Unmanned Vehicle

Robotics 2, students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs. **Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.**

Scientific Research and Design: Unmanned Vehicle
(Enrollment-Based) TECC
Course No. CTSRDA/B
Service ID: 13037200
Semesters: 2; Credits: 1 (AP Weighted Credit)
Grades: 11-12
Prerequisite: Robotics 1
Corequisite: Robotics 2

Scientific Research and Design is a broad-based course designed to allow districts and schools considerable flexibility to develop local curriculum to supplement any program of study or coherent sequence. The course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. These components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education. Students must meet the 40% laboratory and fieldwork requirement. Students may take this course with different course content for a maximum of three credits.

Practicum of Manufacturing
(Enrollment-Based)
Course No. CTPOMA/B
Service ID: 13033000
Semesters: 2; Credits: 2
Grades: 11-12
*Prerequisite: 3 courses in the Drone - Unmanned Vehicle Program of Study *must include Intro to UAV*

The Practicum in Manufacturing course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

ENGINEERING FOUNDATIONS - ENGINEERING

Program of Study	Course 1	Course 2	Course 3	Course 4
Engineering	**Principles of Applied Engineering	Engineering Design and Presentation 1	Aerospace Engineering OR Engineering Design and Presentation 2	Engineering Design and Presentation 2 OR Practicum of STEM-Engineering

****Course offered at middle school level**

Principles of Applied Engineering - PLTW
(Enrollment-Based)
Course No. CTPAPA/B
Service ID: N13036200
Semesters: 2; Credits: 1
Grades: 9 - 10
Prerequisite: None

Principles of Applied Engineering is for grade 9-12 students. Students explore the work of engineers and their role in the design and development of solutions to real-world problems. Students are introduced to engineering concepts applicable across multiple engineering disciplines. They are empowered to build technical skills using a variety of engineering tools. Students learn and apply the engineering design process to develop mechanical, electronic, process, and logistical solutions to relevant problems across a variety of industry sectors. Using PLTW's activity-, project-, problem based (APB) instructional approach, students advance from completing structured activities to solving open-ended projects and problems that provide opportunities to develop planning and technical documentation skills and in-demand, transportable skills, such as problem solving, critical and creative thinking, collaboration, communication, and ethical reasoning. The course emphasizes statistical analysis and mathematical modeling – computational methods commonly used in engineering problem-solving.

Engineering Design and Presentation 1
(Enrollment-Based)
Course No. CTEDA/B
Service ID: 13036500
Semesters: 2; Credits: 1
Grades: 9 - 11
Prerequisite: Engineering Essentials

Engineering Design and Presentation 1 is a continuation of knowledge and skills learned in Principles of Applied Engineering. Students enrolled in this course will demonstrate knowledge and skills of the design process 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. **Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.**

Engineering Design and Presentation 2
(Enrollment-Based) TECC
Course No. CTED2A/B
Service ID: 13036600
Semesters: 2; Credits: 2
Grades: 10-12
Prerequisite: Engineering Design and Presentation 1

Engineering Design and Presentation 2 is a continuation of knowledge and skills learned in Engineering Design and Presentation 1. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, 34 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. Emphasis will be placed on using skills from ideation through prototyping.
Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.

Aerospace Engineering - PLTW
(Enrollment-Based)
Course No. CTAEA/B
Service ID: N1303745
Semesters: 2; Credits: 1
Grades: 11 - 12
Prerequisite: Engineering Design and Presentation 1, Geometry
Corequisite: Physics

In this course, students explore the fundamentals of flight in air and space as they bring the concepts to life by designing and testing components, such as an airfoil, propulsion system, and a rocket. They learn orbital mechanics concepts and apply these by creating models using industry standard software. Students simulate a progression of operations to explore a planet, including creating a map of the terrain and using the map to execute a mission using an autonomous robot. Building enthusiasm while learning real-world skills related to the aerospace industry is a primary goal of the course. This course prepares students for college, a career, or the military by deepening their knowledge of aerospace concepts, developing students problem-solving skills, transportable skills (such as communication and ethical reasoning), and exposing them to a variety of careers.

Practicum of STEM-Engineering
(Enrollment-Based) TECC
Course No. CTPSEA/B
Service ID:12756080
Semesters: 2; Credits: 1
Grades: 11 - 12
Prerequisite: Engineering Design and Presentation 2 or Aerospace Engineering

Practicum in STEM - Engineering is designed to give students supervised practical application of previously studied knowledge and skills. *Must be at least 16 and provide transportation to cooperating work-based learning site.*

ENGINEERING FOUNDATIONS - ROBOTICS

Program of Study	Course 1	Course 2	Course 3	Course 4
Engineering	****Principles of Applied Engineering**	**Robotics 1**	**Robotics 2** **AND** **Scientific Research and Design - UAV & Robotics**	**Practicum of STEM-Robotics**

****Course offered at middle school level**

Principles of Applied Engineering - PLTW
(Enrollment-Based)
Course No. CTPAPA/B
Service ID: N13036200
Semesters: 2; Credits: 1
Grades: 9-10
Prerequisite: None

Principles of Applied Engineering is for grade 9-12 students. Students explore the work of engineers and their role in the design and development of solutions to real-world problems. Students are introduced to engineering concepts applicable across multiple engineering disciplines. They are empowered to build technical skills using a variety of engineering tools. Students learn and apply the engineering design process to develop mechanical, electronic, process, and logistical solutions to relevant problems across a variety of industry sectors. Using PLTW's activity-, project-, problem based (APB) instructional approach, students advance from completing structured activities to solving open-ended projects and problems that provide opportunities to develop planning and technical documentation skills and in-demand, transportable skills, such as problem solving, critical and creative thinking, collaboration, communication, and ethical reasoning. The course emphasizes statistical analysis and mathematical modeling – computational methods commonly used in engineering problem-solving.

