



Grand Prairie
Independent
School District
2010 – 2011

High School ACADEMIC HANDBOOK

PLAN FOR THE FUTURE



**GRAND
PRAIRIE
INDEPENDENT
SCHOOL
DISTRICT**

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Dear Parents and Students,

This academic handbook provides information needed to make decisions concerning the appropriate instructional program for each student. Descriptions of each course offered by the District are provided. This handbook should prove useful in the selection of the courses for the coming year, as well as in setting long-range academic goals. Information such as graduation requirements is also provided.

Since decisions made now will greatly affect future endeavors, every possible consideration should be made. If you have any questions or concerns, please feel free to call the school and/or visit with the counselors.

The District is proud of the wide range and high quality of the courses offered to the students who attend the Grand Prairie Schools. Your continued support is welcomed and encouraged as the District continues toward the goal of excellence in education.

Sincerely,

Susan J. Simpson, Ph.D.
Superintendent of Schools

Table of Contents

| | |
|--|----|
| Levels of Instruction | 1 |
| Gifted/Talented Program | 1 |
| Special Education..... | 2 |
| Section 504 | 4 |
| General Education Homebound | 4 |
| Sheltered Instruction..... | 4 |
| Schedule Changes | 4 |
| Graduation | 5 |
| Grading System | 5 |
| Grade Classification | 6 |
| Grade Point System | 6 |
| Class Rank | 6 |
| Classes Receiving Weighted Grade Points..... | 7 |
| Valedictorian and Salutatorian..... | 10 |
| Honor Graduates | 10 |
| Credit by Exam..... | 11 |
| Dual Credit Enrollment | 12 |
| Distance Learning | 12 |
| Correspondence Courses | 13 |
| Great Texas Scholars | 13 |
| Home School..... | 13 |
| Accredited Private Schools | 14 |

Graduation Requirements for Students Who Entered Ninth Grade in 2007 – 2008 and Thereafter

| | |
|--|----|
| Recommended High School Program | 16 |
| Distinguished Achievement High School Program..... | 19 |
| Advanced Measures..... | 21 |
| Minimum High School Program | 22 |
| Overview of Graduation Requirements..... | 24 |
| Planning Form | 25 |

Assessment Requirements

| | |
|---|----|
| Texas Higher Education Assessment (THEA) | 27 |
| Proposed State Testing Dates for 2010 – 2011 | 27 |

John A. Dubiski Career High School Offerings

| | |
|------------------------------------|----|
| English Language Arts..... | 28 |
| Languages Other Than English | 32 |
| Mathematics..... | 34 |
| Science | 37 |
| Health..... | 39 |
| Social Studies..... | 40 |
| Economics | 42 |
| Physical Education | 43 |
| Fine Arts | 44 |
| Career and Technology..... | 45 |

Ninth Grade Course Offerings

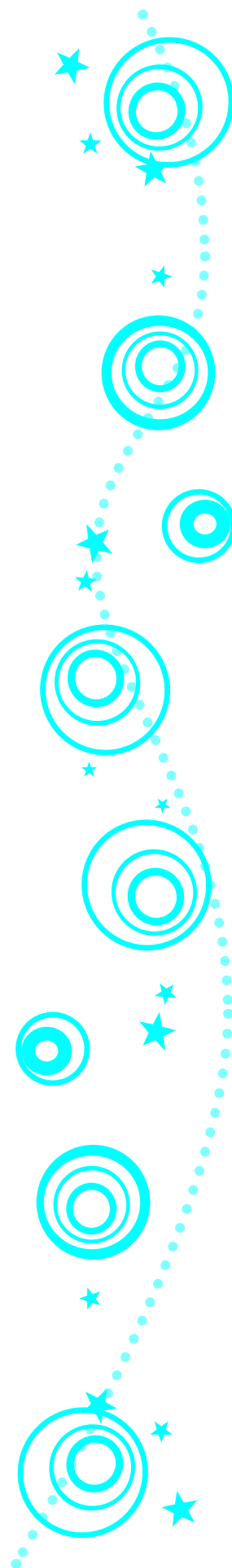
| | |
|--|----|
| English Language Arts..... | 54 |
| Languages Other Than English | 57 |
| Mathematics..... | 59 |
| Science | 60 |
| Health..... | 60 |
| Social Studies..... | 61 |
| Physical Education | 62 |
| Technology Applications | 64 |
| Fine Arts | 65 |
| Career and Technology | 68 |
| Career Related Courses Other Than Career and Technology..... | 70 |
| Other Courses | 70 |

High School Course Offerings

| | |
|--|-----|
| English Language Arts..... | 71 |
| Languages Other Than English | 77 |
| Mathematics..... | 80 |
| Science | 84 |
| Health..... | 87 |
| Social Studies..... | 88 |
| Economics | 91 |
| Physical Education | 92 |
| Technology Applications | 95 |
| Fine Arts | 97 |
| Career and Technology | 103 |
| Career Related Courses Other Than Career and Technology..... | 111 |
| Other Courses | 112 |

Additional Information

| | |
|--|-----|
| NCAA Freshman – Eligibility Standards | 113 |
| Petition Process for Minimum Graduation Program..... | 115 |
| Request Form for Minimum Graduation Program | 116 |





COURSE SELECTION GUIDE FOR 2010 – 2011

GENERAL INFORMATION

This guide has been designed to provide curriculum information for the 2010 - 2011 school year. The purpose of the booklet is to provide information that will assist students in making course selections that will meet their personal needs for the future as well as satisfy high school graduation requirements.

LEVELS OF INSTRUCTION

REGULAR LEVEL – Regular level instruction is based on the expectation that students are capable of academic work presented at their actual grade level.

PRE – AP LEVEL – Pre-AP is designed for students capable of performing at a grade level above their grade placement. At the Pre-AP level, advanced level reading assignments and more in-depth studies are required. **Students who enroll in Pre-AP courses and their parent(s) must sign and abide by the guidelines outlined in the AP/Pre-AP Contract. (See Page 9)**

ADVANCED PLACEMENT LEVEL – AP is designed for students capable of performing at the highest level. **Students who enroll in AP courses and their parent(s) must sign and abide by the guidelines outlined in the AP/Pre-AP Contract. (See Page 9)** For a complete list of College Board Advanced Placement Courses please see page 7. **Students enrolled in Advanced Placement courses will be required to take the Advanced Placement exams for those courses in May. Failure to complete the course or take the exam in any AP course will result in the loss of weighted grade points for that course.** Depending upon the scores earned on AP exams, students may be awarded credit by the college or university where they enroll.

GIFTED AND TALENTED

In order to provide appropriately differentiated curriculum for gifted students, the district has adopted specific identification guidelines for participation in the Gifted and Talented Program. A three-step process determines the identification and selection of students: (1) nomination, (2) screening, and (3) selection. Nominations for the Gifted and Talented Program may be submitted at any time during the school year to a campus counselor. Students may be nominated by parents, teachers, counselors, administrators, or any other interested parties who are familiar with the student's abilities.

In accordance with the *Texas State Plan for the Education of the Gifted and Talented*, students are screened using multiple criteria, which includes both quantitative and qualitative data. Placement decisions are made by trained Campus Selection Committees, and policies for appeals, furloughs, and exit procedures are available from the district upon request.

High school gifted students participate in the program through appropriately differentiated Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) classes in all content areas. These courses offer high school gifted students opportunities to earn college credit through Advanced Placement testing offered each May. Curriculum at this level enables students to engage in more elaborate, complex, and in-depth study of abstract ideas, problems, and themes, while allowing them to develop professional quality products as they prepare for future college and career choices.

SPECIAL EDUCATION

Special Education and related services are a part of a free, appropriate public education designed to meet the unique needs of students with disabilities. The mission of Special Education Services in GPISD is to create a learning environment through a unified educational system that respects and values all students.

Students receiving Special Education services are those whose identified disabilities are so limiting as to require the provision of special services in addition to, or in place of, instruction in the general education classroom. Students with disabilities have equal access to compensatory, remedial, tutorial, and other appropriate programs available to students without disabilities. Students response to intervention are identified by special education services through the utilization of the "child-centered process." Students are educated in a least restrictive environment as appropriate with their disabilities. Decisions on inclusion of special education students in the general education classroom are made on an individual student basis.

Special Education services provide all students with disabilities full educational opportunities through the utilization of a wide range of instructional arrangements including extended year services as appropriate. Services are available for students who have not reached their 22nd birthday by September 1st of the current school year.

Instruction is designed to assist the student most effectively in developing those skills and concepts necessary for independent functioning. Emphasis is placed upon determining the student's strengths and then prescribing those learning activities that foster the mastery of skills. Because students differ both in the preferred modality of learning and in levels of functions, a variety of methods, materials and techniques are utilized.

Special Education services through specially designed courses are offered at the high school level. Students are enrolled in these classes according to the recommendation of the Admission, Review and Dismissal (ARD) committee. For further information regarding special education courses and services, contact a school counselor or the GPISD Special Education Office located in the GPISD Education Center, 2602 South Belt Line Road, or call (972) 237-4019.

There are four ways in which a student receiving special education services may graduate from high school and receive a high school diploma. When a student receiving special education has satisfactorily completed credit and curriculum requirements applicable to students in general education and passed the exit-level TAKS assessment, the student can graduate and receive a high school diploma under the recommended or distinguished graduation programs.

A student can also graduate under the minimum graduation program upon satisfactorily completing the credit and curriculum requirements for students in general education and participating in required assessments. The student's ARD committee must determine whether satisfactory performance on a required assessment shall also be required for graduation. It should be noted that courses with modified content apply to the minimum high school program only and cannot be counted toward the recommended or distinguished programs.

In addition, a student can graduate by completing the credit requirements for students in general education, completing the minimum curriculum requirements to the extent possible as determined by the ARD committee, and completing the requirements of the Individualized Education Program (IEP) including one of the following conditions outlined in the IEP: (a) full-time employment and sufficient self-help skills to maintain employment

without direct and ongoing support from the school district; (b) demonstration of specific employability and self-help skills that do not require direct ongoing support from the school district; or (c) access to services that are not within the legal responsibility of public education or to employment or educational options for which the student has been prepared by the academic program. 19 TAC § 89.1070(c).

Finally, a student receiving special education services may also graduate and receive a regular high school diploma upon the ARD committee's determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP. 19 TAC § 89.1070(d).

It should be noted that a student who is dismissed from special education services must perform satisfactorily on the general assessment instrument or TAKS, as only students receiving special education are eligible to participate in the TAKS (Accommodated), TAKS-M or TAKS-Alt assessment instruments. ARD committees should carefully consider whether a student is capable of passing the state exit-level assessment before dismissing the student from special education services. An ARD committee should have confidence that a student who is dismissed from special education will be able to successfully complete all of the requirements for high school graduation, including satisfactory performance on the state exit-level assessment.

Special Education services are offered at the comprehensive high school level through the following:

Support Facilitation: Support Facilitation services are designed to assist students in achieving their maximum potential within the least restrictive environment of the general classroom setting. Accommodations and/or modifications will be used within the general education setting based on the student's IEP. (All campuses)

In Class Support: Teachers provide support in the general education classroom. This support may include direct instruction, providing accommodations and/or modifications, re-teaching, collaboration or assistance to students and teachers to students and teachers.

Basic Classes: Basic classes provide **grade level** general curriculum in English Language Arts and mathematics with appropriate modifications and accommodations made based on each student's Individualized Education Plan (IEP). The focus of these classes is to accelerate instruction and close the gap in the student's identified area based on the student's IEP. (All campuses)

Applied Skills: Applied Skills services are available for students with intellectual abilities in the low average or mentally challenged cognitive deficient range, significant academic difficulties, and deficits in adaptive behavior. The severity of the disability prohibits participation in the general setting. The curriculum is designed to address Individualized Education Plan (IEP) goals and objectives, which are necessary for successful participation in age-appropriate skills within integrated school and non-school settings. (Identified campuses)*

Social Emotional Achievement (SEA): Social Emotional Achievement services are available for students who significantly lack the appropriate social and emotional skills to succeed in the general education setting. The severity of the disability may prohibit participation in the general education setting. The goal is to re-integrate each student into the general education setting based on mastery of social, emotional, and academic IEP goals and objectives. Mastery and change of placement will be considered and determined

by the ARD committee, based upon thorough data collection by the SEA teacher. (Identified campuses)

Daily Living Skills (DLS): Daily Living Skills services are provided for students with severe disabilities. Instruction focuses on self-help skills, communication skills, community based instruction, and vocational skills. (Identified campuses) *

Structured Learning Class (SLC): Structured Learning Class services are available for students with autism spectrum disorders, other severe disabilities, and/or other neurological impairments that require a highly structured educational setting that cannot be met in another special education or general education setting. Curriculum needs are determined by the ARD committee. (Identified campuses) *

**These three programs will utilize the Applied Curriculum.*

SECTION 504

The purpose of Section 504 is to prohibit discrimination on the basis of disability and to ensure that all disabled students have educational opportunities and benefits equal to those provided to non-disabled students. A “student with a disability” is one who has, or who has a record of having, or who is regarded as having a physical or mental impairment that substantially limits one or more major life activities, such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, bodily functions, breathing, learning, and working. Referrals may be initiated by the parent, teacher, student, counselor or principal. Students eligible for 504 services receive an appropriate Individualized Accommodation Plan (IAP). For more information you may contact your campus 504 coordinator.

GENERAL EDUCATION HOMEBOUND

General Education Homebound (GEH) instruction: This option is for a student who is confined to home due to a serious accident, chronic illness, or a noncontagious disease for a minimum of 4 weeks or any period totaling 4 weeks throughout the school year for a chronically ill student. The request for homebound must be documented by the student’s physician. For a student who is served in general education classes only and requests homebound services, contact your campus General Education Homebound (GEH) Coordinator.

SHELTERED INSTRUCTION

Sheltered Instruction is an instructional delivery model by trained content area teachers offered in the GPISD for LEP students. Sheltered Instruction features predefined strategies effective with LEP students, clearly defined language and content objectives, and meaningful activities. In addition to teacher-to-student, there is significant student-to-student interaction within the classroom. Supplementary materials are utilized with the student. Scaffolding of instruction is key to the student’s content and language development.

SCHEDULE CHANGES

One of the most critical functions performed by a school is the pre-registration of students. Based upon pre-registration information, courses are scheduled and teachers employed for the next school year. **Requests for schedule changes by students and/or parents will not be granted after the first 10 days of a semester.** Thus, the choices made will be considered permanent.

Justifiable Reasons for Schedule Changes:

- a. Request of administrator
- b. Student failed the course the previous year under the same teacher
- c. Student is in a course for which he has inadequate background (Must be initiated by the teacher)
- d. Student is in a course for which he lacks a prerequisite
- e. Student was recommended for a specific plan, but was not scheduled into that plan
- f. Student is in a course for which he has credit
- g. Student failed a course that should be requested
- h. Senior lacks a course required for graduation
- j. Physical disability prevents adequate functioning in class

GRADUATION

In order to be eligible to participate in the graduation exercise and receive a diploma of graduation from the GPISD, the student must:

- 1) have been a continuous student in the district for at least the final semester preceding the graduation exercise or must have gained eligibility from the Superintendent or the Superintendent's designee through the designated petition process. A student residing in the district for a lesser time would receive appropriate curriculum credit from the GPISD for the time enrolled, but would fall under the jurisdiction of the immediately preceding school district enrollment for the purposes of graduation and diploma award. [Administrative Procedure EIED-R]
- 2) have satisfactorily completed all course work for graduation and met appropriate exit-level state testing requirements.

GRADING SYSTEM

Grades are reported on a six-week basis. At the end of each three weeks and each six weeks, the District will provide notification of progress to the parent or guardian of all students. Progress reports will be issued to the students; progress reports are not mailed.

Grades are reported on a numerical basis unless otherwise noted (See Individualized Learning). To receive credit for a course, a student must maintain an average of 70 or above. The grading scale is as follows:

| | | | | |
|---|---|-------|---|-----|
| A | = | 90 | - | 100 |
| B | = | 80 | - | 89 |
| C | = | 70 | - | 79 |
| F | = | Below | | 70 |

There are times when students enroll in Grand Prairie ISD with semester grades less than 70 but with credit earned. In those instances, GPISD will honor the earned credits, but will give a grade of 70 on the student's transcript in order to align with the district's policy on earning credits.

Students who transfer in with letter grades will receive grades from GPISD based on the following scale:

| | | | | |
|----------|---------|---------|--------|--------|
| A+ = 98 | B+ = 88 | C+ = 78 | D = 70 | F = 65 |
| A = 95 | B = 85 | C = 75 | | |
| A - = 92 | B- = 82 | C- = 72 | | |

(Failing/No credit earned, unless "D" was a passing grade in the previous district)

For more information regarding grades see student handbook.

GRADE CLASSIFICATION

Early graduates (for the current school year) or retainees will be re-classified at the end of the semester. Students who will be classified as seniors or graduates will assume responsibility for checking with the counselors' office for information regarding senior activities. Grade classification (promotion/retention) is based on total accumulated credits.

Grade classification is as follows:

Students who entered Ninth
In 2007-2008 and Thereafter
Credits Earned

| | | | |
|------------------|-------|---|------|
| 9 th | 0 | - | 5.0 |
| 10 th | 5.5 | - | 11.5 |
| 11 th | 12.0 | - | 18.5 |
| 12 th | 19.0+ | | |

GRADE POINT SYSTEM

The Grand Prairie Independent School District uses a weighted grade point system. Courses are designated as regular or Pre-AP / Advanced Placement. Students earn points for a grade based on the level of difficulty of the course.

| Grade | Pre-AP/AP and 4 Year College Dual Credit | Regular |
|----------|--|---------|
| 90 – 100 | 5 | 4 |
| 80 – 89 | 4 | 3 |
| 70 – 79 | 3 | 2 |
| Below 70 | 0 | 0 |

The implementation of a statewide uniform grade point average (GPA) system is currently under consideration with the Texas State Board of Education. At the time of printing this Course Selection Guide, a uniform GPA system had not been adopted. At such time the passage of a uniform GPA system takes place, State Board of Education rules will supersede information currently found in this guide regarding grade point averages.

CLASS RANK

A class rank is begun with the cumulative grade point average (GPA) in the ninth grade. At the end of each semester the grade point average is brought up to date. Credits earned through a correspondence course, two-year community college, distance learning, credit by exam, acceleration and credit recovery are **awarded on a pass/fail basis and are not used to calculate the cumulative GPA.**

Middle school students who take approved high school courses in middle school will receive high school grade points at the same level as a high school student would receive taking the same course in high school. Semester exams, of high school courses, given at the middle school level will carry the same weight as high school semester exams. High school classes taken in middle school will apply toward Minimum, Recommended, or Distinguished Achievement Program.

HIGH SCHOOL CLASSES RECEIVING WEIGHTED GRADE POINTS

| | |
|--------------------------|---|
| English I (Pre-AP) | Physics (Pre-AP) |
| English II (Pre-AP) | AP Physics |
| AP English III | World Geography Studies (Pre-AP) |
| AP English IV | World History (Pre-AP) |
| Spanish III (Pre-AP) | AP World History |
| AP Spanish IV | US History (Pre-AP) |
| AP Spanish V | AP U.S. History |
| French III (Pre-AP) | AP Human Geography |
| AP French IV | AP European History |
| Latin III (Pre-AP) | AP Macroeconomics |
| AP Latin IV | AP Microeconomics |
| Algebra I (Pre-AP)* | AP U.S. Government |
| Algebra II (Pre-AP) | AP Comparative Government and Politics |
| Geometry (Pre-AP) | AP Psychology |
| Precalculus (Pre-AP) | AP Computer Science |
| AP Statistics | AP Art History |
| AP Calculus AB | AP Studio Art – Drawing |
| AP Calculus BC | AP Studio Art – Two Dimensional |
| Biology (Pre-AP) | AP Studio Art – Three Dimensional |
| AP Biology | AP Music Theory |
| Chemistry (Pre-AP) | Academic Decathlon |
| AP Chemistry | |
| AP Environmental Science | |

**Only offered at Middle School*

Grand Prairie ISD Pre-Advanced Placement / Advanced Placement

Dear Parent/Guardian:

Congratulations to your child for choosing the challenge of a Pre-AP and/or AP course (or courses)! As a result of this decision, your child will be participating in some *very rigorous, but rewarding* classes that will give them an opportunity to earn college credit before they graduate from high school. Their experience with the Pre-AP and/or AP curriculum should be a positive one as a result of their desire for an academically challenging education.

It is important that you are aware of a few facts concerning your choice for your child to take Pre-AP/AP courses:

- Because these are advanced classes, they are more rigorous than regular classes, and your child will encounter more challenging schoolwork. You will find that the grading is more strenuous as well. Many students are discouraged at first because they have been accustomed to making "higher" grades, but students and parents need to remember that through the quality of the class, the knowledge gained, and the skills developed, students are ultimately better prepared for the remainder of their academic career.
- Pre-AP/AP courses are very demanding and grades are therefore "weighted." Middle school level Pre-AP courses are weighted for the purposes of honor roll and academic recognition only. All high school level courses (regardless of the grade in which they are taken) are weighted to determine a student's class rank and grade point average (GPA).
- Pre-AP/AP scholars are expected to be self-motivated learners.
- Because there will be numerous assignments, students should manage their time well without constant reminders. This is especially important if they are involved in many activities after school. It is recommended that your child have a personal planner where he/she can note important dates, thereby ensuring that every minute counts toward success.
- Coming to class prepared is essential because there is a tremendous amount of material to cover. Learning how to communicate in a group setting as well as giving oral presentations is an important part of the learning process and the Pre-AP/AP classroom.
- It is important that students develop a strong working relationship with their teachers. They not only will be learning new skills, but also refining skills. Therefore, it is imperative that each student learns to accept constructive criticism and to use creative and critical thinking in new ways to solve difficult challenges.
- Your child should be prepared to do independent research. This is the "Information Age," and students will be expected to gather information from varied sources, process it, analyze it, and evaluate it.
- The goal of enrolling in Pre-AP classes is to prepare students for AP classes and, ultimately, the AP exams, which are given each May.
- Even the most advanced students sometimes find the work in a Pre-AP/AP class very challenging. It is highly recommended that Pre-AP and AP students partner with their teacher and/or classmates to take part in teacher-directed and/or student-initiated after-school study groups.

As a result of your child's strong focus, high quality work, and desire to learn, his/her experience in Pre-AP/AP should be a positive and satisfying one. It is our goal in GPISD to ensure that each student is "stretched" intellectually, enabling each to reach his/her potential.

Both student and parent are required to sign the attached Pre-AP/AP Contract to show that each has read and understood the expectations and guidelines for the Pre-AP/AP Program. Please return the PreAP/AP Contract with your child's registration form to ensure his/her placement in a PreAP/AP course.