Robotics 1
(Enrollment-Based)
Course No. CTR1A/B
Service ID: 13037000
Semesters: 2; Credits: 1
Grades: 10- 12
Prerequisite: Intro to Unmanned Aerial Vehicles or Engineering Essentials

In Robotics I, students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry. **Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.**

Robotics 2
(Enrollment-Based) TECC
Course No. CTR2A/B
Service ID: 13037050
Semesters 2; Credit 1
Grades: 11 - 12
Prerequisite: Robotics 1
Corequisite: Scientific Research and Design: Unmanned Vehicle

Robotics 2, students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs. **Additional fees may be associated with this course for certification exam materials, uniform (if applicable), and equipment.**

Scientific Research and Design: Unmanned Vehicle
(Enrollment-Based) TECC
Course No. CTSRDA/B
Service ID: 13037200
Semesters: 2; Credits: 1 (AP Weighted Credit)
Grades: 11-12
Prerequisite: Robotics 1
Corequisite: Robotics 2

Scientific Research and Design is a broad-based course designed to allow districts and schools considerable flexibility to develop local curriculum to supplement any program of study or coherent sequence. The course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. These components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education. Students must meet the 40% laboratory and fieldwork requirement. Students may take this course with different course content for a maximum of three credits.

Practicum of STEM - Robotics
(Enrollment-Based) TECC
Course No. CTPSRA/B
Service ID:13037400
Semesters: 2; Credits: 1
Grades: 11 - 12
Prerequisite: Robotics II and SRD-UV

Practicum in STEM-Robotics is designed to give students supervised practical application of previously studied knowledge and skills. *Must be at least 16 and provide transportation to cooperating work-based learning site.*

- Automotive & Collision Repair

AUTOMOTIVE & COLLISION REPAIR

Program of Study	Course 1	Course 2	Course 3	Course 4
Automotive & Collision Repair	**Automotive Basics**	**Automotive Technology 1**	**Automotive Technology 2**	**Practicum in Transportation Systems**

Automotive Basics
(Enrollment-Based)
Course No. CTABA/B
Service ID: 13039550
Semesters: 2, Credits: 1
Grades: 9-10

Automotive Basics includes knowledge of the basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics, students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Automotive Technology 1
(Enrollment-Based) TECC
Course No. CTAT1A/B
Service ID: 13039600
Semesters: 2, Credits: 2
Grades: 10 - 11
Prerequisite: Automotive Basics

Automotive Technology 1: Maintenance and Light Repair includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. In Automotive Technology 1: Maintenance and Light Repair, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Automotive Technology 2 with Lab
(Enrollment-Based) TECC
*Course No. CTAT2*A/B
Service ID: 13039710
Semesters: 2, Credits: 2
Grades: 11 - 12
Prerequisite: Automotive Technology 1

Automotive Technology 2: Automotive Service includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Technology 2 : Automotive Service includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Practicum in Transportation Systems
(Enrollment-Based) TECC
Course No. CTPTSA/B
Service ID: 13040450
Semesters: 2; Credits: 2
Grades: 10 - 12
Prerequisite: Automotive Basics, Automotive Technology 1, Automotive Technology 2

Practicum in Transportation Systems 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 laboratories. The Practicum can be either school lab based or work based.

PHYSICAL EDUCATION, HEALTH, AND ATHLETICS

Graduation requirements:

One-half credit of Health is required for graduation.

One credit of Physical Education is required for graduation.

PE- Lifetime Fitness and Wellness
(Enrollment-Based)
Course No. PA0LFA/B
Grade Placement 9-12
Semesters: 1-2; Credits: .5-1
Prerequisite: None

This course offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students will apply the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness.

PE- Lifetime Fitness and Wellness A
Course No. PAOLRA/B
Grade Placement 9-12
Semesters: 1-2; Credits: .5-1
Prerequisite: ARD/IEP Committee determination required

This course offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students will apply the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness. Physical activities are modified based on the unique needs of the learner related to their disability.

PE 3 - B: Advanced Weight Training
(Enrollment-Based)
Course No. PA0WTA
Semesters: 1-2; Credits: .5-1
Prerequisite: None

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

PE 3 - B: Advanced Weight Training A
(Enrollment-Based)
Course No. PA0WRA
Semesters: 1-2; Credits: .5-1
Prerequisite: ARD/IEP Committee determination required

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

Health
(Standard)
Course No. PAH
Semesters: 1;
Credits: .5
Prerequisite: None

In health education, emphasis is placed on acquiring knowledge and skills regarding healthy behaviors that will safeguard one's health, particularly pertaining to health risks. Students develop skills that will make them health-literate adults. By using problem-solving, research, goal-setting, and communication skills, they will gain knowledge and skills to protect their health and that of the community including an introduction to CPR. Abstinence-based programs such as “Choosing the Best Path”, Aim for Success, and "Play It Safe" are major components in providing this health information. CPR certification is provided for a fee. *If a student wishes to take Health via correspondence or CBE, the student must prove CPR certification prior to approval.*

Health A
Course No. PAHR
Semesters: 1; Credits: .5
Grade Placement 9-12
Prerequisite: ARD/IEP Committee determination required
This course is intended to foster development of functional personal health skills to support independent living. Areas of study include feeding, dressing, toileting, grooming, safety, self-concept and wellness. Emphasis is on the application of skills for independent living within the range of each student’s ability.