Sincerely,

Vicki Bridges
Executive Director of Secondary Education


Debbie Midkiff
Director of Advanced Academics

Grand Prairie ISD

Pre-Advanced Placement / Advanced Placement

Contract

Standards and Expectations for Pre-AP and AP Courses*

- ✓ All Pre-AP/AP students are *required* to have “met the standard” on the grade-level TAKS test (in their Pre-AP/AP content area), and are *expected* to score at the commended level.
- ✓ Pre-AP courses are college-prep courses designed to prepare students for AP level and are graded accordingly.
- ✓ Grades from high school credit Pre-AP/AP courses taken at the middle school will follow high school grading procedures and policies and will begin the student’s high school grade point average (GPA).
- ✓ AP courses are college-level courses, and the course work completed will be graded at the college level.
- ✓ Every student enrolled in an AP course is expected to take the AP exam. To receive weighted grade points for any AP course, completion of the course and participation in the AP exam is required. All exam fees for students enrolled in an AP course are covered by GPISD. Pre-AP students must complete the course in order to receive weighted grade points.
- ✓ Pre-AP and AP classes are designed with the advanced learner in mind, giving students many opportunities to work at a more accelerated pace and to think more deeply about topics and issues. Extensive outside reading assignments, research and/or projects *are to be expected* in all Pre-AP and AP classes, and summer reading is a requirement in most Pre-AP and AP courses. *Students will be held accountable for summer reading on the first day of class.*
- ✓ Honor Code: Pre-AP/AP students are expected to do their own work on projects and assignments and to complete their work in a timely manner. Students who break this code may be removed from the course.
- ✓ District-Initiated Withdrawal: Any Pre-AP/AP student who does not maintain an average of 70 for each of two consecutive six-weeks within a semester will be evaluated for placement in a regular classroom in that content area.
- ✓ Parent-Initiated Withdrawal: Any Pre-AP/AP student may exit a Pre-AP/AP course within the first 10 school days. After 10 school days, a Pre-AP/AP student will not be allowed to exit a Pre-AP/AP course without the approval of the principal or the principal’s designee.

* More information regarding specific course requirements will be shared on the first day of class.

I, the student, have read the expectations of the Pre-AP/AP Program and agree to make the commitment to complete Pre-AP/AP courses to the best of my ability. I understand that the Program has been designed to meet the needs of those students who desire a challenging curriculum that prepares them for advanced study. I understand that I will be required to maintain a positive attitude and a willingness to work and organize my time. I will notify the teacher immediately if I fall behind in class readings or assignments. I will attend tutoring on assigned days if the teacher feels it becomes necessary.

I, the parent/guardian, have read the expectations of the Pre-AP/AP Program and agree to help my son/daughter organize study time in support of class assignments. I will provide encouragement and support in this educational experience. I will notify the teacher immediately of any concerns that I have relating to the Pre-AP/AP class and my child’s progress. I also agree that my child will attend regular tutoring if it becomes necessary for his/her success.

Both student and parent signatures are required to acknowledge an understanding of the requirements for Pre-AP and AP courses and a commitment to the more rigorous standards and expectations.

Student _____ Parent _____ Date _____
(Signature) (Signature)

PRE-AP / ADVANCED PLACEMENT

Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) courses receive weighted grade points **due to their rigorous and challenging nature**. AP courses are taught using college level materials and strategies that will prepare students to take the College Board Advanced Placement Examinations offered each May. Students and parents must sign a contract prior to enrolling. A prerequisite for all Pre-AP and AP courses is passing the most recent TAKS test in the subject area of the Pre-AP or AP course. Students involved in Advanced Placement Courses will be required to take the Advanced Placement exams for those courses offered in May. **Failure to take an AP exam or complete an AP course will result in the loss of weighted grade points.**

VALEDICTORIAN AND SALUTATORIAN

The student with the highest grade point average in a graduating class is named valedictorian. After the valedictorian is designated, the person who ranks second will be designated salutatorian. To be considered for valedictorian and salutatorian, a student must have been in continuous enrollment in the district for three semesters immediately preceding graduation and must graduate under the Recommended or Distinguished Achievement Program. GPA is calculated after the third week of the final six weeks period.

Should a tie exist for valedictorian after all the class ranks are computed, the following procedures will be followed:

1. Add 10 points to the numerical grade(s) for each of the Pre-AP course(s) and/or Advanced Placement course(s).
2. Average the numerical grades of the student's courses.

If at this point a tie still exists, the school shall declare two or more valedictorians. After designation of the valedictorians, the person who ranks second will be designated salutatorian.

Grades and credits transferred from other districts and noted on the student's Academic Achievement Record are counted the same as they would be if the credits had been earned in the district; however, no weighted credit will be granted for courses taken in other districts unless similar credit is available to students in the Grand Prairie ISD. Credit from correspondence courses, credit by exam, distance learning, **two-year community college** and credit recovery do not receive grade points. Credit from these sources will be designated as pass/fail.

HONOR GRADUATES

SUMMA CUM LAUDE

designation will be granted to students who rank in the top twenty-five percent of the graduating class and have completed the requirements of the Distinguished Achievement Program (DAP) prior to graduation. GPA is calculated at the end of the fifth six weeks.

MAGNA CUM LAUDE

designation will be granted to students who rank in the top five percent of the graduating class and have met the requirements of the Recommended High School Program prior to graduation. GPA is calculated at the end of the fifth six weeks.

CUM LAUDE

designation will be granted to students who rank in the second five percent of the graduating class and have met the requirements of the Recommended High School Graduation Program prior to graduation. GPA is calculated at the end of the fifth six weeks.

INDIVIDUALIZED LEARNING

CREDIT BY EXAM - PRIOR FORMAL INSTRUCTION [Board Policy EE]A]

Students may use credit by examination to demonstrate mastery in any subject and to earn credit in any academic course at the secondary level, with the prior approval of the appropriate administrator. Such examinations shall assess the student's mastery of the essential knowledge and skills and shall be approved by the principal or designee. The university supplying the test determines the cost of each exam (usually \$30).

To be eligible to earn credit by examination, a student shall have had prior instruction in the subject or course, as determined by the District on the basis of a review of the student's educational records.

On approval of the attendance committee, a student who has excessive absences may be permitted to earn or regain course credit through credit by examination.

Credit by examination shall not be used to gain eligibility for participation in extracurricular activities.

To receive credit, students shall score a grade of 70 or above on the examination.

EXCEPTION: At the close of Spring Semester, seniors who lack credit(s) necessary to participate in graduation ceremonies may petition the Dean of Instruction at their school for permission to take an alternative exam immediately upon notification of failure to meet graduation requirements. The student must petition the Dean of Instruction no later than 24 hours prior to the graduation ceremony in order to be eligible for this exception. Students will be charged \$30 per exam.

CREDIT BY EXAM - NO PRIOR INSTRUCTION [Board Policy EE]B]

Credit by Exam is available to students who have not received prior formal instruction in that class. Students must apply (see counselor) by **May 1** and/or **November 1** of each calendar year if they wish to take a credit by exam with NO prior instruction.

To receive credit, the student must score 90 or above on the examination. Students will not receive grade points for successfully completing credit by exam NO prior instruction.

There is no cost for credit by exam with NO prior instruction.

DUAL CREDIT ENROLLMENT [Board Policy EHDD (LOCAL)]

Dual credit courses are offered to high school students by colleges and universities for both high school and college credit. A student may take pre-approved college and university classes for credit (one-half unit increments) toward high school graduation. The student must be enrolled as a full-time student in GPISD and **must obtain a permission letter**

from the high school principal or designee prior to college enrollment. Students are responsible for arranging to take the appropriate placement tests as required by college. Appropriate placement test may include Texas Higher Education Assessment (THEA), Accuplacer, SAT, ACT or TSI. All expenses for college enrollment, textbooks, and course work are the responsibility of the student.

Credit for successfully completed college course(s) shall be earned in one-half unit increments.

a. Credits taken at a four-year accredited institution of higher education may be recorded as pass/fail or as the actual grade that the student received and will be reflected as such on the student's transcript. Weighted grade points will be awarded only if the actual grade is recorded on the student's transcript. If the college transcript does not reflect a numeric grade, the following grade equivalent will be recorded:

A = 95 B = 85 C = 75 D = 70

All credits taken at a two-year community college will be recorded on the student transcript as pass or fail. Grade points will not be awarded for these courses. The District is responsible for the costs associated with the college course if the course is jointly offered or sponsored by the District or if the District claims ADA funding for the student even though the student is not present. The District is not responsible for costs associated with the college course if the student unilaterally enrolls in the course and attends college outside of regular school hours.

A student is responsible for verifying transferability of course credit to a college/university of his/her choice as some universities may not accept course credit from community colleges or other universities.

DISTANCE LEARNING COURSES

Distance learning courses are offered to high school students via the Internet and/or video conferencing. A student may take pre-approved distance learning classes for credit (one-half unit increments) toward high school graduation. The student must be enrolled as a full-time student in GPISD and must obtain a permission letter from the high school principal or designee prior to college enrollment. ***Only distance learning courses under which all testing is supervised by GPISD campus professional staff will be considered.*** Students are responsible for arranging to take the appropriate placement tests as required by college. Appropriate placement test may include Texas Higher Education Assessment (THEA), Accuplacer, SAT, ACT or TSI. All expenses, textbooks, and course work are the responsibility of the student.

Distance learning courses may be used toward graduation but are not used in computing class rankings.

CORRESPONDENCE COURSES [Board Policy EEJC (LOCAL)]

Correspondence courses offer high school credit to high school students for work that involves independent reading and course work as prescribed by an institution of higher education. All resident high school students shall be eligible to take correspondence courses and ***earn a maximum of two credits toward graduation.*** Prior to enrollment in correspondence courses, students shall make written request to the principal or designee

for approval to enroll in the course. Students may be enrolled in only one correspondence course at a time, and a student's high school counselor must supervise the final exam. Students shall not be awarded credit toward graduation if approval was not granted prior to enrollment. ***Grades earned through correspondence courses shall not be used in computing class rankings and will be posted as pass/fail.***

Seniors who are enrolled in correspondence courses to earn units required for graduation shall complete the course and submit the grade for recording ***at least thirty days*** prior to graduation date in order to be eligible for graduation at the end of the term.

GREAT TEXAS SCHOLARS

The Great Texas Scholars Program is co-sponsored by the Grand Prairie Chamber of Commerce and the Grand Prairie School District. The program objectives are to encourage students to seek the finest education available and to acquire the skills and attitudes necessary for success in life as responsible, educated citizens. Qualified students choose to be Great Texas Scholars because they can be assured that their high school education will prepare them to compete for entry into higher educational institutions and the work force.

At the beginning of the senior year, students who are completing the Recommended or Distinguished Achievement Programs who have maintained a cumulative GPA of 2.5 or better will be invited to register with the Grand Prairie Chamber of Commerce as a Great Texas Scholar Candidate. Once registered, those candidates will be asked to complete community service hours, attend a City Council meeting, a GPISD School board meeting, complete a workforce readiness seminar and test, complete a mock employment interview and submit the required documentation to the Chamber of Commerce by the stated deadline. Students who complete all the requirements and have passed all sections of the exit level TAKS will receive recognition of their accomplishments and may be eligible for special scholarship opportunities.

HOME SCHOOL

Transfers from Non-TEA-accredited Public, Private, Home, or Parochial School – [Board Policy FD (LOCAL)]

Students entering a District school from non-accredited public, private, or parochial schools, including home schools, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

1. Scores on achievement tests, which may be administered by appropriate District personnel.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social and emotional development of the student.
5. Other criteria deemed appropriate by the principal.

ACCREDITED PRIVATE SCHOOLS

Transfers from Accredited Schools - [Board Policy FD (LOCAL)]

For this policy, accredited shall be defined by the Texas Education Agency through its publication High School Directory. The district shall accept all credits earned toward state graduation requirements by students in accredited Texas school districts, including credits earned in accredited summer school programs. Credits earned in local credit courses may be transferred at the District's discretion.



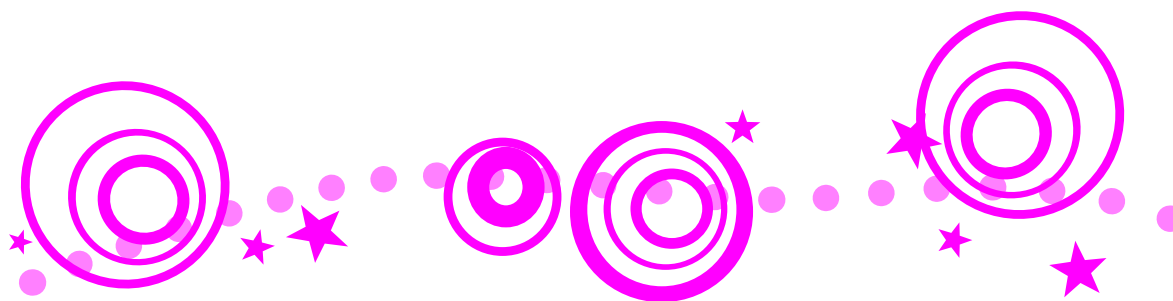
GRADUATION REQUIREMENTS

Students will be expected to complete the Recommended Program or the Distinguished Achievement Program with twenty-six credits. These two graduation plans are detailed on the following pages. Completion of either of these two plans will give students an advantage in making a difference, whether personally or professionally, upon high school graduation.

A third option, however, will be available to students through their Individual Education Plan determined by the ARD process. Students who do not qualify for an Individual Education Plan may petition the Campus Graduation Committee to be allowed to graduate under this third option.* Upon documentation through a student's IEP or approval of the Campus Graduation Committee, a student may graduate under the Minimum High School Plan. In order to graduate under the Minimum High School plan, the ARD Committee must so indicate in the student's IEP or the student must petition the Campus Graduation Committee to receive approval for a high school diploma via the Minimum High School Plan.

Students must take the exit-level TAKS in their junior year. Students must perform satisfactorily on all sections of TAKS prior to receiving a Texas high school diploma. The four sections covered on TAKS are English language arts, mathematics, science, and social studies. **Any student who has not successfully passed all four sections of the exit level TAKS test may not have early release or late arrival. A student who has completed the appropriate course work, but has not performed satisfactorily on all sections of the TAKS test shall not receive a high school diploma nor may they participate in graduation exercises.** However, students who have completed the appropriate course work but have not passed TAKS may continue to take the sections not passed. A diploma will be awarded when the student completes all course work and passes all sections of TAKS. (Students who meet the eligibility requirements for special education services must pass the sections of the exit-level TAKS test for which they are eligible as specified in their individual education plan to receive a high school diploma.)

**Petition process is noted at the end of this handbook.*





GRADUATION REQUIREMENTS FOR STUDENTS WHO ENTERED NINTH GRADE IN 2007 – 2008 AND THEREAFTER

RECOMMENDED HIGH SCHOOL PROGRAM

Students must earn at least 26 credits to receive a high school diploma. In addition to the successful completion of the 26 credits, students must perform satisfactorily on all sections of the exit-level TAKS examination given in their junior year and thereafter prior to receiving a diploma and in order for them to participate in graduation exercises. All graduates will be awarded the same type of diploma. However, the academic achievement record (transcript) will be utilized to record individual achievements and courses completed. Credit requirements for the Recommended High School Program are as follows:

ENGLISH LANGUAGE ARTS*

4 Credits

The credits must consist of English I, II, III, and IV (English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with limited English proficiency)

MATHEMATICS*

4 Credits

The credits must consist of Algebra I, Algebra II, and Geometry. After successful completion of Algebra I, Algebra II, and Geometry, a student may select the fourth required credit from any of the following courses, except as provided in subparagraph (A) of this paragraph: **If math requirements have been satisfactorily completed in grades six, seven, or eight, it is recommended that the student enroll in at least two additional state credits of mathematics in grades 9-12.**

- Pre-calculus
- Independent Study in Mathematics
- Advanced Placement (AP) Statistics
- AP Calculus AB
- AP Calculus BC
- AP Computer Science
- Mathematical Models with Applications.
- Concurrent enrollment in college mathematics courses

- (A) If selected, Mathematical Models with Applications must be taken prior to Algebra II.
- (B) The State Board of Education (SBOE) may designate additional courses that meet the requirements of this paragraph.

**Pre-AP or AP course equivalents may be substituted for requirements in appropriate areas. Credit may be awarded for academic core components without prior instruction by credit by exam.*

SCIENCE***4 Credits**

One credit must be a biology credit (Biology or Advanced Placement (AP) Biology. Students must choose two credits from the following areas. Not more than one credit may be chosen from each of the areas to satisfy this requirement.

- (i) Integrated Physics and Chemistry (IPC);
- (ii) Chemistry or AP Chemistry; and
- (iii) Physics, Principles of Technology I or AP Physics

- (A) IPC cannot be taken as the final or fourth year of science but must be taken before the senior year of high school. The fourth year of science may be selected from the laboratory-based courses as listed below:

- Earth and Space Science
- Environmental Systems
- Aquatic Science
- Astronomy
- Anatomy and Physiology of Human Systems
- AP Biology
- AP Chemistry
- AP Physics
- AP Environmental Science
- Scientific Research and Design
- Engineering
- Medical Microbiology plus Pathophysiology

- (B) The SBOE may designate additional courses that meet the requirements of this paragraph.

SOCIAL STUDIES***3½ Credits**

The credits must consist of World Geography Studies (one credit), World History Studies (one credit), United States History Studies Since Reconstruction (one credit), and United States Government (one-half credit).

ECONOMICS***½ Credit**

Must consist of Economics with Emphasis on the Free Enterprise System and Its Benefits. Also, Personal Financial Literacy must be included as required by House Bill 492 enacted by the legislature of the state of Texas.

LANGUAGES OTHER THAN ENGLISH***2 Credits**

Languages other than English--two credits. The credits earned must be for any two levels in the same language.

PHYSICAL EDUCATION**1½ Credits**

A student may not earn more than two credits in physical education toward state graduation requirements. The school district board of trustees may allow a student to substitute certain physical activities for the required credits in physical education, including the Foundations of Personal Fitness. The substitutions must be based on the physical activity involved in drill team, marching band, and cheerleading during the fall semester; Junior Reserve Officer Training Corps (JROTC); athletics; Dance I-IV; and two- or three-credit career and technology work-based training courses.

**Pre-AP or AP course equivalents may be substituted for requirements in appropriate areas. Credit may be awarded for academic core components without prior instruction by credit by exam.*

HEALTH EDUCATION**½ Credit**

Health Education credit may be satisfied by Health 1 or Advanced Health, or Health Science Technology--one credit, which may be satisfied by Introduction to Health Science Technology, Health Science Technology I, or Health Science Technology II.

SPEECH**½ Credit**

Must consist of one half credit of Communication Applications.

TECHNOLOGY APPLICATIONS* which may be satisfied by:

1 Credit

Animation I
Animation II
Business Information Management I
Business Information Management II
Computer Science
AP Computer Science
Digital and Interactive Media
Principles of Manufacturing (Previously Technology Systems)
Web Technology

FINE ARTS***1 Credit**

Must consist of one complete credit from either music, visual arts, theatre arts or dance.

ELECTIVE COURSES**3½ Credits**

The credits may be selected from the list of courses specified in §74.61(g) of this title (relating to High School Graduation Requirements). All students who wish to complete the Recommended High School Program are encouraged to study each of the four foundation curriculum areas (English language arts, mathematics, science, and social studies) every year in high school. No local credits may be used to satisfy the elective requirement(s).

TOTAL**26 Credits**

**Pre-AP or AP course equivalents may be substituted for requirements in appropriate areas. Credit may be awarded for academic core components without prior instruction by credit by exam.*

GRADUATION REQUIREMENTS FOR STUDENTS WHO ENTERED NINTH GRADE IN 2007 – 2008 AND THEREAFTER



DISTINGUISHED ACHIEVEMENT PROGRAM

Students must earn at least 26 credits, to receive a high school diploma and prior to participation in graduation exercise. In addition to the successful completion of the 26 credits, students must perform satisfactorily on all sections of the exit-level TAKS examination given in their junior year and thereafter prior to receiving a diploma. All graduates will be awarded the same type of diploma. However, the academic achievement record (transcript) will be utilized to record individual achievements and courses completed. Credit requirements for the Distinguished Achievement Program are as follows:

ENGLISH LANGUAGE ARTS*

4 Credits

The credits must consist of English I, II, III, and IV (English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with limited English proficiency).

MATHEMATICS*

4 Credits

The credits must consist of Algebra I, Algebra II, and Geometry and an additional SBOE approved mathematics course for which Algebra II is a prerequisite. **If math requirements have been satisfactorily completed in grades six, seven, or eight, it is recommended that the student enroll in at least two additional state credits of mathematics in grades 9-12.**

- Pre-calculus
- Independent Study in Mathematics
- Advanced Placement (AP) Statistics
- AP Calculus AB
- AP Calculus BC
- AP Computer Science
- Concurrent enrollment in college mathematics courses

SCIENCE*

4 Credits

The credits must consist of a biology credit (Biology or Advanced Placement (AP) Biology, a chemistry credit (Chemistry or AP Chemistry), a physics credit (Physics or AP Physics), and an additional approved laboratory-based science course. IPC does not count as required science credit. After successful completion of a biology course, a chemistry course, and a physics course, a student may select the fourth required credit from any of the following laboratory-based courses:

- Earth and Space Science
- Environmental Systems
- Aquatic Science
- Astronomy
- Anatomy and Physiology of Human Systems
- AP Biology
- AP Chemistry
- AP Physics
- AP Environmental Science
- Scientific Research and Design
- Engineering

SOCIAL STUDIES*

3½ Credits

The credits must consist of World Geography Studies (one credit), World History Studies (one credit), United States History Studies Since Reconstruction (one credit), and United States Government (one-half credit).

**Pre-AP or AP course equivalents may be substituted for requirements in appropriate areas. Credit may be awarded for academic core components without prior instruction by credit by exam.*

ECONOMICS***½ Credit**

Must consist of Economics with Emphasis on the Free Enterprise System and Its Benefits. Also, Personal Financial Literacy must be included as required by House Bill 492 enacted by the legislature of the state of Texas.

LANGUAGES OTHER THAN ENGLISH**3 Credits**

The credits earned must be for any three levels in the same language.

PHYSICAL EDUCATION**1½ Credits**

A student may not earn more than two credits in physical education toward state graduation requirements.

The school district board of trustees may allow a student to substitute certain physical activities for the required credits in physical education, including the Foundations of Personal Fitness. The substitutions must be based on the physical activity involved in drill team, marching band, and cheerleading during the fall semester; Junior Reserve Officer Training Corps (JROTC); athletics; Dance I-IV; and two- or three-credit career and technology work-based training courses.

HEALTH EDUCATION**½ Credit**

Health Education credit may be satisfied by Health 1 or Advanced Health, or Health Science Technology--one credit, which may be satisfied by Introduction to Health Science Technology, Health Science Technology I, or Health Science Technology II.

SPEECH**½ Credit**

The credit must consist of Communication Applications.

TECHNOLOGY APPLICATIONS* which may be satisfied by:**1 Credit**

- Animation I
- Animation II
- Business Information Management I
- Business Information Management II
- Computer Science
- AP Computer Science
- Digital and Interactive Media
- Principles of Manufacturing (Previously Technology Systems)
- Web Technology

FINE ARTS***1 Credit**

Must consist of one complete credit from either music, visual arts, theatre arts or dance.

ELECTIVE COURSES**2½ Credits**

The credits may be selected from the list of courses specified in §74.61(g) of this title (relating to High School Graduation Requirements). All students who wish to complete the Distinguished Achievement High School Program are encouraged to study each of the four foundation curriculum areas (English language arts, mathematics, science, and social studies) every year in high school. No local credits may be used to satisfy the elective requirement(s).

TOTAL**26 CREDITS**

**Pre-AP or AP course equivalents may be substituted for requirements in appropriate areas. Credit may be awarded for academic core components without prior instruction by credit by exam.*

ADVANCED MEASURES

A student also must achieve any combination of four of the following advanced measures. Original research/projects may not be used for more than two of the four advanced measures. The measures must focus on demonstrated student performance at the college or professional level. Student performance on advanced measures must be assessed through an external review process. The student may choose from the following options:

- (1) Original research/project that is:
 - (A) Judged by a panel of professionals in the field that is the focus of the project; or
 - (B) Conducted under the direction of mentor(s) and reported to an appropriate audience; and
 - (C) Related to the required curriculum set forth in §74.1 of this title (relating to Essential Knowledge and Skills);
- (2) Test data where a student receives:
 - (A) A score of three or above on the College Board advanced placement examination;
 - (B) A score of four or above on an International Baccalaureate examination; or
 - (C) A score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies the student for recognition as a commended scholar or higher by the National Merit Scholarship Corporation, as part of the National Hispanic Scholar Program of the College Board or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score shall count as only one advanced measure regardless of the number of honors received by the student; or
- (3) College academic courses, advanced technical credit courses, and dual credit courses with a grade of 3.0 or higher.*

**One semester / university course is considered one measure.*

GRADUATION REQUIREMENTS FOR STUDENTS WHO ENTERED NINTH GRADE IN 2007 – 2008 AND THEREAFTER

MINIMUM HIGH SCHOOL PROGRAM

(AVAILABLE ONLY THROUGH A STUDENT'S IEP OR THROUGH THE CAMPUS GRADUATION COMMITTEE PETITION PROCESS THAT IS DESCRIBED AT THE END OF THIS HANDBOOK)

Students must be approved for this graduation plan through an IEP or by the Campus Graduation Committee. Students must earn at least 22 credits to receive a high school diploma. In addition to the successful completion of the 22 credits, students must perform satisfactorily on all sections of the exit-level TAKS examination given in their junior year and thereafter prior to receiving a diploma. All graduates will be awarded the same type of diploma. However, the academic achievement record (transcript) will be utilized to record individual achievements and courses completed. Credit requirements for the Minimum High School Program are as follows:

ENGLISH LANGUAGE ARTS*

4 Credits

- (A) English I, II, and III (English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with limited English proficiency); and
- (B) Fourth credit of English, which may be satisfied by English IV, Research/Technical Writing, Creative/Imaginative Writing, Practical Writing Skills, Literary Genres, Business Communication, Journalism, or concurrent enrollment in a college English course.

MATHEMATICS*

3 Credits

Three credits to include Algebra I and Geometry.

SCIENCE*

2 Credits

The credits must consist of Biology and Integrated Physics and Chemistry (IPC). A student may substitute Chemistry or Physics for IPC and then must use the second of these two courses as the academic elective credit.

SOCIAL STUDIES*

2½ Credits

Must consist of World Geography Studies (one credit) or World History Studies (one credit), US History Studies Since Reconstruction (one credit), and US Government (one-half credit).

ECONOMICS*

½ Credit

Must consist of Economics with Emphasis on the Free Enterprise System and Its Benefits. Also, Personal Financial Literacy must be included as required by House Bill 492 enacted by the legislature of the state of Texas.

PHYSICAL EDUCATION

1½ Credits

A student may not earn more than two credits in physical education toward state graduation requirements.

The school district board of trustees may allow a student to substitute certain physical activities for the required credits in physical education, including the Foundations of Personal Fitness. The substitutions must be based on the physical activity involved in drill team, marching band, and cheerleading during the fall semester; Junior Reserve Officer Training Corps (JROTC); athletics; Dance I-IV; and two- or three-credit career and technology work-based training courses.

**Pre-AP or AP course equivalents may be substituted for requirements in appropriate areas. Credit may be awarded for academic core components without prior instruction by credit by exam.*

HEALTH EDUCATION**½ Credit**

Health Education credit may be satisfied by Health 1 or Advanced Health, or Health Science Technology--one credit, which may be satisfied by Introduction to Health Science Technology, Health Science Technology I, or Health Science Technology II.

SPEECH**½ Credit**

The credit must consist of Communication Applications.

TECHNOLOGY APPLICATIONS* which may be satisfied by:

1 Credit

Animation I
Animation II
Business Information Management I
Business Information Management II
Computer Science
AP Computer Science
Digital and Interactive Media
Principles of Manufacturing (Previously Technology Systems)
Web Technology

ACADEMIC ELECTIVE**1 Credit**

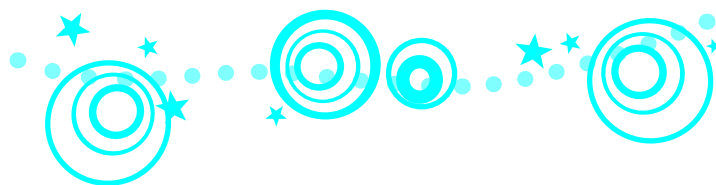
Must consist of one credit selected from either World History Studies, World Geography Studies, or any science course approved by SBOE. If substituting Chemistry or Physics for IPC, student must use the second of these as academic elective credit here.

FINE ARTS***1 Credit**

Must consist of one complete credit from either music, visual arts, theatre arts or dance.

ELECTIVE COURSES**4½ Credits**

The credits may be selected from the list of courses specified in §74.61(g) of this title (relating to High School Graduation Requirements). No local credits may be used to satisfy the elective requirement(s).

TOTAL**22 Credits**

**Pre-AP or AP course equivalents may be substituted for requirements in appropriate areas. Credit may be awarded for academic core components without prior instruction by credit by exam.*

OVERVIEW OF GRADUATION REQUIREMENTS FOR STUDENTS WHO ENTERED NINTH GRADE IN 2007 – 2008 AND THEREAFTER

| Subject Area | Minimum Only Through Petition Or IEP | Recommended | Distinguished Achievement Program✧ |
|---|---|--------------------------------------|---------------------------------------|
| English | 4 Credits | 4 Credits | 4 Credits |
| Mathematics | 3 Credits | 4 Credits | 4 Credits |
| Science | 2 Credits | 4 Credits | 4 Credits |
| Social Studies | 2 ½ Credits | 3 ½ Credits | 3 ½ Credits |
| Economics | ½ Credit | ½ Credit | ½ Credit |
| Health | ½ Credit | ½ Credit | ½ Credit |
| PE/Athletics | 1 ½ Credit | 1 ½ Credit | 1 ½ Credit |
| Technology Applications | 1 Credit | 1 Credit | 1 Credit |
| Fine Arts | 1 Credit | 1 Credit | 1 Credit |
| Speech | ½ Credit | ½ Credit | ½ Credit |
| Other Languages | None | 2 Credits (must be same language) | 3 Credits (must be same language) |
| Academic Elective | 1 Credit | Not Applicable | Not Applicable |
| Electives/Additional Required components | 4 ½ Credits | 3 ½ Credits | 2 ½ Credits |
| Total Credits | 22 Credits* | 26 Credits* | 26 Credits* |

✧ DAP Advanced Measures: Students must complete a total of four (4) units. **Please refer to Page 20 for more details.**

*Passing the exit level TAKS test in all four content areas is also required to receive a high school diploma

Planning Form For Students Who Entered Ninth Grade In 2007 – 2008 And Thereafter

Student Name_____

Date Entered_____

Minimum (22 Credits)_____

Recommended (26 Credits)_____

Distinguished Achievement Program (26 Credits)_____

| Subject Required | 9 | 10 | 11 | 12 |
|--|---|----|----|----|
| English | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Studies / Government | | | | |
| Economics | | | | |
| Health Education | | | | |
| Physical Education | | | | |
| Technology Applications | | | | |
| Fine Arts | | | | |
| Speech | | | | |
| Other Languages | | | | |
| Academic Electives | | | | |
| Electives Additional Required Components | | | | |
| Total | | | | |

GRADE LEVEL CLASSIFICATION FOR STUDENT'S CREDITS EARNED:

| | |
|------------|------------|
| Freshman: | 0 - 5 |
| Sophomore: | 5.5 - 11.5 |
| Junior: | 12 - 18.5 |
| Senior: | 19+ |

College Admission Testing Programs

PSAT/National Merit Scholarship Qualifying Test

The PSAT/NMSQT (known as the PSAT) is scheduled the third week of every October and is administered to students during the school day. This practice test for the SAT is also the qualifying exam for the National Merit Scholarship Program, the National Hispanic Recognition Program, and the National Scholarship Service for African-American Students. It covers critical reading, writing, and math skills, and can be a valuable predictor for success in higher level courses, for future SAT scores, and for success in college. In partnership with the College Board, GPISD tests all sophomores with the PSAT, giving students an important opportunity to develop early college-readiness behaviors and skills. Students should also plan to take the PSAT in the fall of their junior year. Many scholarship and college applications ask for junior-year PSAT scores. For more information visit the College Board website:

<http://www.collegeboard.com/student/testing/psat/about.html>

Registration: Automatic for sophomores (handled through the Counselor)
All other levels must register through the Counselor
Type: Five timed sections

SAT Reasoning Test (College Entrance Exam)

The SAT Reasoning Test is one of two college entrance exams required by most colleges and universities. The SAT tests verbal and math reasoning skills and writing ability. It has nine sections, and scores range from 200 to 800 on each section. The SAT is given on Saturdays approximately 7 times per year. Registration with the College Board is required about six weeks in advance.

Registration: By mail or online at www.collegeboard.com
Type: Nine timed sections, including an essay

Fee waivers are available for students who qualify. See your counselor for more information.

ACT (College Entrance Exam)

The ACT is one of two college entrance exams required by most colleges and universities. The ACT tests skills in English, math, science, and reading. There is also a 30-minute essay test available for an extra charge. Scores range from 1 to 36 on each section. Those scores are combined into a composite score which also ranges from 1 to 36. The ACT is administered on Saturdays approximately 6 times per year.

Registration with ACT is required about six weeks in advance.

Registration: By mail or online at www.actstudent.org
Type: Four timed sections

Fee waivers are available for students who qualify. See your counselor for more information.

AP – Advanced Placement Exams

The College Board AP Exams are given once a year (in May) during the school day. Each exam is approximately three hours and covers college-level content in a specific course. Individual tests may vary in format, but generally consist of both multiple choice and essay questions. Foreign Language exams include a speaking and listening section. Scores range from 1-5, with most colleges awarding credit for scores of 3 or higher. Registration takes place in March through the Counselor's office. For more information visit the AP Central website:

<http://www.apcentral.com>

Registration: In March through the counselor's office
Type: Individual for each subject/ timed

Fee waivers are available for students who qualify. See your counselor for more information.

Texas Higher Education Assessment (THEA)

The Texas Higher Education Assessment (THEA) Test, mandated in the spring of 1987 by Texas Education Code (TEC) 51.306, provides information about the reading, mathematics, and writing skills of students entering Texas public colleges and universities. Students are exempt from the THEA Test if any one of the following conditions applies:

1. The student has an ACT composite score of 23 or higher, with a minimum of 19 on both the English and math tests; or
2. The student has an SAT combined verbal and math score of 1070 or higher, with a minimum of 500 on both the verbal and math tests; or
3. The student has a qualifying Exit Level TAKS score (Contact the college or university for specific information regarding this exemption); or
4. The student is enrolled in a certificate program of 42 semester hours or less at a public community college or technical college.

Further information concerning THEA may be obtained from a student's high school counselor or from a college admission counselor.

Proposed State Testing Dates for 2010 – 2011

| | | | |
|------------|--|----------------|--|
| Oct. 19-22 | TAKS Exit Level Retest ELA, Math, Social Studies, Science | Apr. 27 | TAKS Exit Level Retest Math TAKS Exit Level Math |
| Mar. 1 | TAKS Exit Level Retest ELA | Apr. 28 | TAKS/TAKS-M Grade 10 and Exit Level Science TAKS Exit Level Retest Science |
| Mar. 1 | TAKS/TAKS-M Grade 9 Reading TAKS/TAKS-M Grade 10 and Exit Level ELA | Apr. 29 | TAKS/TAKS-M Grade 10 and Exit Level Social Studies TAKS Exit Level Retest Social Studies |
| Mar. 2 | TAKS Exit Level Retest Math | | |
| Mar. 3 | TAKS Exit Level Retest Science | | |
| Mar. 4 | TAKS Exit Level Retest Social Studies | | |
| Apr. 26 | TAKS/TAKS-M Grade 10 Math TAKS Exit Level Retest ELA | July 12- 15 | TAKS Exit Level Retest ELA, Math, Science, Social Studies |

Please note that the chart above is a preliminary draft of the 2010 – 2011 Student Assessment Calendar. The final draft will be posted on the TEA website at www.tea.state.tx.us/student.assessment/admin/calendar.

Helpful Websites

Texas Education Agency (TAKS)

www.tea.state.tx.us

Higher Education Coordinating Board (THEA)

www.thea.nesinc.com

College for all Texans

www.collegeforalltexas.com

John A. Dubiski Career High School

Course Offerings

English Language Arts

ENGLISH I

Students will read and understand a wide variety of literary and informational texts and will compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail. Students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information as well as listen and respond to the ideas of others while contributing their own ideas in conversations and in groups. Students will learn how to effectively use oral and written conventions in speaking and writing.

Grade: 9
Prerequisite: None

Semesters: 2
Credits: 1

ENGLISH I (Pre-AP)*

Through the study of selected literary works and authors of quality, students gain a deeper appreciation of literature in its various genres. Students continue to apply and refine a variety of reading comprehension, literary analysis and general study strategies designed to help them in the Pre-AP/AP English classroom, and beyond. Students will reinforce and strengthen their writing skills as they work to develop more stylistically advanced sentences, and refine them as parts of unified, fluent paragraphs, towards coherent and effective essays. Students will read and closely examine a variety of essays and passages from professional writers, which act as models for the students' own compositions. Additionally, students will continue to work with grammar and mechanics, striving towards conveying meaning clearly, correctly and stylistically. Additional outside reading for this course will be required, including summer reading and analysis for which students will be held accountable for on the first day of class. Students and parents will be required to sign and abide by the Grand Prairie ISD Pre-AP/AP contract.

Grade: 9
Prerequisite: None

Semesters: 2
Credits: 1

COMMUNICATION APPLICATIONS

Students in this Semester course will concentrate on intra-personal, interpersonal, and public communication. Learning skills will include reading, writing, speaking, listening and thinking. This required course will prepare students to better communicate in their personal, educational, and future business lives. This course meets the half-credit speech requirement for graduation that the state mandates.

Grades: 9-12
Prerequisite: None

Semesters: 1
Credits: ½

ENGLISH II

Students will read and understand a wide variety of literary and informational texts with an emphasis on media literacy. Students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail using quality published pieces of literature as models. Students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information using the most effective format. Students listen critically and respond to the ideas of others while contributing their own ideas that are based on text evidence in conversations and in groups. Students will learn how to effectively use oral and written conventions in speaking and writing.

Grade: 10
Prerequisite: English I

Semesters: 2
Credits: 1

ENGLISH II (Pre-AP)*

Students will write clearly, correctly and effectively in various modes and discourses. They will also read selected fiction and nonfiction texts to analyze how an author uses literary techniques to achieve a particular purpose and address a particular audience. Students will use similar techniques in their own discourse as they write clear and convincing expository, reflective and argumentative compositions that introduce complex central ideas. These ideas will be developed with appropriate evidence from primary and secondary sources, explanations, clear transitions and advanced syntax while demonstrating the relationship between subject, audience and purpose. Students will participate in special reading and writing projects to enrich their vocabulary, syntax, and awareness of key contemporary issues which shape our society and culture. Additional outside reading for this course will be required, including summer reading and analysis for which students will be held accountable for on the first day of class. Students and parents will be required to sign and abide by the Grand Prairie ISD Pre-AP/AP contract.

Grade: 9-10
Prerequisite: English I or Pre-AP English I

Semesters: 2
Credits: 1

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

ENGLISH III

Students read and understand a wide variety of literary and informational texts on a deeper level with an emphasis on American literature. Students compose a variety of written texts with a clear controlling idea, coherent organization, and depth of thought. Students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information. Students listen and respond logically to the ideas of others while contributing their own ideas in conversations and in groups. Students will learn how to effectively use oral and written conventions in speaking and writing.

Grade: 11
Prerequisite: English II

Semesters: 2
Credits: 1

AP ENGLISH III (Language and Composition)*

Advanced Placement Language and Composition is designed to prepare students to take the Advanced Placement test to receive college credit, and to prepare them for entry into a college level English course. Through extensive reading and analysis of complex texts, students will be able to ascertain what influences us as citizens. Students will understand the rhetorical situation and the relationship between author, audience and author's purpose. Students will write clearly, correctly and effectively in various modes. They will also read selected text to analyze how an author uses rhetorical strategies to achieve a particular purpose and address a particular audience. Students will use similar techniques in their own expository, reflective and argumentative compositions that introduce complex central ideas. Students will participate in special reading and writing projects to enrich their vocabulary, syntax, and awareness of key contemporary issues which shape our society and culture.

Additional outside reading for this course will be required, including summer reading and analysis for which students will be held accountable for on the first day of class. Students and parents will be required to sign and abide by the Grand Prairie ISD Pre-AP/AP contract. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points.**

Grade: 10-11
Prerequisite: English II or Pre-AP English II

Semesters: 2
Credits: 1

ENGLISH IV

Students read and understand a wide variety of literary and informational texts with an emphasis on British literature and compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail with an application toward college and/or career. Students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information again with an emphasis on college/workplace. Students listen and respond coherently to the ideas of others while contributing their own ideas logically in conversations and in groups. Students will learn how to effectively use oral and written conventions in speaking and writing.

Grade: 12
Prerequisite: English III

Semesters: 2
Credits: 1

AP ENGLISH IV (Literature and Composition)

Advanced Placement Literature and Composition is designed to prepare students to take the Advanced Placement test to receive college credit, and to prepare them for entry into a college level English course. Students carefully read and critically analyze imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Additional outside reading for this course will be required, including summer reading and analysis for which students will be held accountable for on the first day of class. Students and parents will be required to sign and abide by the Grand Prairie ISD Pre-AP/AP contract. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points.**

Grade: 11-12
Prerequisite: English III or AP English III

Semesters: 2
Credits: 1

ADVANCED JOURNALISM: YEARBOOK I, II, III

Students in this course will work to produce the school yearbook and will thereby explore the elements and processes of magazine-type journalistic products. Proficiency in typing, copy writing, and photography is helpful. Students must be willing to attend evening events and to spend additional time to ensure that assignments are completed in time to meet publishing deadlines.

Grades: 10-12
Prerequisite: Application Process (see instructor)

Semesters: 1-2
Credits: 1/2-1

ADVANCED JOURNALISM: NEWSPAPER I, II, III

Students in this course will gain practical experience in the elements and processes used in producing a school newspaper. Students will handle all reporting, editing, photography, layout, advertising, and sales for the newspaper. Assignments will require attendance at several evening events.

Grades: 10-12
Prerequisite: Application Process (see instructor)

Semesters: 1-2
Credits: 1/2-1

READING I, II, & III

Students in this course need to improve their reading skills to be successful at the high school level. This course will focus on word recognition skills, comprehension strategies, and vocabulary development. Students will read a wide variety of materials including narratives, content reading, and technical materials found typically in the high school curriculum. State Elective credit is available only on the Minimum High Program. Students pursuing the Recommended or DAP Program must count reading courses as local electives. Students shall be identified as eligible to earn reading improvement credit based on the recommendation by the teacher or counselor and scores on assessment instruments and an achievement test.

Grades: 10-12
Prerequisites: Demonstrated Need from TAKS Reading Performance

Semesters: 1-2
Credits: ½-1

BASIC ENGLISH I

This course is based on the Texas Essential Knowledge and Skills of general education and is modified to meet the individual learning requirements of students. Students will read and understand a wide variety of literary and informational texts and will compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail. Students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information as well as listen and respond to the ideas of others while contributing their own ideas in conversations and in groups. Students will learn how to effectively use oral and written conventions in speaking and writing.

Grades: 9-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

BASIC ENGLISH II

This course is based on the Texas Essential Knowledge and Skills of general education and is modified to meet the individual learning requirements of students. Students will read and understand a wide variety of literary and informational texts with an emphasis on media literacy. Students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail using quality published pieces of literature as models. Students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information using the most effective format. Students listen critically and respond to the ideas of others while contributing their own ideas that are based on text evidence in conversations and in groups. Students will learn how to effectively use oral and written conventions in speaking and writing.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

BASIC ENGLISH III

This course is based on the Texas Essential Knowledge and Skills of general education and is modified to meet the individual learning requirements of students. Students read and understand a wide variety of literary and informational texts on a deeper level with an emphasis on American literature. Students compose a variety of written texts with a clear controlling idea, coherent organization, and depth of thought. Students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information. Students listen and respond logically to the ideas of others while contributing their own ideas in conversations and in groups. Students will learn how to effectively use oral and written conventions in speaking and writing.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

BASIC ENGLISH IV

This course is based on the Texas Essential Knowledge and Skills of general education and is modified to meet the individual learning requirements of students. Students read and understand a wide variety of literary and informational texts with an emphasis on British literature and compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail with an application toward college and/or career. Students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information again with an emphasis on college/workplace. Students listen and respond coherently to the ideas of others while contributing their own ideas logically in conversations and in groups. Students will learn how to effectively use oral and written conventions in speaking and writing.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

MULTI-SENSORY READING

This course is a program for students meeting the dyslexia and related disorders requirements. This course includes a comprehensive and systematic multi-sensory approach to English Language Arts including reading, spelling, cursive handwriting, and the alphabet. A specially trained teacher delivers instruction through methods, strategies, and materials designed to address student learning styles, including visual, auditory, kinesthetic, and tactile. Students are also taught through guided discovery processes that help develop problem-solving techniques. This course meets all components of No Child Left Behind, which include phonemic awareness, phonics, fluency, vocabulary, and comprehension and is based on the student's IEP.