PE/Adventure/Outdoor Education
(Enrollment-Based)
Course No. PA0O1A
Semesters: 1-2 Credits: .5-1
Grade Placement: 9-12
(Physical Education or Elective credit)

This course offers the student the opportunity to participate in and learn about outdoor activities that promote a respect for the environment and that can be enjoyed for a lifetime. Lessons on angling, environmental needs, taxidermy, swimming/water safety, scuba, and rock climbing will be included in this course. The course will also provide career information to students interested in these fields. *There may be additional fees associated with this course.*

PE/Adventure/Outdoor Education A
(Enrollment-Based)
Course No. PA0ORA
Semesters: 1-2 Credits: .5-1
Grade Placement: 9-12
(Physical Education or Elective credit)
Prerequisite: ARD/IEP Committee determination required

This course offers the student the opportunity to participate in and learn about outdoor activities that promote a respect for the environment and that can be enjoyed for a lifetime. Lessons on angling, environmental needs, taxidermy, swimming/water safety, scuba, and rock climbing will be included in this course. The course will also provide career information to students interested in these fields. *There may be additional fees associated with this course.*

Partners in Physical Education
(Enrollment-Based)
Course No. PA0PPA
Semesters: 2 Credits: 1
Prerequisite: Sophomore Classification
Instructor Approval, Selection Process

This course is a success-oriented physical education program featuring supervised peer tutors and individualized learning and instruction. Through a variety of physical fitness activities, all students will learn to appreciate physical fitness. This course addresses the unique physical education needs of students in a setting that allows for positive interaction with peers. Students will work with their student with a disability partner, be encouraging at all times and dress appropriately for activities. This course fulfills the PE graduation requirement.

Athletics

(Enrollment-Based)
Semesters: 1-2; Credits: .5-1
Prerequisite: Interest, Ability and Instructor approval

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

A pre-participation physical exam must be completed by a physician each year a student is in athletics.
(1 – 4) following the course number indicates the number of times a student has been enrolled in a course, not the student's grade classification.

Boys Athletics
Baseball: *Course No PAB (1-4 A/B)*
Basketball: *Course No PABB (1-4 A/B)*
Cross Country: *Course No PAXC (1-4 A/B)*
Diving (JV): *Course No PADJ (1-4 A/B)*
Diving (Varsity): *Course No PADV (1-4 A/B)*
Football: *Course No PAF (1-4 A/B)*
Golf: *Course No PAG (1-4 A/B)*
Soccer: *Course No PABS (1-4 A/B)*
Swim Team (JV): *Course No PASJ (1-4 A/B)*
Swim Team (Varsity): *Course No PASV (1-4 A/B)*
Tennis (JV): *Course No PATJ (1-4 A/B)*
Tennis (Varsity): *Course No PATV (1-4 A/B)*

Track: *Course No PAT (1-4A/B)*
Wrestling: *Course No PAW (1-4 A/B)*

Girls Athletics
Basketball: *Course No PAGB (1-4 A/B)*
Cross Country: *Course No PAXC (1-4 A/B)*
Diving (JV): *Course No PADJ (1-4 A/B)*
Diving (Varsity): *Course No PADV (1-4 A/B)*
Golf: *Course No PAG (1-4 A/B)*
Soccer: *Course No PAGS (1-4 A/B)*
Softball: *Course No PASB (1-4 A/B)*
Swim Team (JV): *Course No PASJ (1-4 A/B)*
Swim Team (Varsity): *Course No PASV (1-4 A/B)*
Tennis (JV): *Course No PATJ (1-4 A/B)*
Tennis (Varsity): *Course No PATV (1-4 A/B)*
Track: *Course No PAT (1-4A/B)*
Volleyball: *Course No PAV (1-4 A/B)*
Wrestling: *Course No PAW (1-4 A/B)*

Cheerleading
(Enrollment-Based)
Course No. PACH 1-4 A/B
Prerequisite: Cheerleader
Instructor Approval

This select group of students creates, promotes, and upholds school spirit and supports the athletic teams. The cheerleaders participate in competitions at the state and national levels and are involved in school and community events on a year-round basis. Tryouts are generally in March for the upcoming school year.

FINE ARTS

Art 1
(*Enrollment-Based)*
Course No. FAA1A
Semesters: 2; Credits: 1
Prerequisite: None

This course offers the beginning art student a foundational survey of studio art. A variety of media, techniques, themes, vocabulary, and processes will be explored throughout the year. Basic drawing, painting, and sculpture skills will be developed, and color theory will be explored. Two-dimensional and three-dimensional designs will integrate the elements and principles of art through intentional composition and will incorporate student voice. Art history tie-ins and student critiques will help the student gain a greater understanding of how artists work. Each student will demonstrate his/her accomplishments through a digital portfolio of work. **Additional fees may be associated with this course.**

Art 1 Advanced
(Enrollment-Based)
Course No. FAA1QA
Semesters: 2; Credits: 1
Prerequisite: portfolio review and/or teacher recommendation

This course offers art students interested in a path towards Advanced Placement courses a strong fundamental experience in studio art. A variety of media, techniques, themes, and thinking processes will provide a strong foundational survey of studio art. Drawing, painting, printmaking, sculpture, and photography skills will be developed through meaningful projects. Color theory will also be explored. Two-dimensional and three-dimensional designs will integrate the elements and principles of art through intentional compositions. Students will have a platform to investigate original artworks that incorporate their student voice. Art history tie-ins and student critiques will help the student gain a greater understanding of how artists work. Each student will demonstrate his/her accomplishments through a digital portfolio of work. **Additional fees may be associated with this course.**

Art 1 A
Course No. FAA1RA
Semesters: 2; Credits: 1
Grade Placement 9-12
Prerequisite: ARD/IEP Committee determination required

This course offers the beginning art student a general survey of studio art. A variety of media and techniques will be explored throughout the year. Basic drawing skills, color theory, painting and printmaking will all be presented. Students will engage in creating two-dimensional and three-dimensional designs. Each student will demonstrate his/her accomplishments through a portfolio of work. **Additional fees may be associated with this course.**

Art Ceramics 1 – 3
(Enrollment-Based)
Course No. 1 – FAAC1A
Course No. 2 – FAAC2A
Course No. 3 – FAAC3A
Semesters: 2; Credits: 1-3
Prerequisite: Art 1

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

Ceramics 1 A
Course No. FAACRA
Semesters: 2; Credits: 1
Grade Placement 10-12
Prerequisite: ARD/IEP Committee determination required

This course is a continuation of the study of three-dimensional art with a focus on clay as a sculptural medium. Advanced methods and techniques using clay will be explored, including potters wheel and hand-built sculpture. Individual creativity will be stressed. Students will be provided instruction linked to the prerequisite skills needed to access Ceramics I TEKS. **Additional fees may be associated with this course.**

Art Drawing 1 – 3
(Enrollment-Based)
Course No. 1 – FAAD1A
Course No. 2 – FAAD2A
Course No. 3 – FAAD3A
Semesters: 2; Credits: 1-3
Prerequisite: Art I

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

Drawing 1 A
Course No. FAADRA
Semesters: 2; Credits: 1
Grade Placement 10-12
Prerequisite: ARD/IEP Committee determination required

In this class, a variety of drawing possibilities will be explored as students are introduced to a range of drawing techniques and materials. Students will be provided instruction linked to the prerequisite skills needed to access Drawing 1 TEKS. **Additional fees may be associated with this course.**

Art Painting 1 – 3
(Enrollment-Based)
Course No. 1 - FAAP1A
Course No. 2 - FAAP2A
Course No. 3 - FAAP3A
Semesters: 2; Credits: 1-3
Prerequisite: Art I

Students will study color theory through a variety of painting and design projects. Various color theories and painting styles will be learned while completing acrylic canvas paintings and mixed media paintings. Students will need a personal painting kit, including paints, brushes and canvases. Students are responsible for the purchase of these supplies.

Painting 1 A
Course No. FAAPRA
Semesters: 2; Credits: 1
Grade Placement 10-12

Prerequisite: ARD/IEP Committee determination required
Students will study color theory through a variety of painting and design projects. Various color theories and painting styles will be learned while completing acrylic canvas paintings and mixed media paintings. Students will be provided instruction linked to the prerequisite skills needed to access Painting 2 TEKS. **Additional fees may be associated with this course.**

Art Sculpture 1 – 3
(Enrollment-Based)
Course No. 1 - FAAS1A
Course No. 2 - FAAS2A
Course No. 3 - FAAS3A
Semesters: 2; Credits: 1
Prerequisite: Art I

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

Sculpture 1 A
Course No. FAASRA
Semesters: 2; Credits: 1
Grade Placement 10-12
*Prerequisite: ARD/IEP Committee determination require*d

A variety of sculpture media will be explored including plaster, wire, rock, mosaic, wood and clay. Students will explore the works of great sculptors throughout history while developing skills in a variety of sculpture techniques. Individual creativity will be stressed. Students will be provided instruction linked to the prerequisite skills needed to access Sculpture I TEKS. **Additional fees may be associated with this course.**

AP Studio Art: Drawing
(Enrollment-Based)
Course No. FAADPA
Semesters: 2; Credits: 1
Prerequisite: 2 years of high school level art classes (1 year with teacher recommendation). Portfolio review by instructor.

This course is designed to provide the experienced art student with the opportunity to create a comprehensive portfolio based on Advanced Placement Drawing guidelines. This portfolio will address competent and expressive mark making through light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth. Abstract, observational, and inventive works may be demonstrated through a variety of art media. In the first week of May, the portfolio will be submitted to the College Board for college-level AP credit. Critiques will play an integral role in articulating conceptual thinking and experimental processes. Students will be expected to work outside of class in order to complete portfolio requirements. **Additional fees may be associated with this course.**
College Board Course Description

AP Studio Art: 2D Design
(Enrollment-Based)
Course No. FA2DPA
Semesters: 2; Credits: 1
Prerequisite: 2 years of high school level art classes (1 year with teacher recommendation). Portfolio review by instructor.

This course is designed to provide the experienced art student with the opportunity to create a comprehensive portfolio based on AP 2-D design guidelines. This portfolio is intended to address purposeful decision making about how to employ the elements and principles of art in an integrative, conceptual, and graphic design way. For this portfolio, students are asked to demonstrate mastery of 2-D design through any two-dimensional medium or process, including, but not limited to, Photography, Graphic Design, and Performance. In the first week of May, the portfolio will be submitted to the College Board for college-level AP credit. Critiques will play an integral role in articulating conceptual thinking and experimental processes. Students will be expected to work outside of class in order to complete portfolio requirements. **Additional fees may be associated with this course.**
College Board Course Description

AP Studio Art: 3D Design
(Enrollment-Based)
Course No. FA3DPA
Semesters: 2; Credits: 1
Prerequisite: 2 years of high school level art classes (1 year with teacher recommendation). Portfolio review by instructor.