Grades: 9-12
Prerequisite: ARD Committee Approval

MRSA

This course is a program for students meeting the dyslexia and related disorders requirements. This course includes a comprehensive and systematic multi-sensory approach to English Language Arts including reading, spelling, cursive handwriting, and the alphabet. A specially trained teacher delivers instruction through methods, strategies, and materials designed to address student learning styles, including visual, auditory, kinesthetic, and tactile. Students are also taught through guided discovery processes that help develop problem-solving techniques. This course meets all components of No Child Left Behind, which include phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Grades: 9-12
Prerequisite: ARD Committee Approval

DEBATE

Students in this course will develop the skills needed to participate in UIL debate events. Studies will include debate formats, logical/critical thinking, reading skills for research, briefing of arguments, interpreting resolutions, constructing of affirmative and negative cases, listening to cross-examination, evaluating arguments, and presenting debates. Students must enter and attend interscholastic competitions and attend practice and research sessions outside of school time.

Grades: 9
Prerequisite: None
Semesters: 2
Credits: 1

RESEARCH AND TECHNICAL WRITING

Students in this course will develop skills necessary for writing persuasive and informative texts such as essays, reports, proposals, and memoranda. This course requires that students skillfully research topics and present that information in a variety of media. Students must demonstrate an understanding of the writing process and effectively apply the conventions of usage and the mechanics of the written English. Students will self-edit and peer-edit. **This course will not satisfy any English requirement and must be counted as a state elective.**

Grades: 10-12
Prerequisite: None
Semesters: 1-2
Credits: ½-1

LANGUAGES OTHER THAN ENGLISH

AMERICAN SIGN LANGUAGE

This course introduces communication skills in American Sign Language, including both receptive and expressive signing, and the use of interactive communication. Students will explore the history of sign language and the culture of the deaf community. Students will practice the goals of communication, culture, connections, comparisons, and communities at the novice level.

Grades: 9-12
Prerequisite: None

Semesters: 2
Credits: 1

FRENCH I

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

Grades: 9-12
Prerequisite: None

Semesters: 2
Credits: 1

FRENCH II

Using oral and written exercises, this course expands the student's skills in the French language. Grammar, vocabulary, and cultural studies are stressed. Listening, speaking, reading, writing, and language concepts are emphasized.

Grades: 10-12
Prerequisite: French I

Semesters: 2
Credits: 1

FRENCH III (Pre-AP)*

Emphasizing oral communication, comprehension, and reading skills, students expand their fluency in French. Grammar, vocabulary, literature, and cultural studies are included. Skills in listening, speaking, and writing are also stressed.

Grades: 11-12
Prerequisite: French II

Semesters: 2
Credits: 1

AP FRENCH IV*

This intensive course is designed to prepare students for the Advanced Placement French Language Exam. This class will include a thorough grammar review, daily oral discussions of various cultural readings, literature, or current topics; weekly compositions, and listening exercises. In addition, students will read selections from French literature, including *Cyrano de Bergerac*, *Mousquetaires*, *Les Misérables*, and *Le Fantôme de l'Opéra*. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points.**

Grades: 12
Prerequisite: French III

Semesters: 2
Credits: 1

SPANISH I (Non-Spanish Speakers)

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

Grades: 9-12
Prerequisite: None

Semesters: 2
Credits: 1

SPANISH I (Spanish Speakers)

This course is based on the same criteria as Spanish I. Students will obtain, reinforce, and expand their literacy and cultural proficiency. Major emphasis is placed on written communication.

Grades: 9-12
Prerequisite: None

Semesters: 1
Credits: ½

SPANISH II

Emphasizing oral comprehension and reading skills, students expand their fluency in Spanish. Grammar, vocabulary, literature, and cultural studies are included. Skills in listening, speaking, and writing are also stressed; however, major emphasis is given to oral communication.

Grades: 9-12
Prerequisite: Spanish I

Semesters: 2
Credits: 1

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

SPANISH II (Spanish Speakers)

This course is a continuation of Spanish I – Spanish Speakers. It focuses on reading comprehension, cultural awareness, vocabulary, and written communication that is particular to native speakers.

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|---------------|-------------------------------|------------|---|
| Grades: | 9-12 | Semesters: | 1 |
| Prerequisite: | Spanish I (Heritage Speakers) | Credits: | ½ |

SPANISH III

This course is a continuation of Spanish II. Students undertake grammar and vocabulary studies, enhance aural and oral communication, and explore Hispanic culture. Skills in speaking, reading, listening, and writing are emphasized. This course is not recommended for students intending to take AP Spanish IV.

| | | | |
|---------------|------------|------------|---|
| Grades: | 9-12 | Semesters: | 2 |
| Prerequisite: | Spanish II | Credits: | 1 |

SPANISH III (Pre-AP)*

Students undertake grammar and vocabulary studies, enhance aural comprehension as well as oral and written proficiency, and explore Hispanic culture, particularly in the areas of art, music, history, and geography. Classic and contemporary literatures are studied.

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|---------------|------------|------------|---|
| Grades: | 9-12 | Semesters: | 2 |
| Prerequisite: | Spanish II | Credits: | 1 |

AP SPANISH IV

This intensive course is designed to prepare students for the Advanced Placement Spanish Language Exam. This class will include a thorough grammar review; refine aural and oral proficiency; daily discussions of various cultural readings, literature, or current topics; weekly compositions; and research papers. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points.**

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|---------------|-----------------------------------|------------|---|
| Grade: | 11-12 | Semesters: | 2 |
| Prerequisite: | Spanish III Pre-AP or Spanish III | Credits: | 1 |

SPANISH CULTURAL AND LINGUISTIC TOPICS (Spanish Speakers)

This is the first year of a two-year course designed to prepare students for the Advanced Placement Spanish Literature Course. Students will be introduced to the diverse literature written in Spanish and thus help them reflect on the many voices and cultures included in the very rich literature of the Spanish-speaking world. Students will be exposed to a wide variety of genres and types of discourse and will be able to trace the history of Spanish prose from Don Juan Manuel to modern times. **Additional outside reading for this course will be required.**

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|---------------|----------------------------------|------------|---|
| Grade: | 9 | Semesters: | 2 |
| Prerequisite: | AP Spanish IV (Spanish Speakers) | Credits: | 1 |

AP SPANISH V (Spanish Speakers)

This is the second year of a two-year course designed to prepare students for the Advanced Placement Spanish Literature Exam. Students will continue their study of diverse literature written in Spanish and continue reflecting on the many voices and cultures included in the very rich literature of the Spanish-speaking world. Students will be exposed to a wide variety of genres and types of discourse and will be able to trace the history of Spanish prose from Don Juan Manuel to modern times. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading for this course will be required.**

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|---------------|--|------------|---|
| Grade: | 10 | Semesters: | 2 |
| Prerequisite: | 9 th Grade Cultural and Linguistic Topics | Credits: | 1 |

AP SPANISH V*

This is an accelerated course designed to prepare students for the Advanced Placement Spanish Literature Exam. Students will be introduced to the diverse literature written in Spanish and thus help them reflect on the many voices and cultures included in the very rich literature of the Spanish-speaking world. Students will be exposed to a wide variety of genres and types of discourse and will be able to trace the history of Spanish prose from Don Juan Manuel to modern times. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading for this course will be required.**

| | | | |
|---------------|---------------|------------|---|
| Grade: | 10-12 | Semesters: | 2 |
| Prerequisite: | AP Spanish IV | Credits: | 1 |

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

MATHEMATICS

**AS REQUIRED BY THE TEXAS AGENCY, GRAPHING CALCULATORS WILL BE USED EXTENSIVELY
IN ALL MATHEMATICS COURSES (ALGEBRA I AND BEYOND)
PARENTS/GUARDIANS ARE ENCOURAGED TO PURCHASE GRAPHING CALCULATORS. (TI-84 or newer)**

ALGEBRA I

This course is designed to provide a firm foundation for advanced mathematics. Students will cover topics in algebraic thinking and symbolic reasoning, functional concepts, relationships between functions and equations both linear and non-linear, graphing techniques for equations and inequalities, polynomial concepts, real-world applications of algebraic concepts, expressions of generalization and continual use of problem-solving techniques. Technology, including the graphing calculator, will be used throughout this course.

Grades: 9-12
Prerequisite: None

Semesters: 2
Credits: 1

GEOMETRY

This course will provide a firm foundation in plane and solid geometry. It will include topics on geometric thinking and spatial reasoning, geometric figures and their properties, the relationship between geometry and other mathematics and disciplines, logic, real-world applications of geometric concepts, expressions of generalizations and continual use of problem-solving techniques. Technology, including the graphing calculator, is integrated throughout this course.

Grades: 10-12
Prerequisite: Algebra I

Semesters: 2
Credits: 1

GEOMETRY (Pre-AP)*

This course will provide a firm foundation in plane and solid geometry. It will include topics on geometric thinking and spatial reasoning, geometric figures and their properties, the relationship between geometry and other mathematics and disciplines, logic, real-world applications of geometric concepts, expressions of generalizations and continual use of problem-solving techniques. Technology, including the graphing calculator, is integrated throughout this course. This Pre-AP course is a more rigorous Geometry course that better prepares students for Pre-AP Algebra II.

Grades: 9
Prerequisite: Algebra I

Semesters: 2
Credits: 1

MATHEMATICAL MODELS WITH APPLICATIONS

This course continues to build on the foundations developed in Algebra and Geometry. Students will use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information and to solve problems from various disciplines such as science, the arts, and finance. Technology, including the graphing calculator, will be used throughout this course. This course does not count as a required mathematics unit on the DAP high school program. **In order for state credit to be awarded this class must be taken prior to Algebra II.**

Grades: 10-12
Prerequisite: Algebra I

Semesters: 2
Credits: 1

ALGEBRA II

This course is designed to expand and use algebraic concepts and their applications in solving problems. Students will include topics that emphasis algebraic thinking and symbolic reasoning, functions, equations, and their relationships, relationship between algebra and geometry, real-world applications, and continual use of problem-solving techniques. Technology, including the graphing calculator, is used throughout this course.

Grades: 10-12
Prerequisite: Algebra I

Semesters: 2
Credits: 1

ALGEBRA II (Pre-AP)

This course is designed to expand and use algebraic concepts and their applications in solving problems. Students will include topics that emphasis algebraic thinking and symbolic reasoning, functions, equations, and their connections, relationship between algebra and geometry, real-world applications, expressions of generalizations, and continual use of problem-solving techniques. Technology, including the graphing calculator, is used throughout this course. This Pre-AP course is a more rigorous Algebra II course, which better prepares students for Pre-AP Pre-calculus.

Grades: 9-12
Prerequisite: Algebra I and Geometry

Semesters: 2
Credits: 1

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

PRE-CALCULUS

This course is designed to expand the understanding of the previous courses in algebraic and geometric foundations. Students will use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry and calculus and model physical situations. Students will continually use problem-solving skills in real-world applications. Technology, including the graphing calculator, will be used throughout this course. Weighted grade points are not awarded for this course. **This course is not recommended for students planning to take the AP Calculus exam.**

Grades: 10-12
Prerequisite: Geometry and Algebra II

Semesters: 2
Credits: 1

PRE-CALCULUS (Pre-AP)*

This course provides a more in-depth study of the topics covered in Pre-Calculus. Students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students will use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry and calculus and model physical situations. Students will continually use problem-solving skills in real-world applications. Technology, including the graphing calculator, will be used throughout this course. Pre-AP Pre-Calculus is recommended for students planning to take AP Calculus.

Grades: 9-12
Prerequisite: Geometry and Algebra II

Semesters: 2
Credits: 1

AP CALCULUS, AB*

This course will be a study of differential and integral calculus that is equivalent to one semester of college and calculus. Students will follow the Advanced Placement AB Calculus syllabus and may earn college credit by taking the AB Exam in the spring. Topics include functions and graphs, limits and continuity, differential calculus, and integral calculus. Technology, including the graphing calculator, is integrated throughout this course. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points.**

Grades: 10-12
Prerequisite: Precalculus

Semesters: 2
Credits: 1

AP CALCULUS, BC*

This course will be a study of differential and integral calculus that is equivalent to two semesters of college calculus. Students will follow the Advanced Placement BC Calculus syllabus, so that students may earn college credit by taking the BC Exam in the spring. Topics include functions and graphs, limits and continuity and differential calculus, and sequences and series. Technology, including the graphing calculator, is integrated throughout this course. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points.**

Grades: 10-12
Prerequisite: AP Calculus, AB

Semesters: 2
Credits: 1

AP STATISTICS*

This course is recommended for any student who has completed Algebra II. Students who plan to take an AP science course will greatly benefit from taking AP Statistics prior to the AP science course. Topics for AP Statistics are divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Technology, including the graphing calculator, is integrated throughout this course. This course will follow the Advanced Placement Statistics syllabus so that students may earn college credit by taking the AP Statistics Exam in the spring. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points.**

Grades: 10-12
Prerequisite: Algebra II

Semesters: 2
Credits: 1

INDEPENDENT STUDY IN MATHEMATICS

Students will extend their mathematical understanding beyond the Algebra II level in a specific area of mathematics, such as theory of equations, number theory, non-Euclidean geometry, advanced survey of mathematics, or history of mathematics. (Students may repeat this course with different course content for a second credit.) Campus approval is required for credit to be earned.

Grades: 10-12
Prerequisite: Algebra II, Geometry

Semesters: 1-2
Credits: 1/2-1

AP COMPUTER SCIENCE*

This course includes the following strands: 1) concepts associated with programming methodology, 2) concepts and skills associated with data type and structure, 3) concepts and skills associated with algorithms, 4) concepts associated with numerical algorithms, 5) concepts associated with application of computing, 6) concepts associated with computer graphics. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. This course will count as the fourth math for students entering as freshmen in 2007-2008 or later.**

Grades: 11-12
Prerequisite: Computer Science 1

Semesters: 2
Credits: 1

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

BASIC MATHEMATICS IV

This course will follow the grade level Texas Essential Knowledge and Skills (TEKS) and GPISD Math Curriculum Guide with individualized instruction based on each student's IEP goals and objectives. Students are exposed to the general curriculum covering: Number Operations and Quantitative Reasoning, Patterns, Relationships, Algebraic Thinking, Geometry and Spatial Reasoning, Probability and Statistics, Measurement, Underlying Processes and Mathematical Tools, Algebra I and Geometry. This course will satisfy the math requirements for the minimum high school graduation plan.

Grades: 9-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

BASIC MATHEMATICS V

This course will follow the grade level Texas Essential Knowledge and Skills (TEKS) and GPISD Math Curriculum Guide with individualized instruction based on each student's IEP goals and objectives. Students are exposed to the general curriculum covering: Number Operations and Quantitative Reasoning, Patterns, Relationships, Algebraic Thinking, Geometry and Spatial Reasoning, Probability and Statistics, Measurement, Underlying Processes and Mathematical Tools, Algebra I and Geometry. This course will satisfy the math requirements for the minimum high school graduation plan.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

BASIC MATHEMATICS VI

This course will follow the grade level Texas Essential Knowledge and Skills (TEKS) and GPISD Math Curriculum Guide with individualized instruction based on each student's IEP goals and objectives. Students are exposed to the general curriculum covering: Number Operations and Quantitative Reasoning, Patterns, Relationships, Algebraic Thinking, Geometry and Spatial Reasoning, Probability and Statistics, Measurement, Underlying Processes and Mathematical Tools, Algebra I and Geometry. This course will satisfy the math requirements for the minimum high school graduation plan.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

BASIC MATHEMATICS VII

This course will follow the grade level Texas Essential Knowledge and Skills (TEKS) and GPISD Math Curriculum Guide with individualized instruction based on each student's IEP goals and objectives. Students are exposed to the general curriculum covering: Number Operations and Quantitative Reasoning, Patterns, Relationships, Algebraic Thinking, Geometry and Spatial Reasoning, Probability and Statistics, Measurement, Underlying Processes and Mathematical Tools, Algebra I and Geometry. This course will satisfy the math requirements for the minimum high school graduation plan.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

SCIENCE

INTEGRATED PHYSICS AND CHEMISTRY (IPC)

In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific methods during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter. **(Does not count for science credit on the DAP program. Cannot be taken as the final or fourth year of science and must be taken before the senior year of high school.)**

Grades: 9-11
Prerequisite: None

Semesters: 2
Credits: 1

BIOLOGY

In Biology, students will conduct laboratory and field investigations, based on scientific methods, and use critical thinking and problem solving to make informed decisions. Students will study a variety of topics to 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.

Grades: 9-12
Prerequisite: None

Semesters: 2
Credits: 1

BIOLOGY (Pre-AP)*

This course includes all of the material covered in Biology I and also incorporates the study of the chemistry of life, metabolic processes and a more in-depth study of genetics. Environmental topics and an emphasis on careers will be added. Additional laboratory and research skills, as well as outside projects, will be encouraged. **Additional outside reading during this course will be required.**

Grades: 9-12
Prerequisite: None

Semesters: 2
Credits: 1

AP BIOLOGY*

This course offers more in-depth experiences in the concepts of biology by focusing on laboratory investigations of chemical reactions that occur in organisms. Advanced techniques for studying the biological systems of plants and animals will be emphasized. Classification skills, problem-solving activities, and independent research will be an integral part of AP Biology. This course is meant to prepare students for the Advance Placement Exam, which allows students to earn college credit for certain science courses. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading during this course will be required.**

Grades: 11-12
Prerequisite: Biology, Chemistry

Semesters: 2
Credits: 1

CHEMISTRY

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

Grades: 10-12
Prerequisite: Algebra I, One Unit of High School Science

Semesters: 2
Credits: 1

CHEMISTRY (Pre-AP)*

This course covers the fundamental concepts of physical chemistry as well as some fundamental concepts of organic chemistry. The course is problem-oriented and covers topics such as matter, atomic structure, periodicity, stoichiometry, solutions, acids and bases, electrochemistry, and nuclear chemistry. **A strong Algebra I background is recommended. Additional outside reading during this course will be required.**

Grades: 10-12
Prerequisite: Algebra I, One Unit of High School Science

Semesters: 2
Credits: 1

AP CHEMISTRY*

This course extends the concepts taught in Chemistry with emphasis on chemical theory, laboratory investigations, problem-solving activities, and independent research. Topics included in addition to those taught in Chemistry are kinetics, thermodynamics, and quantitative analysis. This course is meant to prepare students for the Advance Placement Exam, which allows students to earn college credit for certain science courses. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading during this course will be required.**

Grades: 11-12
Prerequisite: Chemistry

Semesters: 2
Credits: 1

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PHYSICS

In Chemistry, students will conduct laboratory and field investigations, based on scientific methods, and use critical thinking and problem solving to make informed decisions. Students will study a variety of topics to 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.

Grades: 10-12
Prerequisite: None

Semesters: 2
Credits: 1

PHYSICS (Pre-AP)*

This course covers the same content as Physics. A heavy emphasis is placed on problem solving, and the student will proceed at an accelerated rate. Laboratory procedures, skills of classification and measurement, communication of data, and independent research will be an integral part of Physics. **Additional outside reading during this course will be required.**

Grades: 10-12
Prerequisite: Geometry or Algebra II

Semesters: 2
Credits: 1

AP PHYSICS*

This course is a more in-depth study of many of the topics discussed in Physics as well as an introduction to new topics such as non-inertial reference frames, variable velocity and acceleration, force fields, and fluid studies. The focus is on application of familiar concepts and discovery of new ones in experiments and projects. Emphasis will be placed on skills in acquiring, classifying, and analyzing data in order to test hypotheses. When applicable, calculus skills will be discussed and employed. (This course is recommended for students planning to study engineering or any type of science in college.) This course is meant to prepare students for the AP Physics Exam, which allows students to earn college credit for certain science courses. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading during this course will be required.**

Grades: 11-12
Prerequisite: Physics and Algebra II

Semesters: 2
Credits: 1

EARTH AND SPACE SCIENCE (ESS)

Earth and Space Science is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time. This course is based on three themes: Earth in space and time, solid Earth and fluid Earth. Three strands of understanding are fundamental to this course and run through these themes: systems, energy and relevance.

Grades: 11-12
Prerequisites: 3 units of high school science, 3 units of high school math
(one of each can be taken concurrently)

Semesters: 2
Credits: 1

AQUATIC SCIENCE

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

Grades: 10-12
Prerequisites: Biology

Semesters: 2
Credits: 1

ENVIRONMENTAL SYSTEMS

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.

Grades: 10-12
Prerequisites: None

Semesters: 2
Credits: 1

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AP ENVIRONMENTAL SCIENCE*

This course is an interdisciplinary field/lab science course covering basic environment, geological and geographical aspects of the environmental technology science field. This course will cover such topics as: air pollution, geology, wastewater, habitat assessment, solid waste/recycling, transportation/land use and mitigation and human population dynamics. This course is meant to prepare students for the Environmental AP Exam, which allows students to earn college credit for certain science courses. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading during this course will be required.**

| | | | | |
|----------------|-------|---------------|------------|---|
| Grades: | 11-12 | (two periods) | Semesters: | 1 |
| Prerequisites: | None | | Credits: | 1 |

ASTRONOMY

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.

| | | | |
|----------------|-------|------------|---|
| Grades: | 11-12 | Semesters: | 2 |
| Prerequisites: | None | Credits: | 1 |

CAREER TECHNOLOGY COURSES THAT WILL COUNT FOR SCIENCE CREDIT

SCIENTIFIC RESEARCH AND DESIGN

This course allows students to learn about the natural world through science investigation. Students will be required to do research and use scientific processes to develop and implement an investigative design. By using proper scientific procedure to conduct the investigation designed by the student, qualitative and quantitative data will be collected and valid conclusions will be developed. The student will be required to communicate their work to an audience of professionals. **This course may count for a 4th year science credit.**

| | | | |
|----------------|-------|------------|---|
| Grades: | 11-12 | Semesters: | 2 |
| Prerequisites: | None | Credits: | 1 |

ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS

For a general description of the course see the Career and Technology Section of this catalog. **This course may count for a 4th year science credit.**

| | | | |
|----------------|-------|------------|---|
| Grades: | 11-12 | Semesters: | 2 |
| Prerequisites: | None | Credits: | 1 |

ENGINEERING

For a general description of the course see the Career and Technology Section of this catalog. **This course may count for a 4th year science course.**

| | | | |
|----------------|-------|------------|---|
| Grades: | 11-12 | Semesters: | 2 |
| Prerequisites: | None | Credits: | 1 |

HEALTH

HEALTH EDUCATION

This course focuses attention on the aspects of good physical and mental health. Topics will include systems of the body, human development (family life, growth and development, reproduction, and heredity), safety and first aid, awareness of health problems, and the development of healthful attitudes and habits.