This course is designed to provide students the opportunity to create three-dimensional works of art and submit them for Advanced Placement credit. Students will be exploring specific media and subjects that were found in their general survey of sculpture classes and will look at their work critically, with intelligence and sensitivity, and attempt to articulate what they see and experience. In the first week of May, the portfolio will be submitted to the College Board for college-level AP credit. Critiques will play an integral role in articulating conceptual thinking and experimental processes. Students will be expected to work outside of class in order to complete portfolio requirements.
College Board Course Description

Art Portfolio - Independent Study
(Enrollment-Based)
(Local Credit Only)
Course No. FAAPTA
Semesters: 2 - 4; Credits: 1 - 2
Prerequisite: Junior or Senior Classification Requirement

This course is designed for the advanced art student who wants to continue the study of art and develop a personal style. The student works with the art teacher to select projects which will help expand his/her knowledge and skills. Each student works independently toward set goals. Students planning to major in art in college will complete their application portfolio. Students may be enrolled in Art Independent Study for no more than four semesters. This course is also designed for the advanced art history student who wants to continue the study of art history. Curricula will be on a case-by-case scenario.

Art History Advanced
(Enrollment-Based)
Course No. FAAHQA
Semesters: 2; Credits: 1

This course is designed to introduce students to themes and concepts of art history with the goal of preparing students to be successful in Advanced Placement Art History. The aim of the course is to introduce students to the rich traditions of western and non-European architecture, sculpture, painting and other art forms through factual knowledge and the skillful use of principles of aesthetics and comparative criticism. Students will learn how to respond to works of art with intelligence and sensitivity, examining the major forms of artistic expression of the past and the distant cultures as well as those of their own time and environment. Project-based learning will be incorporated to deepen conceptual understanding and research and writing will be used to strengthen analytical skills.

AP Art History
(Enrollment-Based)
Course No. FAAHPA
Semesters: 2; Credits: 1
Prerequisite: English I
Recommended: Sophomore, Junior or Senior Classification and Art History Advanced

Advanced Placement Art History invites students to discover the diversity in and connections among forms of artistic expression throughout history and from around the globe. Students learn about how people have responded to and communicated their experiences through art making by exploring art in its historic and cultural contexts. This course welcomes students into the global art world as active participants, engaging with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. Culture, religion, and artistic practices are interwoven with historical context. This course culminates in the AP exam offered by the College Board in the first weeks of May.
College Board Course Description

Art History Seminar - Post AP Art History
(Enrollment-Based)
Course No. FAAPPA
Semesters: 2; Credits: 1
Required Prerequisite: Senior or Junior Classification, AP Art History required with "A" average, Enrollment Essay due in Spring of preceding year received by April 1.

This course is designed specifically for juniors and seniors who have successfully completed AP Art History and are looking to deepen their understanding of art history, research methodology, and contemporary aesthetics. The Advanced Art History Seminar allows students to engage in rigorous, theoretical and conceptual dialogue. Students will further their understanding and experience with art history through research, writing, seminar discussion, comparative analysis, formal analysis, and presentations.

Art Appreciation Dual Enrollment
(Fee-Based)-See available college programs
Course No. FAAPDM
Semesters: 1; Credits: 1
College and High School Prerequisite: Junior and Senior Standing

CTE - Floral Design
(Enrollment-Based) TECC
Course No CTFDA
Semesters: 2; Credits: 1
This course satisfies a Fine Art Credit for High School Graduation

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design, as well as develop an understanding of the management of floral 50 enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. To prepare for careers in floral design, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. **Additional fees may be associated with this course.**

Dance
Students are required to purchase specified dance attire and dance shoes for class (cost range $15 - $30).

Public performance in the Dance I-IV annual production will be required.
Note: Dance I – IV, Dance Guard I - IV, Drill Team Prep I - IV and JV and Varsity Drill Teams may earn either Fine Arts or PE waiver credits.

Dance 1
(Enrollment-Based)
Course No: FAD1A
Semesters: 2; Credits: 1
Prerequisite: None

This is an introductory dance class of the following genres – ballet, jazz, hip hop, modern/lyrical, performance, and choreography. In each unit, the students learn history, influence on/impact of pop culture, technique, terminology, movement. Skills tests are graded for effort, memory, technique performance. Dance classes perform in the spring show on campus and students may be selected to participate in the D.E.A.L. Dance 1 Annual Assessment.
*There is a wide range of levels/abilities in this class. Instructors tailor/modify technique combinations & dance combinations to accommodate every level of dancer in the class.

Dance 1, Dance Wellness 1 (Dance for Athletics)
Course No: FADW1A, FADW1B Semesters: 2; Credits: 1
Prerequisite: none

Dance Wellness (Dance For Athletes) focuses on developing flexibility, balance, agility, and dance appreciation with student athletes. Students who participate in the course will receive a Fine Arts credit. Athletes will learn injury prevention techniques and strengthen athletes knowledge in areas not covered by traditional training, as well as dance appreciation. There is one outside the school day performance requirement for this course.