Parenting and Paternity Awareness (p.a.p.a.) is a curriculum taught in conjunction with the health class and is designed for secondary school students and young adults that deals with rights, responsibilities, and realities of parenting. Key themes in the curriculum focus on the importance of father involvement, the value of paternity establishment, the legal realities of child support, the financial and emotional challenges of single parenting, the benefits of both parents being involved in a child's life, healthy relationship skills, and relationship violence prevention.

Sex education components of this health course are taught from an abstinence-based philosophy.

| | | | |
|---------------|------|-----------|---|
| Grades: | 9-12 | Semester: | 1 |
| Prerequisite: | None | Credits: | ½ |

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SOCIAL STUDIES

WORLD GEOGRAPHY STUDIES

World Geography Studies is designed to acquaint the student with the geographical make-up of the earth and the physical forces that can alter it. Geographical terminology will be defined and physical and cultural geography will be compared. Students will explore the physical setting of the earth, the interaction of physical environments such as sources of energy and will analyze patterns of urban growth in relationship to the geography of the area. This course may be used to fulfill the State World Geography requirement. This course may be used to fulfill one credit of the state Social Studies requirements.

Grades: 9-12
Prerequisite: None

Semesters: 2
Credits: 1

WORLD GEOGRAPHY STUDIES (Pre-AP)*

This course is designed for the college and AP course-bound student. The students will be allowed to use critical thinking and problem solving skills in relation to current events around the world. This course will study the five themes of geography: location (absolute and relative), physical and human characteristics, human-environment interactions, movement, and regions. Emphasis will be placed on the geographical influences in history and the events of today. This course may be used to fulfill the state World Geography requirement. This course may be used to fulfill one credit of the state Social Studies requirements. **Additional outside reading during this course will be required.**

Grades: 9
Prerequisite: None

Semesters: 2
Credits: 1

AP HUMAN GEOGRAPHY*

This is an accelerated course designed to prepare students for the Advanced Placement Human Geography examination while simultaneously covering the Texas World Geography TEKS. This AP Human Geography course will fulfill the requirements for World Geography or Pre-AP World Geography. Students will receive credit and weighted grade points for this one-year course in AP Human Geography. In addition to covering the World Geography TEKS, students will be introduced to the systemic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They will also learn about the methods and tools geographers use in their science and practice. College level writing skills and strong motivation are expectations of the course. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading for this course will be required.**

Grades: 9
Prerequisite: Concurrently enrolled in English II and commended on 8th grade TAKS test.

Semesters: 2
Credits: 1

WORLD HISTORY STUDIES

This course gives students the opportunity to trace the historical development of human cultures. Topics include early civilizations, historical development of Western civilization and other regions of the world, geographical influences on world history, developments of the twentieth century, and the adverse effects that communism, socialism, and fascism have had on individual freedom and liberty. **This course must be used for state World History requirement.**

Grades: 10-12 (Recommended 10th grade)
Prerequisite: None

Semesters: 2
Credits: 1

WORLD HISTORY STUDIES (Pre-AP)*

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

Grades: 10-12 (Recommended for 10th grade)
Prerequisite: None

Semesters: 2
Credits: 1

AP WORLD HISTORY STUDIES

This is an accelerated course designed to prepare the student for the Advanced Placement World History exam. In order to develop students' research, analytical, and writing skills, an in-depth study of documents and other historical writings will be emphasized. The course offers global coverage of Asia, Africa, the Americas, and Europe through a combination of factual knowledge and analytical skills. Focused primarily on the past the course includes the empires of China and Mesoamerica, the expansion of Islam, Mongol dominance, the period of new political units in Africa and Europe, cultural and social aspects, and long distance trade. **Students are required to take the AP exam; failure to do so will forfeit weighted grade point. Additional outside reading for this course will be required. This course must be used for state World History requirement.**

Grades: 10-12 (Recommended for 10th grade)
Prerequisite: None

Semesters: 2
Credits: 1

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UNITED STATES HISTORY STUDIES SINCE RECONSTRUCTION*

During this course, the history of the United States from 1877 to the present time is surveyed. Topics included in this study are the emergence of the United States as a world power, the geographical influences on historical events, the economic development and growth of the United States, social and cultural developments of the United States, and the evolution of the political processes since the Civil War. **This course must be used for state U.S. History requirement.**

Grades: 10-12 (Recommended 11th grade)
Prerequisite: None

Semesters: 2
Credits: 1

UNITED STATES HISTORY (Pre-AP)*

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

Grades: 10-12 (Recommended 11th grade)
Prerequisite: None

Semester: 2
Credits: 1

AP UNITED STATES HISTORY*

This is an accelerated course designed to prepare the student for the Advanced Placement United States History examination. The focus will be on pre-1865 history with a review of U.S. history since 1865. In order to develop students' research, analytical, and writing skills, an in-depth study of documents and other historical writings will be emphasized. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading for this course will be required. This course must be used for state U.S. History requirement.**

Grades: 10-12
Prerequisite: None

Semesters: 2
Credits: 1

UNITED STATES GOVERNMENT

This course is designed to provide the student with an understanding of the functions of the United States, Texas, and local governments. Topics include the foundations and development of the United States governmental system; the purposes, political and economic philosophies of the United States Constitution, Bill of Rights, and Declaration of Independence; the structures and functions of governments at the federal, state, and local levels; and responsibilities of American citizenship. **This course must be used for state U.S. Government requirement.**

Grades: 10-12 (Recommended for 12th Grade)
Prerequisite: None

Semesters: 1
Credits: ½

AP UNITED STATES GOVERNMENT*

This course is designed for the college-bound student. Students utilize critical thinking and problem solving techniques to understand the functions of the United States, Texas and local governments. Topics studied in detail include the foundations and development of the United States governmental system; the purposes, political and economic philosophies of the United States Constitution, Bill of Rights, and Declaration of Independence; the structures and functions of government at the federal, state, and local levels; the responsibilities of American citizenship; and the role of the federal courts in the incorporation of the Bill of Rights into state law. Foreign policy and government comparisons are included as a part of this study. Students are encouraged to become involved in the political process as they undertake comprehensive studies in this area. This class also features preparation for the Advanced Placement Exam, which allows students the opportunity to earn college credit for certain high school courses. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading for this course will be required.**

Grades: 10-12 (Recommended for 12th Grade)
Prerequisite: United States History

Semesters: 1
Credits: ½

AP PSYCHOLOGY*

The Advanced Placement 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. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading for this course will be required. Additional outside reading during this course will be required.**

Grades: 11-12
Prerequisite: None

Semesters: 1
Credits: ½

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ECONOMICS WITH EMPHASIS ON THE FREE ENTERPRISE SYSTEM

ECONOMICS WITH EMPHASIS ON THE FREE ENTERPRISE SYSTEM AND ITS BENEFITS

This course is designed to provide the student with an understanding of the basic economic system and its benefits of the United States with emphasis on the theory of supply and demand, price factors of production, income distribution, the organization and functions of the Federal Reserve System, and government regulation of the market system. Comparative economic systems are studied. In addition, personal finance literacy will be addressed. **This course will satisfy the state requirements for Economics.**

Grades: 11-12 (Recommended for Grade 12)
Prerequisite: None

Semesters: 1
Credits: ½

AP MACROECONOMICS*

This course reflects the requirements as prescribed by the College Board. Areas of study include economic history, macroeconomic organization, scarcity and alternative cost, national income accounting, national income determination, aggregate demand and supply, economic instability, fiscal and monetary theory and policy, economics growth, macroeconomic applications of international trade and finance, and contemporary macroeconomic problems and issues. **Additional outside reading for this course will be required. Students are required to take the AP exam; failure to do so will forfeit weighted grade points. This course will satisfy the state requirements for Economics.**

Grades: 11-12 (Recommended for Grade 12)
Prerequisite: None

Semesters: 1
Credits: ½

AP MICROECONOMICS*

This course reflects the requirements as prescribed by the College Board. Areas covered include a study of economics of the firm, the industry and the household as well as the allocation of resources through the price system under varying degrees of competition. An examination of the effect of wages, rent, interest, and profit is also included. The student is expected to apply theory to current economic problems. **Additional outside reading for this course will be required. Students are required to take the AP exam; failure to do so will forfeit weighted grade points. This course will not satisfy state requirements for Economics.**

Grades: 11-12
Prerequisite: Macroeconomics or Economics with Emphasis on the Free Enterprise System and Its Benefits

Semesters: 1
Credits: ½

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PHYSICAL EDUCATION

PHYSICAL EDUCATION I

Fundamentals of Wellness provides an introduction to personal health and wellness. Emphasis is placed on current health issues such as nutrition, physical assessment, personalized strength training, and goal setting. Upon completion, students should be able to demonstrate an understanding of the necessary skills to maintain a healthy lifestyle. This course covers topics through lecture, demonstration, written tests, and individual/group practice and performance. Class activities will promote an understanding of basic information relating to overall physical fitness, nutrition and healthy living. Students will learn how to develop their own physical fitness program.. Health-related fitness testing will be included during the semester. Factors that contribute to success include the following: genuine interest in Physical Education, development of individual skills, group activities, and willingness to prepare and participate

Grades: 9-12
Prerequisite: None

Semesters: 1
Credits: ½

LIFETIME ACTIVITIES

The Life Time Activities course is intended to teach students basic concepts of lifetime physical fitness and have each student experience in developing a personal exercise program. The lessons will present an important recreational resource and a various selection of physical fitness activities including tennis, golf, outdoor activities and proper nutrition. The goal of this course is to develop physically educated individuals who have the knowledge, ability, and confidence to enjoy a lifetime of healthy physical activity.

Grades: 9-12
Prerequisite: None

Semesters: 1
Credits: ½

MARTIAL ARTS

The Martial Arts course is designed to provide students an opportunity to learn about building self-esteem, self-defense and improving personal fitness through proper training. The participant's flexibility and strength will be improved, along with stress and discipline. The vigorous training techniques will show the students how to improve their personal fitness throughout their life.

Grades: 9-12
Prerequisite: None

Semesters: 1
Credits: ½

INTRAMURAL SPORTS

The Intramural Sports course is designed to offer students an opportunity to compete in an individual, duel and team games. Sports such as soccer, volleyball, football, softball, ultimate Frisbee, tennis and basketball will be the staple of the course calendar. The students will learn the significance of competition, sportsmanship and the standards of conduct according to each sport.

Grades: 9-12
Prerequisite: None

Semesters: 1
Credits: ½

FITNESS FOR LIFE

The Fitness for Life course is intended to prepare students to be physically active and healthy throughout their adult lives. Cardiovascular exercises such as aerobics, kick boxing, jogging and power walking will be taught and experienced by the students. This course will teach students how take responsibility for their own fitness and health.

Grades: 9-12
Prerequisite: None

Semesters: 1
Credits: ½

WEIGHT TRAINING

The Weight Training course is designed for students to learn the skills and principals of proper training technique and safety when using weights and machines. The students will participate in a program that focuses on improving strength, endurance and flexibility. Students will set and track their progress of meeting their personal fitness goals.

Grades: 9-12
Prerequisite: None

Semesters: 1
Credits: ½

CROSS TRAINING

The Cross Training course is intended to teach students about improving personal fitness and reduce injury when exercising. The students will participate and be taught human physiology and the benefits of exercise. The students will learn how to teach and train the specific exercises that reduce injury and improve speed, agility and balance.

Grades: 9-12
Prerequisite: None

Semesters: 1
Credits: ½

OUTDOOR EDUCATION

The Outdoor Education course is a highly developed, challenging and physical outdoor program. Students will participate in hiking, fishing, camping, and learn outdoor skills in a safe and supportive environment. The course will develop critical thinking, social, and leadership skills throughout the program.

Grades: 9-12
Prerequisite: None

Semesters: 1
Credits: ½

FINE ARTS

ART I

In this elective course, the students will be provided opportunities to work in areas of design, drawing, painting, printmaking, and ceramics. The students will be exposed to the use of different media and tools. Art I students will learn to evaluate their work and that of major artists and cultures. In order to fulfill the fine arts credit or elective requirement, students must complete both semesters. **The purchase of some art supplies may be needed in order for students to complete the requirements of the course.**

Grades: 9-12
Prerequisite: None

Semesters: 2
Credits: 1

TECHNICAL THEATRE I

The students will explore technical theatre concepts and skills. Students will work stage crew for school productions and activities. **Participation in rehearsals and evening events may be required.** In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 9-12
Prerequisite: None

Semesters: 2
Credits: 1

CAREER AND TECHNOLOGY

Career and Technology courses are divided into 16 career clusters in accordance with the Texas Education Agency "Achieve Texas" initiative

Students taking Career and Technology Laboratory courses will devote either one or two periods to that particular course depending on the course chosen. Students taking Career Preparation courses will attend class two periods per day. One period is devoted to classroom study of the course and the other period is devoted to employment that is suited to the Career and Technology course in which the student is enrolled. Students must be employed at least fifteen (15) hours per week, ten (10) of which must be during the school week. The student may be dropped from the program if suitable employment is not found nor is kept.

Tech Prep is a valuable component of the Career and Technology program. Students taking courses in this guide that are designated as Tech Prep can earn college credit at Dallas County Community College District (DCCCD) campuses, Tarrant County College (TCC) campuses, and other designated state colleges and universities. To receive the college credit, the student must register for tech prep credit according to the appropriate college procedures, complete the high school course with an average of at least 80, enroll in the appropriate college, and declare a major in an Associate degree or Certification program. The student must request tech prep credit within 15 months after high school graduation. Students may earn up to twelve (12) hours of college credit for high school Career and Technology Courses.

GPISD does not discriminate on the basis of race, color, national origin, sex, and/or handicap in its Career and Technology Programs.

Architecture and Construction

ARCHITECTURAL DESIGN

This is a beginning technical laboratory course designed to provide an academically stimulating environment for students interested in and desiring to begin computer-aided design and drafting. Instruction includes computer hardware, CAD software, and technical drawings and problems generated and solved by using CAD. The interrelated human, scientific, and technological dimensions of CAD are examined using the resources of mathematics, science, and design skills used commonly in CAD-related careers. **This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

| | | | |
|----------------|------|------------|---|
| Grade: | 10 | Semesters: | 2 |
| Prerequisites: | None | Credits: | 1 |

ADVANCED ARCHITECTURAL DESIGN

This is the first year of a two-year program that will teach skills using the computer to create graphics used in the manufacturing and construction of nearly all products used in our economy. Students learn to create accurate graphics and prints used in blueprints, aircraft design, advertisements, industrial design, architecture, electronics design, automobile design, and manufacturing. **This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

| | | | | |
|----------------|----------------------|---------------|------------|---|
| Grade: | 11 | (two periods) | Semesters: | 2 |
| Prerequisites: | Architectural Design | | Credits: | 2 |

PRACTICUM IN ARCHITECTURAL DESIGN

This is the second year continuation of the Cad Drafting program. Emphasis will be placed on animation, 3d solid modeling and desktop publishing. **This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

| | | | | |
|----------------|-------------------------------|---------------|------------|---|
| Grade: | 12 | (two periods) | Semesters: | 2 |
| Prerequisites: | Advanced Architectural Design | | Credits: | 2 |

PRINCIPLES OF ARCHITECTURE AND CONSTRUCTION

This course is directed toward concepts and skills related to the construction, engineering, manufacturing, and architecture fields. This course teaches students how to read and understand a set of blueprints (plans and specifications). Students will learn how to identify blueprint symbols, as well as to locate, identify, and interpret heating, ventilation, air-conditioning and refrigeration drawings, carpentry, electrical, masonry, and plumbing portions of a set of drawings.

| | | | |
|----------------|------|------------|---|
| Grade: | 9-10 | Semesters: | 2 |
| Prerequisites: | None | Credits: | 1 |

INTERIOR DESIGN

Interior design is a specialized course that emphasizes good design elements and principles as the foundation for creating pleasing home and commercial interiors. Areas of study include architectural and furniture design, floor plans, principles and elements of design, effects and uses of color in room design, coordination of materials room design and career options in the housing and Interior Design field.

| | | | |
|---------------|-------|------------|---|
| Grades: | 10-12 | Semesters: | 2 |
| Prerequisite: | None | Credits: | 1 |

Arts, A/V Technology and Communications

PRINCIPLES OF ARTS, A/V TECHNOLOGY & COMMUNICATIONS

This class explores graphic communication related careers such as graphic design, commercial printing, screen-printing and advertising design. Students will be provided lab opportunities to design and produce items such as posters, business cards, flyers and forms. Students will be introduced to three popular computer programs, Adobe Illustrator, Adobe InDesign, and Adobe Photoshop.

Grades: 9-10
Prerequisites: None

Semesters: 2
Credits: 1

GRAPHIC DESIGN AND ILLUSTRATION

This course is the first half of a two-year program that reflects the dynamics of media technology in the advertising industry. Using state-of-the-art computer graphic and digital photography programs, students will develop the skills necessary for entry-level employment and/or to continue on to higher level educational programs. A strong interest in art, design as well as fundamental computer skills is very important in this program. **This course is part of a Tech Prep program that may allow the student to earn college credit.**

Grade: 10-11
Prerequisite: Principles of Arts, A/V Technology & Communications

(two periods) Semesters: 2
Credits: 2

ADVANCED GRAPHIC DESIGN & ILLUSTRATION

This is the second year of the Advertising Design program with greater emphasis on the development of advertising techniques. Considerable time is devoted to relevant projects, portfolio development and post-high school educational opportunities. **This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

Grades: 11-12
Prerequisite: Graphic Design & Illustration

(two periods) Semesters: 2
Credits: 2

ANIMATION I

This course is for students who have an advanced interest in computer animation and applications for video. Students will apply the fundamental knowledge and skills of computers to projects and problems related to designing animated and still graphics for visual communication. Students will utilize basic computer applications in the pre-production phase of video projects and then advance to animation and design software.

Grade: 9-12
Prerequisite: None

Semesters: 2
Credits: 1

ANIMATION II

This course is an advanced animation course providing an in-depth study of graphics and animation. It is a product-oriented class with research and production focusing on various areas of the animation industry. Students further develop skills in storyboarding, effective composition, modeling, materials development, lighting placement, and animation. Multimedia presentation management is included.

Grade: 10-12
Prerequisite: Animation I

Semesters: 2
Credits: 1

PRINTING & IMAGING TECHNOLOGY

This is the first year of a two-year program in the field of desktop publishing, commercial printing and screen-printing. Students enrolled in this program follow the Printed certification curriculum. Students learn all aspects of the printing environment including shop safety, estimating, customer service, desktop design and publishing, digital imaging, offset printing, screen printing, and bindery. Students learn using state-of-the-art equipment in a working lab, learning the skills necessary for entry-level employment in the graphic arts and printing industry. Students also work on professional development through the SkillsUSA curriculum.

Grades: 10
Prerequisite: Principles of Arts, A/V Technology & Communications

(two periods) Semesters: 2
Credits: 2

ADVANCED PRINTING & IMAGING TECHNOLOGY

This is the second year continuation of the Graphic Arts program. Students further develop skills from the first year program by completing larger projects as well as production of printed material for a variety of customers. Limited internships may be available for second-year students.

Grades: 12
Prerequisite: Printing & Imaging Technology

(two periods) Semesters: 2
Credits: 2

AUDIO VIDEO PRODUCTION

This junior-level course is for students who wish to enter phase one of the college articulation program through the study of advanced media theory and advanced media projects. Media Tech One students apply their advanced knowledge and skills to the production of weekly "Video Announcements". This course is for students who are seriously considering pursuing a media-related career and college major. Because the course builds in skills as the year progresses, students must be able to enroll for both semesters. **This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

| | | | | |
|---------------|---|---------------|------------|---|
| Grades: | 11 | (two periods) | Semesters: | 2 |
| Prerequisite: | Principles of Arts, A/V Technology & Communications | | Credits: | 2 |

ADVANCED AUDIO VIDEO PRODUCTION

This two-period, senior-level course offers the most advanced and serious students individualized experiences through shadowing, mentoring, supervised internships and apprenticeships, cable television productions, competitive video events, and the production of the "Senior Video Yearbook". Senior students may also serve as mentor/teachers to 8th grade video students on feeder campuses. Students work closely with media professionals and must have the independence to master the remaining 8-credit hours of media theory in the articulation agreement. **This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

| | | | | |
|---------------|------------------------|---------------|------------|---|
| Grades: | 12 | (two periods) | Semesters: | 2 |
| Prerequisite: | Audio Video Production | | Credits: | 2 |

Business Management and Administration**PRINCIPLES OF BUSINESS, MARKETING AND FINANCE**

This course introduces the role of business marketing and finance in the lives of individuals, consumers, workers, and citizens; provides an overview of economic systems with emphasis on the free enterprise system, and the American economy; explores the characteristics of business; explores international business, government's role in business, technology in the business setting, and legal and ethical business issues; examines consumer issues regarding money and money management, banking system and services, paychecks and taxes relating to decisions, rights and responsibilities, and competencies on an individual; develops an awareness of the job market and opportunities including entrepreneurial; develops an understanding of the workplace and workforce, an assists in the development of a career plan based on self-inventory; and examines and develops employment skills needed when applying for a job.

| | | | | |
|----------------|------|--|------------|---|
| Grades: | 9-10 | | Semesters: | 2 |
| Prerequisites: | None | | Credits: | 1 |

BUSINESS LAW

Business Law will familiarize the student with some of the basic problems of law, emphasizing those that are significant in business. It will acquaint the student with the function of the courts with emphasis on civil, criminal, and juvenile law. Other topics include contracts, buying goods and services, economic protection (wills and estates), agencies and employment, consumer protection, bailments, and negotiable instruments.

| | | | | |
|---------------|-------|--|------------|---|
| Grades: | 11-12 | | Semesters: | 2 |
| Prerequisite: | None | | Credits: | 1 |

PRACTICUM IN BUSINESS MANAGEMENT

The basic objective of this two-period course is to prepare students for gainful employment in an occupation of their choice where openings are available. The student is not limited to the type of occupation they choose. The training schedule is two-fold: the employer provides the student with work experience in basic skills of the chosen occupation; the teacher-coordinator provides generalized instruction directly related to the student's work experiences and basic life skills in a regularly scheduled class.

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|---------------|----------------|---------------|------------|---|
| Grades: | 11-12 | (two periods) | Semesters: | 2 |
| Prerequisite: | Review Process | | Credits: | 2 |

Finance**ACCOUNTING I**

Students will gain experience in performing data entry activities associated with accounting procedures for general ledger, accounts receivable, accounts payable, payroll, and end of year fiscal period accounting for sole proprietorship, partnership, and corporate forms of business ownership. Students will become familiar with spreadsheet applications for analysis, forecasting, budgeting and other accounting procedures, which require decision-making skills. **This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

| | | | | |
|---------------|------|--|------------|---|
| Grades: | 9-12 | | Semesters: | 2 |
| Prerequisite: | none | | Credits: | 1 |

ACCOUNTING II

Accounting II reinforces basic accounting principles through topics on partnerships and corporations. Emphasis is placed on payroll, control systems, automated accounting, taxes, notes, drafts, and cost accounting. Opportunities will be provided to relate accounting procedures to managerial decision-making. Lab activities, which are done on microcomputers, include accounts receivable, accounts payable, payroll, and spreadsheet accounting. **This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

Grades: 11-12
Prerequisite: Accounting I

Semesters: 2
Credits: 1

BANKING & FINANCIAL SYSTEMS

This course introduces the basic concepts and skills necessary for employment in financial institutions. Special emphasis will be placed on banking operations, credit administration, types of loans, legal aspects of banking and other financial institutions. This course provides the student with an overview and understanding of the banking industry. **This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

Grades: 10-12
Prerequisite: None

Semesters: 2
Credits: 1

Health Science**PRINCIPLES OF HEALTH SCIENCE**

This course gives an overview of the therapeutic, diagnostic, environmental, and informational systems of the health care industry. The focus is on career exploration, leadership development, ethical and legal issues, and the history, economics, and trends in financing health care. Students will develop a concept of health and wellness from the perspective of a health consumer as well as a potential professional in the health care industry.

Grade: 9-10
Prerequisite: None

Semesters: 2
Credits: 1

HEALTH SCIENCE

A course designed to provide for the development of multi-occupational knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development.

Grades: 11-12
Prerequisite: Principles of Health Science

(two periods) Semesters: 2
Credits: 2

PRACTICUM IN HEALTH SCIENCE (EMT)

The Emergency Medical Technician (EMT) course is offered the first semester only. Students learn the skills necessary to take the exam for certification as an Emergency Medical Technician. In accordance with Texas Department of Health, students in this program must pass a background investigation, have the required immunizations, and obtain a clean drug screening. Significant weekend and evening work is required.

Grades: 12
Prerequisite: Principles of Health Science

(two periods) Semesters: 1
Credits: 1

PRACTICUM IN HEALTH SCIENCE (PHARMACY TECH/IV TECH)

This hands-on program prepares the student to take the national registry exam to become a certified Pharmacy Tech and a certified IV Tech.

Grades: 12
Prerequisite: Principles of Health Science

(two periods) Semesters: 1
Credits: 1

ANATOMY AND PHYSIOLOGY

This laboratory-based course addresses the structure and function of the human body. Topics to be covered are the digestive system, how the body processes maintain homeostasis, electrical conduction interactions, the body's transport systems and a comparative study of the body's anatomical structure and physiological functions. This course may count toward the 4th year of science.

Grades: 10-12
Prerequisite: Principles of Health Science

Semesters: 2
Credits: 1

MEDICAL MICROBIOLOGY

This course is a laboratory-based study of the relationship between microbes and health maintenance. Emphasis will be placed on the chemical processes and characteristics of microorganisms and their roles in infectious diseases. Students will be introduced to microbiological lab techniques and research. This course may count toward the 4th year of science.

Grades: 11-12
Prerequisite: Biology and Chemistry

Semesters: 2
Credits: 1

MEDICAL TERMINOLOGY

Students will learn the basic structure of medical terms, be able to use abbreviations, acronyms, symbols, and anatomical terms, and use resources to interpret technical materials. Students will learn to communicate effectively in diagnostic, therapeutic, informational, and environmental systems of the health care industry.

Grades: 9-10
Prerequisite: None

Semesters: 1
Credits: ½

PATHOPHYSIOLOGY

This course is a laboratory-based study of the mechanisms of pathology. Emphasis will be placed on the biological and chemical processes at the cellular level. Topics to be covered will be mutations and other factors that contribute to disease, stages of the progression of diseases and the body's natural prevention/control. This course may count toward the 4th year of science.

Grades: 11-12
Prerequisite: Biology and Chemistry

Semesters: 2
Credits: 1

PRACTICUM IN HEALTH SCIENCE

An occupationally specific course(s) designed to provide knowledge and skills for certification or licensure in a health career. Students develop advanced clinical skills necessary for employment in the health care industry or continued education in health careers.

Grades: 11-12
Prerequisite: Health Science

(two periods) Semesters: 2
Credits: 2

BUSINESS, OTHER**FOOD SCIENCE**

This course is the introductory course to Culinary Arts and will introduce the student to a variety of careers in the food service industry. Students will learn basic skills required for large-scale food production in a commercial kitchen environment.

Grade: 9
Prerequisite: None

Semesters: 2
Credits: 1

RESTAURANT MANAGEMENT

This course emphasizes the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. Students will gain insight into the operation of a well-run restaurant.

Grade: 10
Prerequisite: None

Semesters: 2
Credits: 1

LIFETIME NUTRITION AND WELLNESS

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

Grade: 10-12
Prerequisite: None

Semesters: 2
Credits: 1

CULINARY ARTS

This is the first year of a two-year program that prepares students for a career in the food service industry. The curriculum provides instruction in 25 subject areas including safety and sanitation, quality fine food preparation, gourmet dessert preparation, baking, garnishing, restaurant management and much more. Students receive hands-on training in a commercial kitchen and operate a full service coffee bar and restaurant.

Grade: 11
Prerequisite: Food Science

(two periods) Semesters: 2
Credits: 2

PRACTICUM IN CULINARY ARTS

This is the second year continuation of the Culinary Arts program. Upon completion of this two-year program students are eligible for scholarship opportunities, a certificate of completion from the National Restaurant Association, and Serve Safe certification. Students operate a full service coffee bar and restaurant.

Grade: 12
Prerequisite: Culinary Arts

(two periods) Semesters: 2
Credits: 2

INTRODUCTION TO COSMETOLOGY

This course will allow the student to explore such areas as hair styling, manicuring, shampooing and the principles of hair cutting, hair coloring and facial makeup. Upon completion of this course, the student will have a better understanding of the art and science of beauty care.

Grade: 10
Prerequisite: None

Semesters: 2
Credits: 1

COSMETOLOGY I, II

Cosmetology is a two-year, three-period course. Students enrolling in this course must have excellent attendance and good citizenship in and out of class. The purpose of the course is to present the students the opportunity to learn a profession. The knowledge of cosmetology is obtained through theory and lab experience. Students learn shampooing, hair and scalp treatments, haircutting, permanent waving, manicuring, hair tinting, facials, styling, sanitation and personal hygiene, and salon management. Students are required to complete 1,000 hours of instruction during the two-year course. In order to complete these hours, time outside of regular hours are required. Texas Cosmetology Advisory and the Texas Department of Rules and Regulations requires a strict dress code that is enforced during clock time. Students must pay fees and purchase supplies. **Upon completion of the course, the student is required to take the state board examination in order to become eligible to practice cosmetology in a licensed salon.**

| | | | | |
|---------------|-----------------------------|-----------------|------------|---|
| Grades: | 11-12 | (three periods) | Semesters: | 2 |
| Prerequisite: | Introduction to Cosmetology | | Credits: | 3 |

Information Technology**BUSINESS INFORMATION MANAGEMENT I**

BCIS introduces the basic concepts and skills related to the microcomputer systems. A brief review of computer keyboarding will be presented. Special emphasis is placed on word processing, electronic spreadsheets, charts, database design, desktop publishing, and PowerPoint presentations. Included will be the introductions to new, emerging information processing tools, such as integrated software and scanning of text and images. This course provides students with skill development in using microcomputer-based tools for personal, academic, and/or employment purposes. **This course will satisfy the one credit Technology Applications requirement. This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

| | | | |
|---------------|------|------------|---|
| Grade: | 9-12 | Semesters: | 2 |
| Prerequisite: | None | Credits: | 1 |

BUSINESS INFORMATION MANAGEMENT II

This course is designed to offer preparation for the Microsoft Office Specialist (MOS) Certification Exams in Word and Excel. Preparation for other MOS exams may be completed on an independent study basis. These exams provide a reliable measure of technical expertise by evaluating a candidate's ability to use the features within the Microsoft Office applications. MOS exams are concurrently conducted in a "live" Microsoft application and require candidates to perform a series of tasks within the application. The cost of each certification exam is approximately \$50. **This course satisfies the one credit Technology Applications requirement. This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

| | | | |
|---------------|-----------------------------------|------------|---|
| Grades: | 10-12 | Semesters: | 2 |
| Prerequisite: | Business Information Management I | Credits: | 1 |

DIGITAL AND INTERACTIVE MEDIA

This course will use computer skills to learn the production of professional-quality documents such as newsletters, brochures, flyers, and business reports. Students will have the opportunity to utilize multimedia equipment and software to produce publications and presentations and learn the basics of computer layout and design. **This course satisfies the one credit Technology Applications requirement. This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

| | | | |
|---------------|-----------------------------------|------------|---|
| Grades: | 10-12 | Semesters: | 2 |
| Prerequisite: | Business Information Management I | Credits: | 1 |

PRINCIPLES OF INFORMATION TECHNOLOGY

This course focuses on the assembly and disassembly of modern computer systems. The study of electronic theory necessary to perform basic system maintenance will be included. The operation and checkout of system board circuitry, monitors, disk drive **systems, computer architecture and schematic diagrams will be presented. An introduction to operating system software installation** and troubleshooting will be integrated.

| | | | |
|---------------|------|------------|---|
| Grades: | 9-10 | Semesters: | 2 |
| Prerequisite: | None | Credits: | 1 |

COMPUTER MAINTENANCE

The laboratory-oriented course is designed to develop the skills necessary for the repair and maintenance of computer systems, peripherals, and networks. This course involves classroom, and hands on lab activities. Students completing the course will be expected to complete CompTIA A+ certification. **This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

| | | | | |
|---------------|--------------------------------------|---------------|------------|---|
| Grades: | 10-12 | (two periods) | Semesters: | 2 |
| Prerequisite: | Principles of Information Technology | | Credits: | 2 |

COMPUTER TECHNICIAN

The laboratory-oriented course is designed to develop the skills necessary for the repair and maintenance of computer systems, peripherals, and networks. This course involves classroom, and hands on lab activities. Students completing the course will be expected to complete CompTIA A+ certification. **This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

| | | | | |
|---------------|----------------------|---------------|------------|---|
| Grades: | 10-12 | (two periods) | Semesters: | 2 |
| Prerequisite: | Computer Maintenance | | Credits: | 2 |

Marketing, Sales and Services

ADVERTISING AND SALES PROMOTION

A technical course which focuses on the concepts and skills associated with the dynamic advertising industry. Students will learn the goals and objectives of advertising, identify and analyze advertisements, select media, and develop advertisements.

| | | | |
|---------------|-------|------------|---|
| Grades: | 10-12 | Semesters: | 2 |
| Prerequisite: | None | Credits: | 1 |

ENTREPRENEURSHIP

This course provides a guided study showing students the process of planning and creating a small business of their own design.

| | | | |
|---------------|------|------------|---|
| Grades: | 9-10 | Semesters: | 2 |
| Prerequisite: | None | Credits: | 1 |

RETAILING AND E-TAILING

This is a cluster course which focuses on the retail phase of marketing and at the same time addresses topics related to store operations, buying, selling, planning, advertising, display, credit, merchandising math, control, security, staffing, ownership, and management. **This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

| | | | |
|---------------|-------|------------|---|
| Grades: | 10-12 | Semesters: | 2 |
| Prerequisite: | None | Credits: | 1 |

SPORTS AND ENTERTAINMENT MARKETING

This course explores the sports and entertainment industry. The purpose of the course is to provide students with the fundamental principles and concepts identified with these industries and to develop critical-thinking and decision making skills through the application of marketing principles.

| | | | |
|---------------|-------|------------|---|
| Grades: | 10-12 | Semesters: | 2 |
| Prerequisite: | None | Credits: | 1 |

Science, Technology, Engineering & Mathematics

ENGINEERING DESIGN AND PRESENTATION

This is an overview course that introduces the concepts and practices that underlie careers in engineering and engineering technology. The course integrates, technology, mathematics, and science into pre-engineering studies. Students acquire knowledge and skills in engineering problem solving and explore requirements for engineering careers.

| | | | |
|--------------|-------|------------|---|
| Grade: | 10-12 | Semesters: | 2 |
| Prerequisite | None | Credits: | 1 |

Transportation, Distribution and Logistics

PRINCIPLES OF TRANSPORTATION, DISTRIBUTION & LOGISTICS

This course introduces students to careers in the automotive service industry. Students learn skills related to auto body repair and refinishing and automotive technology. Some lab opportunities are provided.

| | | | |
|---------------|------|------------|---|
| Grades: | 9-10 | Semesters: | 2 |
| Prerequisite: | None | Credits: | 1 |

ENERGY, POWER & TRANSPORTATION SYSTEMS (AUTO BODY)

This course provides the student an opportunity to develop skills in all types of auto body repair. The student will work on vehicles that require frame and body straightening, welding, refinishing, and painting.

| | | | |
|---------------|--|------------|---|
| Grade: | 10 | Semesters: | 2 |
| Prerequisite: | Principles of Transportation, Distribution & Logistics | Credits: | 1 |

COLLISION REPAIR AND REFINISHING

This is the second year continuation of the Auto Collision Repair program. Graduates of this program are qualified for entry-level employment in the automotive collision repair industry. **This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

| | | | | |
|---------------|--|---------------|-----------|---|
| Grade: | 11 | (two periods) | Semesters | 2 |
| Prerequisite: | Energy, Power & Transportation Systems (Auto Body) | | Credits | 2 |

ADVANCED COLLISION REPAIR AND REFINISHING

This is the senior year continuation of the Auto Collision Repair program. Graduates of this program have had the opportunity to earn ICAR points and are qualified for entry-level employment in the automotive collision repair industry. **This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

| | | | | |
|---------------|----------------------------------|---------------|-----------|---|
| Grade: | 12 | (two periods) | Semesters | 2 |
| Prerequisite: | Collision Repair and Refinishing | | Credits | 2 |

ENERGY, POWER & TRANSPORTATION SYSTEMS (AUTO TECH)

This is the first year of a three-year program that provides the student with the opportunity to develop skills, which are needed in order to service and repair all of the components of the modern automobile. This course provides classroom and shop experience using hand tools, power tools, diagnostic and test equipment, and manuals.

| | | | | |
|---------------|--|--|------------|---|
| Grades: | 10 | | Semesters: | 2 |
| Prerequisite: | Principles of Transportation, Distribution and Logistics | | Credits: | 1 |

AUTOMOTIVE TECHNOLOGY

This is the second year of a three-year program that provides the student with the opportunity to develop skills, which are needed in order to service and repair all of the components of the modern automobile. This course provides classroom and shop experience using hand tools, power tools, diagnostic and test equipment, and manuals. This program is NATEF certified and the students gain the knowledge and skills necessary for ASE certification.

| | | | | |
|---------------|--|---------------|------------|---|
| Grades: | 11 | (two periods) | Semesters: | 2 |
| Prerequisite: | Energy, Power & Transportation Systems (Auto Tech) | | Credits: | 2 |

ADVANCED AUTOMOTIVE TECHNOLOGY

This is the senior year continuation of the Automotive Technology program. Emphasis will be placed on ASE preparation and will use classroom and shop experience to further enhance the skills necessary for entry-level employment in the automotive service industry. This program is NATEF certified and students gain knowledge and skills preparing for ASE certification.

| | | | | |
|----------------|-----------------------|---------------|------------|---|
| Grades: | 12 | (two periods) | Semesters: | 2 |
| Prerequisites: | Automotive Technology | | Credits: | 2 |

OTHER COURSES

ACADEMIC DECATHLON

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

Grades: 10-12
Prerequisite: Approval of the Academic Decathlon Coach

Semesters: 1
Credits: ½

AVID I

This course will develop strategies to ensure academic success in core studies required for entrance to four-year colleges and universities by developing college awareness and cross curricular writing, inquiry, collaboration, and reading skills, WIC-R strategies are refined as well as Cornell note taking and Socratic questioning strategies. Students refine life goals setting, elaborate on explanation of a process, and begin preparation for college entrance testing. Students will start taking college entrance examinations beginning with the PSAT in October.

Grade: 9
Prerequisite: Approval of Instructor (application/interview required)

Semesters: 2
Credits: 1

AVID II

This course continues to develop strategies to ensure academic success in core studies required for entrance to four-year colleges and universities by developing college awareness and cross curricular writing, inquiry, collaboration and reading skills. Oral presentation language and problem-solution analysis skills are refined along with continued refinement of WIC-R, Cornell note taking and questioning strategies. Students will start taking college entrance examinations beginning with the PSAT in October.

Grades: 10
Prerequisite: AVID I and Approval of instructor (application/interview required)

Semesters: 2
Credits: 1

AVID III

This course enhances the strategies to ensure academic success in core studies required for entrance to four-year colleges and universities by developing college awareness and cross-curricular writing, inquiry, collaboration, and reading skills. The focus is on readiness for college testing and selection, document gathering for the college and financial aid application process and career research.

Grades: 11
Prerequisite: AVID II and Approval of instructor (application/interview required)

Semesters: 2
Credits: 1

NINTH GRADE COURSE OFFERINGS

ENGLISH LANGUAGE ARTS

ENGLISH I

Students will read and understand a wide variety of literary and informational texts and will compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail. Students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information as well as listen and respond to the ideas of others while contributing their own ideas in conversations and in groups. Students will learn how to effectively use oral and written conventions in speaking and writing.

Grade: 9
Prerequisite: None

Semesters: 2
Credits: 1

ENGLISH I (Pre-AP) *

Through the study of selected literary works and authors of quality, students gain a deeper appreciation of literature in its various genres. Students continue to apply and refine a variety of reading comprehension, literary analysis and general study strategies designed to help them in the Pre-AP/AP English classroom, and beyond. Students will reinforce and strengthen their writing skills as they work to develop more stylistically advanced sentences, and refine them as parts of unified, fluent paragraphs, towards coherent and effective essays. Students will read and closely examine a variety of essays and passages from professional writers, which act as models for the students' own compositions. Additionally, students will continue to work with grammar and mechanics, striving towards conveying meaning clearly, correctly and stylistically. Additional outside reading for this course will be required, including summer reading and analysis for which students will be held accountable for on the first day of class. Students and parents will be required to sign and abide by the Grand Prairie ISD Pre-AP/AP contract.

Grade: 9
Prerequisite: None

Semesters: 2
Credits: 1

ENGLISH II (Pre-AP)*

Students will write clearly, correctly and effectively in various modes and discourses. They will also read selected fiction and nonfiction texts to analyze how an author uses literary techniques to achieve a particular purpose and address a particular audience. Students will use similar techniques in their own discourse as they write clear and convincing expository, reflective and argumentative compositions that introduce complex central ideas. These ideas will be developed with appropriate evidence from primary and secondary sources, explanations, clear transitions and advanced syntax while demonstrating the relationship between subject, audience and purpose. Students will participate in special reading and writing projects to enrich their vocabulary, syntax, and awareness of key contemporary issues which shape our society and culture. Additional outside reading for this course will be required, including summer reading and analysis for which students will be held accountable for on the first day of class. Students and parents will be required to sign and abide by the Grand Prairie ISD Pre-AP/AP contract.

Grade: 9
Prerequisite: English I or Pre-AP English I

Semesters: 2
Credits: 1

BASIC ENGLISH I

This course is based on the Texas Essential Knowledge and Skills (TEKS) of the general education English I course and is modified to meet the individual learning requirements of students. Students enrolled in this course continue to increase and refine their communication skills including the correct use of conventions and mechanics of written English. The course focuses on the integration of language arts study in language/writing, literature/reading, speaking/listening and viewing/representing. Students will write to persuade, report, and describe and will be expected to read multiple genres from world literature. This course will satisfy the English requirements for the minimum high school graduation plan.

Grades: 9
Prerequisite: ARD Committee Approval

Semester: 2
Credits: 1

APPLIED ENGLISH I

Applied English I will assist students in developing skills in the areas of expressive, receptive, written, and/or symbolic representations of language. Attention is given to the ability to communicate effectively within the range of the student's abilities (direct or through assistive devices). Students will integrate language in order to understand oral, written, and/or symbolic communication. Oral, written, and/or symbolic language will be used to express ideas, demands, needs, and to make inquiries. Communication will be examined in regard to social appropriateness, environmental cues and prompts, understanding generalizations in real-life context, and the responsibilities of independent living skills that relate directly to life in and beyond school. Applied English I will satisfy one state credit of English for the minimum high school graduation plan.

Grades: 9
Prerequisite: ARD Committee Approval

Semester: 2
Credits: 1

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

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES I

Students whose native language is not English will receive individual instruction in reading, spelling, and writing the English language in this basic course. Prior approval of the Language Proficiency Assessment Committee is required for registration in this course. A maximum of two units in ESL may be applied toward the English requirement for graduation (Two units of ESL may be substituted for English I and II for immigrant students with Limited English Proficiency only.). The course stresses the concepts and skills listening, speaking, reading, writing, viewing, and representing.

Grades: 9
Prerequisite: LPAC Committee Approval

Semesters: 2
Credits: 1

MULTI-SENSORY READING

This course is a program for students meeting the dyslexia and related disorders requirements. This course includes a comprehensive and systematic multi-sensory approach to English Language Arts including reading, spelling, cursive handwriting, and the alphabet. A specially trained teacher delivers instruction through methods, strategies, and materials designed to address student learning styles, including visual, auditory, kinesthetic, and tactile. Students are also taught through guided discovery processes that help develop problem-solving techniques. This course meets all components of No Child Left Behind, which include phonemic awareness, phonics, fluency, vocabulary, and comprehension and is based on the student's IEP.

Grades: 9
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

MRSA

This course is a program for students meeting the dyslexia and related disorders requirements. This course includes a comprehensive and systematic multi-sensory approach to English Language Arts including reading, spelling, cursive handwriting, and the alphabet. A specially trained teacher delivers instruction through methods, strategies, and materials designed to address student learning styles, including visual, auditory, kinesthetic, and tactile. Students are also taught through guided discovery processes that help develop problem-solving techniques. This course meets all components of No Child Left Behind, which include phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Grades: 9
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

READING I

Students in this course need to improve their reading skills to be successful at the high school level. This course will focus on word recognition skills, comprehension strategies, and vocabulary development. Students will read a wide variety of materials including narratives, content reading, and technical materials found typically in the high school curriculum. State credit is available only on the Minimum High School Program. Students pursuing the Recommended or DAP Program must count reading courses as local electives. Students shall be identified as eligible to earn reading improvement credit based on the recommendation by the teacher or counselor, scores on assessment instruments, and an achievement test.