Dance 2, 3, 4
(Enrollment-Based)
Course No. 2 FAD2A
Course No. 3 FAD3A
Course No. 4 FAD4A
Semesters: 2; Credits: 1
Prerequisite: Preceding level of Dance in sequence.

Each subsequent course builds upon the preceding course. Each level explores each genre in more depth. Skills tests are graded for effort, memory, technique performance. Performance in the spring show is required.

Dance Guard 1-4
(Enrollment-Based)
Course Nos. FABG1B, FABG2B, FABG3B, FABG4B
Semesters: 2; Credits: 1
Prerequisite: Director Approval

The Dance Guard (CHHS: *Diamonds*, GHS: *Mustang Guard*) is an auditioned group of 9th-12th graders who dance & provide visual elegance in the High School Marching Band Field Show. They perform at varsity football games & travel to competitions with the Marching Band from August-November. In the spring, the Dance Guard continues working on dance technique & training, is introduced to Winter Guard & performs in the Spring Dance Show on campus. The dance season for Dance Guard is August-November, then they will continue with technique development, Winter Guard performance opportunities and preparation for Dance Guard and Dance Team auditions.

Drill Team Prep 1-4
(Enrollment-Based)
Course No. FADT 1-4 A/B
Semesters: 2; Credits: 1
Prerequisite: Level I - None. Levels 2-4 - Preceding level of Dance in sequence.

This class is an intermediate-advanced class for the dancer who wishes to audition for the Dance Guard or Drill Teams. The sole purpose of this class is to build technique & fully prepare for dance team auditions. Styles include: Jazz, Hip Hop, Lyrical/contemporary, Pom and High Kicks. Dance classes perform in the Spring Show on campus.

Junior Varsity Drill Team

(Enrollment-Based)
Course No. FADJ1A, FADJ1B, FADJ2A, FADJ2B
Semesters: 2; Credits: 1
Prerequisite: Director Approval per audition.

The Junior Varsity Drill Team (CHHS: *Pantherettes*, GHS: *Belles*) is an auditioned group, chosen for their dance ability and willingness to promote school spirit at the junior varsity level. These students participate in precision dance performances on a local level throughout the school year. This is a preparatory group for future varsity drill team members. The Junior Varsity Drill Team works in a cooperative effort in the development of the overall program.

Varsity Drill Team
(Enrollment-Based)
Course No. FADV1A, FADV1B, FADV2A, FADV2B, FADV3A, FADV3B, FADV4A, FADV4B
Semesters: 2; Credits: 1
Prerequisite: Previous dance experience, Director approval per required audition.

The Varsity Drill Team (CHHS: *Panteras*, GHS: *Fillies*) is an auditioned group that performs precision dance routines at community and athletic events, as well as at regional, state and national level competitions. The students selected for the dance/drill team are chosen for their dance ability and for their commitment to promoting school spirit. The Varsity Dance Team is involved in school and community events on a year- round basis.

AP Music Theory
Course No. FAMTPA
Semesters 2; Credit 1
Prerequisite: Sophomore, Junior or Senior Level
Recommended: A minimum of three years of public school band/orchestra/choir ensemble experience, or three years of private instrumental/vocal study with a credible instructor.

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

Applied Music 1
Course No. FAMA1A
Semesters: 2; Credits: 1
Prerequisite: Band or Choir class concurrent and Director Approval
Grades: 9

Students will perform a mastery-based curriculum on their principal instrument/voice. Topics will include the performance of various fundamentals such as scales, arpeggios, etudes and sight-reading. The students will also perform chamber works, solo literature and TMEA All State audition material, and other project-based learning opportunities as designed by the instructor. This course will require outside the school day commitment for auditions and performances.

Applied Music 2
Course No. FAMA2A
Semesters: 2; Credits: 1
Prerequisite: Band or Choir class concurrent and Director Approval
Grades: 10

Students will perform a mastery-based curriculum on their principal instrument/voice. Topics will include the performance of various fundamentals such as scales, arpeggios, etudes and sight-reading. The students will also perform chamber works, solo literature and TMEA All State audition material, and other project-based learning opportunities as designed by the instructor. This course will require outside the school day commitment for auditions and performances.

Applied Music 3
Course No. FAMA3A
Semesters: 2; Credits: 1
Prerequisite: Band or Choir class concurrent and Director Approval
Grades: 11

Students will perform a mastery-based curriculum on their principal instrument/voice. Topics will include the performance of various fundamentals such as scales, arpeggios, etudes and sight-reading. The students will also perform chamber works, solo literature and TMEA All State audition material, and other project-based learning opportunities as designed by the instructor. This course will require outside the school day commitment for auditions and performances.

Applied Music 4

Course No. FAMA4A
Semesters: 2; Credits: 1
Prerequisite: Band or Choir class concurrent and Director Approval
Grades: 12

Students will perform a mastery-based curriculum on their principal instrument/voice. Topics will include the performance of various fundamentals such as scales, arpeggios, etudes and sight-reading. The students will also perform chamber works, solo literature and TMEA All State audition material, and other project-based learning opportunities as designed by the instructor. This course will require outside the school day commitment for auditions and performances.

GCISD HS BAND PROGRAM

Band is a full year course concentrating on the continued development of fundamental wind and percussion skills. Course requirements include marching band in the Fall and concert band in the Spring. Students in all bands are members of a team and are required to participate in all team activities, including but not limited to, practices outside of school, football games, pep rallies, contests, sectionals, and concerts. Students may earn a ½ credit of PE substitution for each semester of marching band. Additional expenses for supplies and required fees are associated with this activity.