Grades: 9
Prerequisites: Demonstrated Need from TAKS Reading Performance

Semester: 1-2
Credits: 1/2-1

COMMUNICATION APPLICATIONS

Students in this semester course will concentrate on intra-personal, interpersonal, and public communication. Learning skills will include reading, writing, speaking, listening and thinking. This required course will prepare students to better communicate in their personal, educational, and future business lives. This course meets the half-credit speech requirement for graduation that the state mandates.

Grades: 9
Prerequisite: None

Semesters: 1
Credits: 1/2

APPLIED SPEECH

Applied Speech will assist students in developing skills in the areas of expressive and receptive language. Pragmatics and appropriate forms of communication will be introduced. Attention is given to the ability to communicate effectively within the range of the student's abilities (direct or through assistive devices or sign language). Speech will be examined in regard to social appropriateness, environmental cues and prompts in the context of community-based instruction. This Applied Speech course may be taken at any time during the high school years. Applied Speech may be used to satisfy the Speech requirement for high school graduation.

Grade: 9
Prerequisite: ARD Committee Recommendation

Semester: 1
Credits: 1/2

DEBATE I

Students in this course will develop the skills needed to participate in UIL debate events. Studies will include debate formats, logical/critical thinking, reading skills for research, briefing of arguments, interpreting resolutions, constructing of affirmative and negative cases, listening to cross-examination, evaluating arguments, and presenting debates. Students must enter and attend interscholastic competitions and attend practice and research sessions outside of school time.

Grades: 9
Prerequisite: None

Semesters: 2
Credits: 1

JOURNALISM

Students in this course will write in a variety of forms for a variety of audiences and purposes. Students will plan, draft, and edit their compositions for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students will become analytical consumers of media and technology to enhance their communication skills. Students enrolled in this course will also learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.

Grades: 9
Prerequisite: None

Semester: 1-2
Credits: ½-1

PHOTOJOURNALISM

Students enrolled in Photojournalism communicate in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, interpret, and critique visual representation, carefully examining their products for publication. Students will become analytical consumers of media and technology to enhance their communication skills. High school students will study the laws and ethical considerations that impact photography. Technology, visual, and electronic media are used as tools for learning as students create, clarify, critique, and produce effective visual representations. Students enrolled in this course will refine and enhance their journalistic skills, plan, prepare, and produce photographs for a journalistic publication. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

Students will be introduced to the proper use and care of a 35mm single lens reflex camera. This course also encompasses the following subjects: theory, composition, elements of line, texture and mood, history, ethics, law, portrait composition, and black and white film and paper processing

Grades: 9
Prerequisite: None

Semester: 1-2
Credits: ½-1

LANGUAGES OTHER THAN ENGLISH

AMERICAN SIGN LANGUAGE

This course introduces communication skills in American Sign Language, including both receptive and expressive signing, and the use of interactive communication. Students will explore the history of sign language and the culture of the deaf community. Students will practice the goals of communication, culture, connections, comparisons, and communities at the novice level.

Grades: 9
Prerequisites: None

Semesters: 2
Credits: 1

FRENCH I

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

Grades: 9
Prerequisite: None

Semesters: 2
Credits: 1

LATIN I

This course introduces classical Latin. Emphasis is placed on vocabulary and derivatives, as well as grammar. The relationship between Latin and English is emphasized to help students improve their English grammar and vocabulary. A large amount of memorization is necessary to succeed. Students will also learn Roman history, culture, and mythology.

Grades: 9
Prerequisite: None

Semesters: 2
Credits: 1

SPANISH I (Non-Spanish Speakers)

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

Grades: 9
Prerequisite: None

Semesters: 2
Credits: 1

SPANISH II

Emphasizing oral comprehension and reading skills, students expand their fluency in Spanish. Grammar, vocabulary, literature, and cultural studies are included. Skills in listening, speaking, and writing are also stressed; however, major emphasis is given to oral communication.

Grades: 9
Prerequisite: Spanish I (Non-Spanish Speakers)

Semesters: 2
Credits: 1

SPANISH III (Pre-AP)*

Students undertake grammar and vocabulary studies, enhance aural comprehension as well as oral and written proficiency, and explore Hispanic culture, particularly in the areas of art, music, history, and geography. Classic and contemporary literatures are studied.

Grades: 9
Prerequisite: Spanish II

Semesters: 2
Credits: 1

SPANISH I (Spanish Speakers)

This course is based on the same criteria as Spanish I. Students will obtain, reinforce, and expand their literacy and cultural proficiency. Major emphasis is placed on written communication.

Grades: 9
Prerequisite: None

Semester: 1
Credits: ½

SPANISH II (Spanish Speakers)

This course is a continuation of Spanish I – Spanish Speakers. It focuses on reading comprehension, cultural awareness, vocabulary, and written communication that is particular to native speakers.

Grades: 9
Prerequisite: Spanish I (Spanish Speakers)

Semester: 1
Credits: ½

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

AP SPANISH IV*

This intensive course is designed to prepare students for the Advanced Placement Spanish Language Exam. This class will include a thorough grammar review; refine aural and oral proficiency; daily discussions of various cultural readings, literature, or current topics; weekly compositions; and research papers. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points.**

Grade: 9
Prerequisite: Pre-AP or Spanish III

Semesters: 2
Credits: 1

SPANISH CULTURAL AND LINGUISTICS TOPICS (Spanish Speakers)

This is the first year of a two-year course designed to prepare students for the Advanced Placement Spanish Literature Course. Students will be introduced to the diverse literature written in Spanish and thus help them reflect on the many voices and cultures included in the very rich literature of the Spanish-speaking world. Students will be exposed to a wide variety of genres and types of discourse and will be able to trace the history of Spanish prose from Don Juan Manuel to modern times. **Additional outside reading for this course will be required.**

Grade: 9
Prerequisite: AP Spanish IV (Spanish Speakers)

Semesters: 2
Credits: 1

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MATHEMATICS

**AS REQUIRED BY THE TEXAS AGENCY, GRAPHING CALCULATORS WILL BE USED EXTENSIVELY
IN ALL MATHEMATICS COURSES (ALGEBRA I AND BEYOND)
PARENTS/GUARDIANS ARE ENCOURAGED TO PURCHASE GRAPHING CALCULATORS. (TI-84 or newer)**

ALGEBRA I

This course is designed to provide a firm foundation for advanced mathematics. Students will cover topics in algebraic thinking and symbolic reasoning, functional concepts, relationships between functions and equations both linear and non-linear, graphing techniques for equations and inequalities, polynomial concepts, real-world applications of algebraic concepts, expressions of generalization and continual use of problem-solving techniques. Technology, including the graphing calculator, will be used throughout this course.

Grades: 9
Prerequisite: None

Semesters: 2
Credits: 1

GEOMETRY (Pre-AP)*

This course will provide a firm foundation in plane and solid geometry. It will include topics on geometric thinking and spatial reasoning, geometric figures and their properties, the relationship between geometry and other mathematics and disciplines, logic, real-world applications of geometric concepts, expressions of generalizations and continual use of problem-solving techniques. Technology, including the graphing calculator, is integrated throughout this course. This Pre-AP course is a more rigorous Geometry course that better prepares students for Pre-AP Algebra II.

Grades: 9
Prerequisite: Algebra I

Semesters: 2
Credits: 1

ALGEBRA II (Pre-AP)*

This course is designed to expand and use algebraic concepts and their applications in solving problems. Students will include topics that emphasize algebraic thinking and symbolic reasoning, functions, equations, and their connections, relationship between algebra and geometry, real-world applications, expressions of generalizations, and continual use of problem-solving techniques. Technology, including the graphing calculator, is used throughout this course. This Pre-AP course is a more rigorous Algebra II course, which better prepares students for Pre-AP Pre-calculus.

Grades: 9
Prerequisite: Algebra I

Semesters: 2
Credits: 1

PRE-CALCULUS (Pre-AP)*

This course provides a more in-depth study of the topics covered in Pre-Calculus. Students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students will use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry and calculus and model physical situations. Students will continually use problem-solving skills in real-world applications. Technology, including the graphing calculator, will be used throughout this course. Pre-AP Pre-Calculus is recommended for students planning to take AP Calculus.

Grades: 9
Prerequisite: Algebra II

Semesters: 2
Credits: 1

BASIC MATHEMATICS IV

This course will follow the grade level Texas Essential Knowledge and Skills (TEKS) and GPISD Math Curriculum Guide with individualized instruction based on each student's IEP goals and objectives. Students are exposed to the general curriculum covering: Number Operations and Quantitative Reasoning, Patterns, Relationships, Algebraic Thinking, Geometry and Spatial Reasoning, Probability and Statistics, Measurement, Underlying Processes and Mathematical Tools, Intro to Algebra I and Geometry. This course will satisfy the math requirements for the minimum high school graduation plan.

Grades: 9
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

APPLIED MATHEMATICS IV

This course is designed to reinforce math operations using a variety of practical, real-life situations that facilitate the understanding of using mathematics in daily living experiences. Concentration is on basic operations using money, measurement and time in common home, family and work-related environments. Students practice these strategies within the context of simulations designed to reinforce the understanding of the basic operations, as well as the application of these operations with technological tools that enhance understanding and accuracy. The course will follow appropriate TEKS and GPISD Math Curriculum Guide with individualized instruction based on each student's IEP goals and objectives. Applied Math IV will satisfy the math credit requirements for the minimum high school graduation plan.

Grades: 9
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

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SCIENCE

INTEGRATED PHYSICS AND CHEMISTRY (IPC)

In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific methods during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter. **(Does not count for science credit on the DAP program. Cannot be taken as the final or fourth year of science and must be taken before the senior year of high school.)**

Grades: 9
Prerequisite: None

Semesters: 2
Credits: 1

BIOLOGY

In Biology, students will conduct laboratory and field investigations, based on scientific methods, and use critical thinking and problem solving to make informed decisions. Students will study a variety of topics to 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.

Grades: 9
Prerequisite: None

Semesters: 2
Credits: 1

BIOLOGY (Pre-AP)*

This course includes all of the material covered in Biology I and also incorporates the study of the chemistry of life, metabolic processes and a more in-depth study of genetics. Environmental topics and an emphasis on careers will be added. Additional laboratory and research skills, as well as outside projects, will be encouraged. **Additional outside reading during this course will be required.**

Grades: 9
Prerequisite: None

Semesters: 2
Credits: 1

APPLIED SCIENCE I

The science course introduces scientific concepts with a hands-on approach to learning. Topics for this course include: basic plant development, basic measurement, observation, classification, comparison and prediction in the application of scientific concepts to real-world experiences. The course will follow appropriate TEKS and GPSD Curriculum Guide with individualized instruction based on each student's IEP goals and objectives. This course may be used to satisfy science or academic elective credit requirements for the minimum high school graduation plan.

Grades: 9
Prerequisite: ARD Committee Approval

Semester: 2
Credits: 1

HEALTH

HEALTH EDUCATION

This course focuses attention on the aspects of good physical and mental health. Topics will include systems of the body, human development (family life, growth and development, reproduction, and heredity), safety and first aid, awareness of health problems, and the development of healthful attitudes and habits.

Parenting and Paternity Awareness (p.a.p.a.) is a curriculum taught in conjunction with the health class and is designed for secondary school students and young adults that deals with rights, responsibilities, and realities of parenting. Key themes in the curriculum focus on the importance of father involvement, the value of paternity establishment, the legal realities of child support, the financial and emotional challenges of single parenting, the benefits of both parents being involved in a child's life, healthy relationship skills, and relationship violence prevention.

Sex education components of this health course are taught from an abstinence-based philosophy.

Grades: 9
Prerequisite: None

Semester: 1
Credits: ½

APPLIED HEALTH

This course focuses attention on the aspect of good physical and mental health. Topics include systems of the body, human development (family life, growth and development, reproduction, and heredity), safety and first aid, awareness of health problems, and the development of healthful attitudes and habits. The course will follow appropriate TEKS and GPSD curriculum with individualized instruction based on each student's IEP goals and objectives. This health course may be taken any time during the high school years. Applied Health may be used to satisfy the Health requirement for the minimum high school graduation plan.

Grades: 9
Prerequisite: ARD Committee Approval

Semester: 1
Credits: ½

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SOCIAL STUDIES

WORLD GEOGRAPHY STUDIES

World Geography Studies is designed to acquaint the student with the geographical make-up of the earth and the physical forces that can alter it. Geographical terminology will be defined and physical and cultural geography will be compared. Students will explore the physical setting of the earth, the interaction of physical environments such as sources of energy and will analyze patterns of urban growth in relationship to the geography of the area. This course may be used to fulfill one credit of the state Social Studies requirements.

Grades: 9
Prerequisite: None

Semesters: 2
Credits: 1

WORLD GEOGRAPHY STUDIES (Pre-AP)*

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

Grades: 9
Prerequisite: None

Semesters: 2
Credits: 1

AP HUMAN GEOGRAPHY*

This is an accelerated course designed to prepare students for the Advanced Placement Human Geography examination while simultaneously covering the Texas World Geography TEKS. This AP Human Geography course will fulfill the requirements for World Geography or Pre-AP World Geography. Students will receive credit and weighted grade points for this one-year course in AP Human Geography. In addition to covering the World Geography TEKS, students will be introduced to the systemic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They will also learn about the methods and tools geographers use in their science and practice. College level writing skills and strong motivation are expectations of the course. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading for this course will be required.**

Grades: 9
Prerequisite: Concurrently enrolled in English II and commended on 8th grade TAKS test.

Semesters: 2
Credits: 1

APPLIED SOCIAL STUDIES I

The Applied Social Studies I course explores the rights, privileges, and responsibilities of students within their school, community and employment settings. Concepts include laws and consequences of unlawful behavior, honesty, integrity, community volunteerism and rules and regulations. Students are instructed on how to be productive and safe in a variety of life situations. Recreation/leisure, geography, transportation, business and family life will be covered. Students will become familiar with the concepts of personal responsibility related to being productive, contributing members of society. The course will introduce and give practice opportunities. The course will follow appropriate TEKS and GPISD Social Studies Curriculum Guide with individualized instruction based on each student's IEP goals and objectives. **This course may be used to satisfy social studies credit requirements for the minimum high school graduation plan.**

Grades: 9
Prerequisite: ARD Committee Approval

Semester: 2
Credits: 1

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

PHYSICAL EDUCATION

CHEERLEADING (For PE Credit)

Cheerleaders at each school are determined by tryouts in the spring of each year. Cheerleaders are expected to perform at athletic events and functions throughout the school year. State physical education credit may be granted for cheerleader participation in the fall only.

Grades: 9
Prerequisite: Tryout/Audition

Semester: 1
Credits: ½

TEAM SPORTS

Team sports for girls include basketball, cross-country, golf, soccer, softball, swimming, tennis, track, and volleyball. Team sports for boys include baseball, basketball, cross-country, football, golf, soccer, swimming, tennis, track, and wrestling. Three successfully completed semesters of competitive sports will fulfill state physical education requirements. Students may earn an additional 1/2 credit in PE, which will be posted as a state elective. All additional PE credits will be posted as local elective credits.

Grades: 9
Prerequisite: Tryout

Semester: 1-2
Credits: ½-1

DANCE I (For PE Credit)

This course is designed to assist students in attaining vocabulary of dance movement and knowledge of factors that influence movement; creating expression through movement; becoming aware of space, time, and energy as design factors in dance technique or composition; developing self-confidence through the use of the body as an expressive instrument; and gaining an appreciation of dance as an art form.

Grades: 9
Prerequisite: None

Semester: 1-2
Credits: ½-1

DANCE (JV Drill Team) (For PE Credit)

This course is designed to familiarize the student with drill team basics. These include stretch, kick, and dance techniques as well as poise and projection to develop self-awareness and self-confidence. This class is for those interested in performing as a group and in trying out for varsity drill team. Students may be required to purchase additional supplies. State physical education credit is granted for drill team participation in the fall only. JV Drill Team will perform for outside school functions.

Grades: 9
Prerequisite: Audition

Semester: 1
Credits: ½

DANCE I (Ballet Folklórico) (For PE Credit)

The emphasis of the course will be on dances which reflect the Hispanic heritage and culture. Students may be required to perform as part of this course at various school and community functions.

Grades: 9
Prerequisite: Audition

Semester: 1-2
Credits: ½ -1

JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC)

The JROTC program is a cooperative effort on the part of the U.S. Army and GPISD to provide students the opportunity for total development that will benefit the cadet, our community, and nation. The course of instruction will focus on leadership and citizenship, physical fitness, career opportunities, and the history, purpose, technology and structure of the military service. Color Guard, Drill Team and Rifle Team training will be available for selected cadets. Satisfactory completion of the program can lead to advanced placement in the Senior ROTC program in college or to advanced rank in the armed services.

Students may receive up to four state credits. Additional credits will be posted as local elective credits. Credits earned in JROTC may be substituted for the required 1 ½ state PE credits.

Grade: 9
Prerequisite: Parent Approval

Semester: 1-2
Credits: ½-1

PARTNERS IN PE

This course will outline the benefits of physical fitness activities planned at home, school, and community that develop the entire person by recognizing a variety of individual and group physical activities and abilities. Students are paired with general education students as "partners" to explore activities that foster physical and interpersonal development (the ability to share with others). They will develop strategies for managing and budgeting time, and the overall appropriate scheduling of time within independent living. Students will develop physical leisure activities that foster continued personal growth and physical fitness.

Grade: 9
Prerequisite: ARD Committee Approval

Semesters: 1
Credits: ½

PHYSICAL EDUCATION I (Foundations of Personal Fitness)

Physical Education I is designed for high school students to fulfill one-third of the state and local requirements. The purpose of this course is to enhance the students' physical fitness and cultivate their knowledge and motivation regarding fitness concepts so they may maintain a high level of fitness in later years. Units of study in the course will consist of aerobics, strength, flexibility, percent body fat and nutrition, exercise training program, fitness evaluation (health related vs. skill related fitness), cardiovascular fitness, muscular endurance, and physical fitness through team, recreational, and lifetime sports.

| | | | |
|---------------|------|-----------|---|
| Grades: | 9 | Semester: | 1 |
| Prerequisite: | None | Credits: | ½ |

PHYSICAL EDUCATION II (Team Sports and Physical Fitness)

Physical Education II is designed for high school students as fulfillment of one-third of the state and local requirements. The purpose of this course is to impart knowledge and motor skills that are basic to effective participation in team activities. Units of study will consist of basketball, flag football, soccer, softball, team handball, and volleyball. Students will be provided opportunities to continue development, maintenance, and understanding of physical fitness.

| | | | |
|---------------|------|-----------|---|
| Grades: | 9 | Semester: | 1 |
| Prerequisite: | None | Credits: | ½ |

TECHNOLOGY APPLICATIONS

ANIMATION I

This course is for students who have an advanced interest in computer animation and applications for video. Students will apply the fundamental knowledge and skills of computers to projects and problems related to designing animated and still graphics for visual communication. Students will utilize basic computer applications in the pre-production phase of video projects and then advance to animation and design software. This course satisfies the one credit Technology Applications requirement.

Grade: 9
Prerequisite: None

Semester: 2
Credits: 1

BUSINESS INFORMATION MANAGEMENT I

This course introduces the basic concepts and skills related to the microcomputer systems. A brief review of computer keyboarding will be presented. Special emphasis is placed on word processing, electronic spreadsheets, charts, database design, desktop publishing, and PowerPoint presentations. Included will be the introductions to new, emerging information processing tools, such as integrated software and scanning of text and images. This course provides students with skill development in using microcomputer-based tools for personal, academic, and/or employment purposes. This course will satisfy the one credit Technology Applications requirement. This course is part of a Tech Prep program that may allow the student to earn college credit for this course.

Grade: 9
Prerequisite: None

Semester: 2
Credits: 1

PRINCIPLES OF MANUFACTURING

This course introduces the student to basic concepts of technology in a variety of areas. Special emphasis is placed on teamwork and effective written communication of the results observed during the exploration of each technology. Students will explore and gain a basic understanding of technology areas including word processing, desktop publishing, basic machine concepts, CAD/CAM computer animation, flight, video imaging, laser communication, robotics, etc. **This course satisfies the one credit Technology Application requirement.**

Grades: 9
Prerequisite: None

Semesters: 2
Credits: 1

WEB TECHNOLOGY

This explores the various types and uses of networks and on-line services; develops skills in accessing, navigating, and applying on-line services with appropriate supervision; and develops skills in creating, editing, and installing web pages (web mastering). **This course satisfies the one credit Technology Applications requirement.**

Grades: 9
Prerequisite: None

Semesters: 2
Credits: 1

APPLIED TECHNOLOGY APPLICATIONS

This course introduces the students to basic concepts of technology in a variety of areas including: basic computer awareness, basic household technology and incorporating daily technology into their lives. Assistive technology uses are discussed and their function in life improvement are discussed. The course will follow appropriate TEKS with individualized instruction based on each student's IEP goals and objectives. The focus of this course is to accelerate instruction in the student's identified area based of the student's individualized education plan. This Applied Technology Applications course may be taken at any time during the high school years. Applied Technology Applications may be used to satisfy the Applied Technology requirement for the minimum high school graduation plan. **This course satisfies the one credit Technology Applications requirement.**

Grades: 9
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

FINE ARTS

ART I

In this elective course, the students will be provided opportunities to work in areas of design, drawing, painting, printmaking, and ceramics. The students will be exposed to the use of different media and tools. Art I students will learn to evaluate their work and that of major artists and cultures. The purchase of some art supplies may be needed in order for students to complete the requirements of the course. In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 9
Prerequisite: None

Semesters: 2
Credits: 1

ADVANCED ART I

This course is designed for the freshman student who has a background in art. The course assumes basic knowledge of art terminology and techniques. It is recommended for students who plan to take AP Studio Art. **The purchase of some art supplies may be needed in order for students to complete the requirements of the course.** In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grade: 9
Prerequisite: Portfolio and Teacher Approval

Semesters: 2
Credits: 1

THEATRE I

This performance course stresses the expressive use of body and voice, along with aesthetic growth through appreciation of theatrical events. Concepts and skills in the areas of acting and theatre production will also be emphasized. Specific topics to be explored include stage movement, improvisation, and character development. In order to fulfill the fine arts credit or elective requirement, the student must complete both Semesters.