GCISD District-owned Instrument Usage Fee

All wind and percussion performers who utilize a district-owned instrument are assessed a $100 instrument usage fee per semester to cover maintenance and repair of that instrument through the normal wear and tear produced in a season. Participation in this activity requires additional fees which will be communicated through parent meetings before the start of the year. For more specific costs, please contact the activity sponsor at the campus. Students will be given several opportunities to earn money through fundraisers which can be used to cover any costs throughout the year.

BAND Sub Non-Varsity B (CHHS-Concert 2; GHS-Concert)
(Enrollment-Based)
Course No. FASB1A
Semesters: 2; Credits: 1
Prerequisite: Director Approval. Previous Band experience required.

Sub Non-Varsity B band is an auditioned group composed primarily of students continuing to develop their basic performance skills. Students are expected to have a basic understanding of proper tone production, technical ability and sight-reading skills. Depending on instrumentation year-to-year, this ensemble may or may not compete at UIL or other outside band competitions. Students perform music of many genres and styles. Private lessons are encouraged. Students will be required to audition with a HS band director for approval into this course.

BAND Sub Non-Varsity A (CHHS-Concert 1; GHS-Symphonic)

(Enrollment-Based)
Course No. FASA1A
Semesters: 2; Credits: 1
Prerequisite: Director Approval. Previous band experience required.

Sub Non-Varsity A band is an auditioned group composed primarily of students with intermediate tone production, technical ability and sight-reading skills. Students are expected to perform at solo & ensemble contests and are strongly encouraged to audition for the TMEA All-Region Band if they are taking private lessons. Students perform music of many genres and styles at an intermediate level. Private lessons are encouraged. Students will be required to audition with a HS band director for approval into this course.

BAND Non-Varsity (CHHS-Symphonic; GHS-Honors)
(Enrollment-Based)
Course No. FAHB1A
Semesters: 2; Credits: 1
Prerequisite: Director Approval. Previous band experience required.

Non-Varsity band is an auditioned group composed primarily of students with advanced tone production, technical ability and sight-reading skills. Students are required to audition for the TMEA All-Region Band and to perform at Solo & Ensemble contest. Students perform music of many genres and styles at an advanced level. Private lessons are required. Students will be required to audition with a HS band director for approval into this course.

BAND Varsity (CHHS-Wind Symphony; GHS-Wind Ensemble)
(Enrollment-Based)
Course No. FABV1A
Semesters: 2; Credits: 1
Prerequisite: Director Approval. Previous band experience required.

Varsity band is an auditioned group composed primarily of students with exceptional tone production, technical ability and sight-reading skills. Students are required to audition for the TMEA All-Region & All-State Band and to perform at solo & ensemble contest. Students perform music of many genres and styles at a very challenging level. Students will be required to audition with a HS band director for approval into this course. Private lessons are required.

BAND Jazz 1-4
Course No. FABJ1A/B, FABJ2A/B, FABJ3A/B, FABJ4A/B
Prerequisite: Audition; Director approval and concurrent band class enrollment where applicable.
Semesters: 2

Jazz Band offers instrumental students the opportunity to learn and perform outstanding jazz literature from multiple styles, genres, and time periods. The band performs at a high level, requiring students to have prior training and experience, and to successfully complete an audition. Because of the standardized instrumentation requirements, enrollment in the ensemble is limited. As part of the class, students will perform at various venues and events throughout the fall and spring semesters. For more information about the band or to set up an audition, please contact the band director.

BAND Percussion

(Enrollment-Based)
Course No. FABP1A
Semesters: 2; Credits: 1
Prerequisite: Director Approval. Previous band experience required.

Percussion is an auditioned group composed entirely of students with prior percussion training at the middle or high school levels. Students perform music of many genres and styles at a very challenging level. Percussion students will be required to perform at all band performances as well as additional percussion performances over the course of the fall and spring semesters. Students are required to audition for the TMEA All-Region & All-State Band and to perform at solo & ensemble contests. Private lessons are required. Students will be required to audition with a HS band director for approval into this course.

GCISD CHORAL PROGRAM

GCISD offers a variety of performing organizations to meet the educational needs of all students interested in singing. Each choir caters to the student's individual musical needs in an effort to provide the most complete and effective musical education to each student. All choirs offer performance opportunities and focus on expanding the student's knowledge of basic music theory, sight-reading skills, vocal technique, and music history. In addition to the development of individual musical skills, each choir is designed to teach self-discipline, commitment, and teamwork. Students in all choirs are required to participate in activities outside of the school day including rehearsals, concerts, and performances. Individual competitive opportunities for students include concert solos, solo and ensemble contests, auditions for the TMEA Region Choir, and Texas All-State Choir. Choir is a full-year enrollment class. There are required fees associated with this activity. The campus Choral Director will provide a specific list of costs.
The 1-4 following the course number indicates the number of times a student has been enrolled in a course, not the student's grade classification.

Choralier Choir (Non-Varsity)
(Enrollment-Based)
Course No. FACH (1-4 A/B), FACC (1-4 A/B)
Semesters: 2; Credits: 1
Prerequisite: Director Approval. Previous Choral music experience recommended.

Choraliers (non-varsity) is an entry-level high school choir composed primarily of students experiencing their first year of high school choral music. Most students have previous choral experience in middle school choir, basic sight-reading skills, and an understanding of proper tone production. Students are admitted to this ensemble either through audition or the recommendation of their middle school choral director. Students perform choral literature of many genres and styles.

Concert Choir (Junior Varsity)
(Enrollment-Based)
Course No. FACM (1-4 A/B), FACW (1-4 A/B)
Semesters: 2; Credits: 1
Prerequisite: Director Approval. Previous high school choral music experience recommended.

Concert Choir (junior varsity) is an auditioned group of primarily 10-12th grade students most of which have previous choral experience in high school choir, above average sight-reading skills and an outstanding academic record. Students perform moderate level choral literature of many genres and styles.

Choir Varsity
(Enrollment-Based)
Course No. FACV (1-4 A/B)
Semesters: 2; Credits: 1
Prerequisite: Director Approval. Previous high school choral music experience required.

Membership is through audition and open primarily to students with previous choral experience in grades 10-12 with advanced tone production and sight-reading skills and an outstanding academic record. Students perform advanced choral literature of many genres and styles.

Choir Vocal Ensemble
(Enrollment-Based)
Course No. FACJ (1-4 A/B)

Semesters: 2; Credits: 1
Prerequisite: Director Approval. Previous choral music experience recommended. Concurrent enrollment in a varsity or non-varsity choir required.

Vocal Ensemble is an auditioned ensemble that specializes in small group singing that may include pop, jazz, or other choral literature. Concurrent enrollment in another choir is required for participation in this ensemble.

GCISD THEATRE

Theatre Arts 1
(Enrollment-Based)
Course No. FATH1A
Semesters: 2; Credits: 1
Prerequisite: None

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

Theatre Arts 2-4

(Enrollment-Based)
Course No. FATH2A, FATH3A, FATH4A
Semesters: 2; Credits: 1
Prerequisite: Theatre Arts 1, 2, 3

Theatre Arts 2 - IV builds on the background established in Theatre Arts 1, 2, 3 while continuing the development of acting skills through physical, vocal and improvisation exercises. Acting and directing principles are applied through performances in various theatrical modes including classical and contemporary theatre, dance, drama, mime, and theatre for youth. Theater 3: Emphasis on the elements of directing and playwriting as students write original plays and participate in student directed works. Various styles of theatre will be used including but not limited to children's theatre, puppetry, classical theatre, musical theatre, and video. Theatre 4 students are expected to take leadership roles in after-school production. Students enrolled in this class will participate in ONE production that will be rehearsed in class but performed after school.

Theatre Production 1
(Enrollment-Based)
Course No. FATP1A
Semesters: 1-2; Credits: ½-1
Prerequisite: Theatre I, Instructor Approval

Production 1 is intended for the acting student who wants to continue to develop skills that were learned while working on a main-stage performance or in the middle school theatre program. Acting and directing principles are applied through performances in various theatrical modes including classical and contemporary theatre, dance, drama, mime, and theatre for youth.
Students are expected to audition for all school productions and to participate in at least one major production during the school year. The class requires a substantial amount of after-school commitment. Enrollment in this class is contingent upon a referral from a middle-school theatre teacher or an audition with the high school department.

Theatre Production 2– 4
(Enrollment-Based)
Course No. FATP 2-4 A/B
Semesters: 1-2; Credits: ½-1
Prerequisite: Theatre I, Instructor Approval per required audition.

This course is designed for the serious drama student. Emphasis will be on public and competitive performances. There will be work on acting skills, improvisation, and script interpretation, writing original scripts, and developing skills with video equipment. Each student will be expected to work at an independent level in research and rehearsal of individual material. Students will be expected to remain after school for rehearsal during production runs. Students are required to audition for all school productions and perform in or work on all shows. Enrollment is contingent upon a department audition that takes place in May of the previous school year. *There may be additional fees associated with this course.*

Musical Theatre 1-4

Course No. FAMTIA/B, FAMT2A/B, FAMT3A/B, FAMT4A/B
Prerequisite: Audition
Semesters: 2

This class delves into the advanced qualities of Musical Theatre. It incorporates the three main tenets of Musical Theatre: singing, acting and dance. It provides training specifically for the students who want to engage in Musical Theatre as their career. This course analyzes Musical Theatre scripts and songs in a way that provides in depth understanding of Musical Theatre. This course will prepare and perform a solo from a musical and multiple dancing and ensemble songs.

Technical Theatre 1 – 4
(Enrollment-Based)
Course No. FATT 1-4 A/B
Semesters: 2; Credits: 1-4

Technical theatre focuses on the offstage work in theatre including, but not limited to, set design, safety, lighting, sound, costume, makeup, set construction and production. This course is hands-on and students will be asked to work extra-curricular assignments as needed. The courses advance from teacher led to independent projects. Upon enrollment in Tech. Theatre 3 or 4 students are expected to take leadership roles in after-school productions.
There may be additional fees associated with this course.

Technical Theatre 2, Theatre Management
Course No. FATMA & FATMB
Semesters: 2, Credits: 1
Prerequisite: Technical Theatre I, instructor approval

Theatre Management is an extension of the Technical Theatre 1 curriculum, with focus placed on the management of a working theatre space. Students will be given real world experience in the design and implementation of events that would be common in a professional auditorium management position. Students will be asked to work extra-curricular assignments as needed. The courses advance from the teacher led to independent projects. Students are expected to take leadership roles in after-school productions.
There may be additional fees associated with this course.

Extra-Curricular Activities
International Thespian Society
International Thespian Society State Convention
Children's Theatre Workshop
Fall Production
Annual Musicals
UIL One Act Play Competition