Grades: 9
Prerequisite: None

Semesters: 2
Credits: 1

THEATRE I (Advanced)

This performance course is for the student who wishes to go beyond the ensemble approach to acting. It will focus on areas of special interest to the individual student. Skills needed for UIL competition will be stressed and students will be required to attend interscholastic competitions, outside theatrical productions, and be involved in school productions. **Participation in rehearsals and evening and weekend events is required.** In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 9
Prerequisite: Audition

Semesters: 2
Credits: 1

TECHNICAL THEATRE I

The students will explore technical theatre concepts and skills. Students will work stage crew for school productions and activities. **Participation in rehearsals and evening events is required.** In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 9
Prerequisite: None

Semesters: 2
Credits: 1

THEATRE PRODUCTION I

Students in these production courses will focus on either acting or technical assignments. Aesthetic growth through appreciation of theatrical events is also stressed. Students will recognize career opportunities. **Participation in rehearsals and evening events is required.**

Grades: 9
Prerequisite: None

Semesters: 1
Credits: ½

CHOIR I (A CAPPELLA CHOIR)

This elective course provides study of vocal and choral techniques, music theory, sight singing (solfege), music history and literature. Through performance activities, students will display creative self-expression. Students will be required to participate in school concerts, UIL concert/ sight-reading contest, and other requested programs. **Extra rehearsals will be called at the director's discretion. Attendance at all rehearsals and performances throughout the year constitutes part of the student's grade.** In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 9
Prerequisite: None

Semester: 2
Credits: 1

CHOIR I (CONCERT CHOIR)

This elective course provides study of vocal and choral techniques, music theory, sight-singing (solfege), music history, and literature, performance activities, and creative self-expression. Students will be required to participate in school concerts, UIL concert/sight reading contest, and other requested programs. **Extra rehearsals will be called at the director's discretion. Attendance at all rehearsals and performances throughout the year constitutes part of the student's grade.** In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 9
Prerequisite: None

Semester: 2
Credits: 1

BAND I

Band will promote mental and physical discipline, good citizenship through group endeavor, physical conditioning, cultural growth, enhanced abilities to make musical value judgments through critical listening, understanding of music theory, proper instrumental technique, and self-expression. The first Semester is marching band that involves performances at football games, marching festivals, and after school rehearsal every day. Training in marching fundamentals, and the disciplines of rehearsal and performance are developed. Marching band begins prior to school to coincide with UIL regulations; also section rehearsals may be scheduled. Students must purchase marching shoes. There is no uniform or cleaning fee. The second Semester is concert band. Students will audition for placement in concert band. **Attendance at all rehearsals and performances throughout the year is a part of the student's grade. Students using a district-owned instrument will be required to pay a maintenance fee.** (PE credit may be waived for the completion of marching season.) In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 9
Prerequisite: Audition

Semester: 2
Credits: 1

COLOR GUARD I

The Guard is a part of the marching band program under the supervision of the Head Band Director and is a first Semester class only. Outside rehearsals are required every day. The Color Guard performs with the marching band at all performances and contests. A member of the band staff is the instructor of the Color Guard. The Color Guard is made up of both band and non-band students. The Color Guard builds many disciplines through teamwork and the learning of the proper techniques for flags, props, marching, and dance. P.E. credit may be waived for this course.

Grades: 9
Prerequisite: Audition

Semester: 1
Credits: ½

JAZZ BAND I

This elective course reinforces the essential elements of band and orchestra. Jazz styles and rhythms, improvisation, music literature, composing/arranging, and creative self-expression are stressed. Students are divided by audition into various jazz ensembles and will be required to participate in concerts, public performances, and contests. Enrollment is basically limited to traditional instrumentation in each ensemble, including 2 alto sax, 2 tenor sax, 1 bari sax, 5 trumpets, 4 tenor trombones, 1 bass trombone, 1-2 pianists, 1-2 basses, 2 drum sets, and 1-2 guitarists. **Students using a District-owned instrument will be required to pay a maintenance usage fee. Extra rehearsals will be called at the director's discretion.** Attendance at all rehearsals and performances throughout the year constitutes part of the student's grade.

Grades: 9
Prerequisite: Audition

Semester: 1-2
Credits: ½-1

BEGINNING MARIACHI

This guitar class is for beginners with no previous experience playing guitar. Students will learn the basic skills and information required for playing guitar, as well as music theory, mariachi history and how to sing in Spanish while playing guitar. Mariachi students will perform simple songs, take field trips to hear live music, and will perform on the Winter Concert in December and the Spring Concert in May. Students can rent an instrument (approx. \$75) or provide their own classical guitar. They will also buy a music book and t-shirt to keep (approx. \$35). These classes are a great way to learn to play an instrument, read music, sing and prepare for Advanced Mariachi. Students will be graded on class participation and attendance at all required rehearsals and performances, as well as their playing ability. Fine Arts credit is awarded after successfully completing the class.

Grades: 9
Prerequisite: Audition

Semester: 2
Credits: 1

ADVANCED MARIACHI

This class is by audition only and is intended for experienced musicians who sing and play violin, trumpet, vihuela, guitarrón or guitar. Advanced students will learn to perform a range of mariachi music including standard songs and newer hits by popular singers like Vicente Fernandez. Advanced students are required to attend many performances and rehearsals throughout the year. They will also take field trips to hear live music, and in addition to performing at UIL Festivals and on the Winter Concert in December and the Spring Concert in May they will also be required to perform several times in the community and at festivals in the evenings & on weekends. Students can rent an instrument (approx. \$75) or provide their own. *Trajes, sombreros* and belts will be provided by GPISD for high school students; students are required to buy their own mariachi t-shirt, shirt/blouse, *moño* (plus hair bow for ladies), and boots for the full mariachi *traje* (approx. \$100). Students will be graded on class participation and their playing ability as well as their attendance at all required performances and rehearsals. Fine Arts credit is awarded after successfully completing the class, and additional Fine Arts or elective credit is awarded for repeating the class.

Grades: 9
Prerequisite: Audition

Semesters: 2
Credits: 1

ORCHESTRA I

This course provides the student with an opportunity to enhance and extend orchestral playing skills and techniques. Techniques developed include: intonation, vibrato, shifting, rhythm, phrasing, dynamics, and music reading skills. Students are required to participate in school rehearsals and concerts, UIL concert/sight reading contest and other specially requested programs. **Attendance at these activities constitutes part of the student's grade.** Other activities may include participation at UIL Solo-Ensemble, All-Region, and All-State orchestras, and selected solo, small and large ensemble festivals. **Students using a District-owned instrument will be required to pay a maintenance usage fee.** In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 9
Prerequisite: Audition

Semester: 2
Credits: 1

DANCE I

This course is designed to assist students in vocabulary of dance movement and knowledge of factors that influence movement; creative expression through movement; awareness of space, time, and energy as design factors in dance technique or composition; development of self-confidence through the use of the body as an expressive instrument; and appreciation of dance as an art form. In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters. (PE credit may be waived for the completion of marching season.)

Grades: 9
Prerequisite: None

Semesters: 2
Credits: 1

DANCE (JV Drill Team)

This course is designed to familiarize the student with drill team basics. These include stretch, kick, and dance technique as well as poise and projection to develop self-awareness and self-confidence. In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters. (PE credit may be waived for the completion of marching season.)

Grades: 9
Prerequisite: Audition

Semester: 1-2
Credits: ½-1

CAREER AND TECHNOLOGY

Career and Technology courses are divided into 16 career clusters in accordance with the Texas Education Agency "Achieve Texas" initiative.

Tech Prep is a valuable component of the Career and Technology program. Students taking courses in this guide that are designated as Tech Prep can earn college credit at Dallas County Community College District (DCCCD) campuses, Tarrant County College (TCC) campuses, and other designated state colleges and universities. To receive the college credit, the student must register for tech prep credit according to the appropriate college procedures, complete the high school course with an average of at least 80, enroll in the appropriate college, and declare a major in an Associate degree or Certification program. The student must request tech prep credit within 15 months after high school graduation. Students may earn up to twelve (12) hours of college credit for high school Career and Technology Courses.

GPISD does not discriminate on the basis of race, color, national origin, sex, and/or handicap in its Career and Technology Programs.

Arts, A/V Technology and Communications

ANIMATION I

This course is for students who have an advanced interest in computer animation and applications for video. Students will apply the fundamental knowledge and skills of computers to projects and problems related to designing animated and still graphics for visual communication. Students will utilize basic computer applications in the pre-production phase of video projects and then advance to animation and design software. **This course satisfies the one credit Technology Applications requirement.**

Grade: 9
Prerequisite: None

Semesters: 2
Credits: 1

Business Management and Administration

PRINCIPLES OF BUSINESS, MARKETING AND FINANCE

Introduces the role of business in the lives of individuals, consumers, workers, and citizens; provides an overview of economic systems with emphasis on the free enterprise system, and the American economy; explores the characteristics of businesses; explores international business, government's role in business, technology in the business setting, and legal and ethical business issues; examines consumer issues regarding money and money management, banking system and services, paychecks and taxes relating to decisions, rights and responsibilities, and competencies of an individual; develops an understanding of the workplace and workforce, and assists in the development of a career plan based on self-inventory; and examines and develops employment skills needed when applying for a job.

Grades: 9
Prerequisite: None

Semester: 1-2
Credits: ½-1

CAREER PORTALS

This is an activity-based career development course that provides linkages between classroom experiences, community resources and experiences, and career choices to real-world outcomes. Opportunities to develop and/or improve self-awareness in relation to career opportunities and options and related education, training, and lifelong learning and success in all adult roles will be provided through classroom activities, shadowing, and other experiences in the community. Opportunities to explore and experience a variety of career options within a specific career pathway while developing and/or refining employability skills will be provided to all participants.

Grades: 9
Prerequisite: None

Semester: 1
Credits: ½

Health Science

MEDICAL TERMINOLOGY

Students will learn the basic structure of medical terms, be able to use abbreviations, acronyms, symbols, and anatomical terms, and use resources to interpret technical materials. Students will learn to communicate effectively in diagnostic, therapeutic, informational, and environmental systems of the health care industry.

Grades: 9
Prerequisite: None

Semester: 1
Credits: ½

Information Technology

BUSINESS INFORMATION MANAGEMENT I

This course introduces the basic concepts and skills related to the microcomputer systems. A brief review of computer keyboarding will be presented. Special emphasis is placed on word processing, electronic spreadsheets, charts, database design, desktop publishing, and PowerPoint presentations. Included will be the introductions to new, emerging information processing tools, such as integrated software and scanning of text and images. This course provides students with skill development in using microcomputer-based tools for personal, academic, and/or employment purposes. **This course will satisfy the one credit Technology Applications requirement. This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

Grade: 9
Prerequisite: None

Semester: 2
Credits: 1

TOUCH SYSTEM DATA ENTRY

Develops psychomotor skill in operating the keyboard as well as achieving acceptable speed and accuracy levels; provides for instruction in formatting of basic documents for both personal and business use; emphasizes mastery of touch control of keyboard characters, correct key stroking, and provides instruction in the production of letters, manuscripts, tabulations, business communications, reports and composition at the keyboard; and also includes skill development in proofreading, spelling, word division, punctuation, and correction techniques. **This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

Grades: 9
Prerequisite: None

Semester: 1-2
Credits: 1/2-1

WEB TECHNOLOGY

This course explores the various types and uses of networks and online services; develops skills in accessing, navigating, and applying online services with appropriate supervision; and develops skills in creating, editing, and installing web pages (web mastering.) **This course satisfies the one credit Technology Applications requirement.**

Grades: 9
Prerequisite: None

Semester: 2
Credits: 1

Manufacturing

PRINCIPLES OF MANUFACTURING

This course introduces the student to basic concepts of technology in a variety of areas. Special emphasis is placed on teamwork and effective written communication of the results observed during the exploration of each technology. Students will explore and gain a basic understanding of technology areas including word processing, desktop publishing, basic machine concepts, CAD/CAM computer animation, flight, video imaging, laser communication, robotics, etc. A school-to-career connection is also emphasized. **This course satisfies the one credit Technology Application requirement.**

Grades: 9
Prerequisite: None

Semester: 2
Credits: 1

CAREER RELATED COURSES OTHER THAN CAREER AND TECHNOLOGY

CAREER AND WORK-BASED LEARNING EXPLORATION I

This course includes achieving proficiency in decision-making and problem solving as an essential skill for career planning and life long learning. Students use self-knowledge, educational, vocational and career interest and aptitudes/information, and community based vocational instruction to set and achieve realistic career and educational goals. Students will examine the rights and responsibilities of employees and employers including safety issues and guidelines such as "comp" time versus overtime, reasonable work hours, benefits, and withholding (e.g. taxes, social security), social skill development, job search and description, and availability to work. The primary focus of this course is the exploration of employment opportunities, vocational interests and aptitudes, procedures for securing employment, productive work habits and attitudes, and ability to work cooperatively with others. Portfolio development will be reviewed and updated regularly. Students will be provided opportunities to increase concepts and skills in managing resources, personal development and career planning. This course will provide students with the support and skills needed to succeed in Career and Work-based Experiences Programs.

Career and Work-based Learning Exploration I: Vocational Interest/Aptitudes Exploration

Grade: 9
Prerequisite: ARD Committee Approval

Semesters: 1-2
Credits: ½-1

APPLIED CAREER AND WORK-BASED EXPLORATION I

This course involves learning proficiency in decision making and problem solving as an essential skill for career planning and life long learning. Students use self-knowledge, educational, vocational and career interest and aptitudes/information through school based and/or community based vocational instruction to set and achieve realistic career and educational goals. The primary focus of this course is the exploration of employment opportunities, vocational interests and aptitudes, productive work habits and attitudes and the ability to work cooperatively with others. Ample practice opportunities and teacher modeling will be included.

Grade: 9
Prerequisite: ARD Committee Approval

Semesters: 1-2
Credits: ½-1

OTHER

TEEN LEADERSHIP

This course develops skills in the following areas: leadership, professional and business skills, self-concept, healthy relationships, the concept of personal responsibility, emotional intelligence, public speaking and communication; Flippen Group provides curriculum for this course. This course may be counted as a Communication Application credit.

Grade: 9
Prerequisite: None

Semesters: 1-2
Credits: ½-1

AVID I

This course will develop strategies to ensure academic success in core studies required for entrance to four-year colleges and universities by developing college awareness and cross curricular writing, inquiry, collaboration, and reading skills, WIC-R strategies are refined as well as Cornell note taking and Socratic questioning strategies. Students refine life goals setting, elaborate on explanation of a process, and begin preparation for college entrance testing. Students will start taking college entrance examinations beginning with the PSAT in October.

Grade: 9
Prerequisite: Approval of Instructor (application/interview required)

Semesters: 2
Credits: 1

HIGH SCHOOL COURSE OFFERINGS

ENGLISH LANGUAGE ARTS

ENGLISH II

Students will read and understand a wide variety of literary and informational texts with an emphasis on media literacy. Students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail using quality published pieces of literature as models. Students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information using the most effective format. Students listen critically and respond to the ideas of others while contributing their own ideas that are based on text evidence in conversations and in groups. Students will learn how to effectively use oral and written conventions in speaking and writing.

Grade: 10
Prerequisite: English I

Semesters: 2
Credits: 1

ENGLISH II (Pre-AP)*

Through the study of selected literary works and authors of quality, students gain a deeper appreciation of literature in its various genres. Students continue to apply and refine a variety of reading comprehension, literary analysis and general study strategies designed to help them in the Pre-AP/AP English classroom, and beyond. Students will reinforce and strengthen their writing skills as they work to develop more stylistically advanced sentences, and refine them as parts of unified, fluent paragraphs, towards coherent and effective essays. Students will read and closely examine a variety of essays and passages from professional writers, which act as models for the students' own compositions. Additionally, students will continue to work with grammar and mechanics, striving towards conveying meaning clearly, correctly and stylistically. Additional outside reading for this course will be required, including summer reading and analysis for which students will be held accountable for on the first day of class. Students and parents will be required to sign and abide by the Grand Prairie ISD Pre-AP/AP contract.

Grade: 10
Prerequisite: English I or Pre-AP English I

Semesters: 2
Credits: 1

ENGLISH III

Students read and understand a wide variety of literary and informational texts on a deeper level with an emphasis on American literature. Students compose a variety of written texts with a clear controlling idea, coherent organization, and depth of thought. Students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information. Students listen and respond logically to the ideas of others while contributing their own ideas in conversations and in groups. Students will learn how to effectively use oral and written conventions in speaking and writing.

Grade: 11
Prerequisite: English II

Semesters: 2
Credits: 1

AP ENGLISH III (Language and Composition)*

Advanced Placement Language and Composition is designed to prepare students to take the Advanced Placement test to receive college credit, and to prepare them for entry into a college level English course. Through extensive reading and analysis of complex texts, students will be able to ascertain what influences us as citizens. Students will understand the rhetorical situation and the relationship between author, audience and author's purpose. Students will write clearly, correctly and effectively in various modes. They will also read selected text to analyze how an author uses rhetorical strategies to achieve a particular purpose and address a particular audience. Students will use similar techniques in their own expository, reflective and argumentative compositions that introduce complex central ideas. Students will participate in special reading and writing projects to enrich their vocabulary, syntax, and awareness of key contemporary issues which shape our society and culture. Additional outside reading for this course will be required, including summer reading and analysis for which students will be held accountable for on the first day of class. Students and parents will be required to sign and abide by the Grand Prairie ISD Pre-AP/AP contract. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points.**

Grade: 10-11
Prerequisite: English II or Pre-AP English II

Semesters: 2
Credits: 1

ENGLISH IV

Students read and understand a wide variety of literary and informational texts with an emphasis on British literature and compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail with an application toward college and/or career. Students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information again with an emphasis on college/workplace. Students listen and respond coherently to the ideas of others while contributing their own ideas logically in conversations and in groups. Students will learn how to effectively use oral and written conventions in speaking and writing.

Grade: 12
Prerequisite: English III

Semesters: 2
Credits: 1

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

AP ENGLISH IV (Literature and Composition)*

Advanced Placement Literature and Composition is designed to prepare students to take the Advanced Placement test to receive college credit, and to prepare them for entry into a college level English course. Students carefully read and critically analyze imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Additional outside reading for this course will be required, including summer reading and analysis for which students will be held accountable for on the first day of class. Students and parents will be required to sign and abide by the Grand Prairie ISD Pre-AP/AP contract. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points.**

Grade: 11-12
Prerequisite: English III or AP English III

Semesters: 2
Credits: 1

INDEPENDENT STUDY IN ENGLISH

Students in this course are highly motivated and request to partake in the self-initiated study of English. Students will write in all forms for a variety of audiences. With these writings, students will be expected to show they have a strong proficiency in rhetoric and in the mechanics of writing. In addition, students will study, analyze and critique readings from multiple genres. Finally, students will produce and/or publish several in-depth projects. Throughout the course, students will monitor, assess and adjust their own learning in accordance with the goals established at the beginning of the course by the student and mentor teacher.

Grades: 11-12
Prerequisite: Application Process

Semesters: 1-2
Credits: ½-1

BASIC ENGLISH I

This course is based on the Texas Essential Knowledge and Skills of general education and is modified to meet the individual learning requirements of students. Students will read and understand a wide variety of literary and informational texts and will compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail. Students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information as well as listen and respond to the ideas of others while contributing their own ideas in conversations and in groups. Students will learn how to effectively use oral and written conventions in speaking and writing.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

BASIC ENGLISH II

This course is based on the Texas Essential Knowledge and Skills of general education and is modified to meet the individual learning requirements of students. Students will read and understand a wide variety of literary and informational texts with an emphasis on media literacy. Students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail using quality published pieces of literature as models. Students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information using the most effective format. Students listen critically and respond to the ideas of others while contributing their own ideas that are based on text evidence in conversations and in groups. Students will learn how to effectively use oral and written conventions in speaking and writing.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

BASIC ENGLISH III

This course is based on the Texas Essential Knowledge and Skills of general education and is modified to meet the individual learning requirements of students. Students read and understand a wide variety of literary and informational texts on a deeper level with an emphasis on American literature. Students compose a variety of written texts with a clear controlling idea, coherent organization, and depth of thought. Students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information. Students listen and respond logically to the ideas of others while contributing their own ideas in conversations and in groups. Students will learn how to effectively use oral and written conventions in speaking and writing.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

BASIC ENGLISH IV

This course is based on the Texas Essential Knowledge and Skills of general education and is modified to meet the individual learning requirements of students. Students read and understand a wide variety of literary and informational texts with an emphasis on British literature and compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail with an application toward college and/or career. Students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information again with an emphasis on college/workplace. Students listen and respond coherently to the ideas of others while contributing their own ideas logically in conversations and in groups. Students will learn how to effectively use oral and written conventions in speaking and writing.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

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

APPLIED ENGLISH I

Applied English courses will assist students in developing skills in the areas of expressive, receptive, written, and/or symbolic representations of language. The emphasis of this course is expressive and receptive language development. Attention is given to the ability to communicate effectively within the range of the student's abilities (directly or through assistive devices). Students will integrate language in order to understand oral, written, and/or symbolic communication. Oral, written, and/or symbolic language will be used to express ideas, demands, and needs, and to make inquiries. Communication will be examined in regard to social appropriateness, environmental cues and prompts, understanding generalizations in real-life context, and the responsibilities of independent living skills that relate directly to life in and beyond school. Students will explore job-related language use as seen in employment services, interview skills, interpersonal skills, job search and the application process. This course will satisfy one state credit of the English requirement for the minimum high school graduation plan.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

APPLIED ENGLISH II

Applied English courses will assist students in developing skills in the areas of expressive, receptive, written, and/or symbolic representations of language. The emphasis of this course is community and employability-based language development through simulation and mentorship. Attention is given to the ability to communicate effectively within the range of the student's abilities (directly or through assistive devices). Students will integrate language in order to understand oral, written, and/or symbolic communication. Oral, written, and/or symbolic language will be used to express ideas, demands, and needs, and to make inquiries. Communication will be examined in regard to social appropriateness, environmental cues and prompts, understanding generalizations in real-life context, and the responsibilities of independent living skills that relate directly to life in and beyond school. Students will explore job-related language use as seen in employment services, interview skills, interpersonal skills, job search and the application process. This course will satisfy one state credit of the English requirement for the minimum high school graduation plan.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

APPLIED ENGLISH III

Applied English courses will assist students in developing skills in the areas of expressive, receptive, written, and/or symbolic representations of language. The emphasis of this course is employment and independent living language development through community-based instruction. Attention is given to the ability to communicate effectively within the range of the student's abilities (directly or through assistive devices). Students will integrate language in order to understand oral, written, and/or symbolic communication. Oral, written, and/or symbolic language will be used to express ideas, demands, and needs, and to make inquiries. Communication will be examined in regard to social appropriateness, environmental cues and prompts, understanding generalizations in real-life context, and the responsibilities of independent living skills that relate directly to life in and beyond school. Students will explore job-related language use as seen in employment services, interview skills, interpersonal skills, job search and the application process. This course will satisfy one state credit of the English requirement for the minimum high school graduation plan.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

APPLIED ENGLISH IV

Applied English courses will assist students in developing skills in the areas of expressive, receptive, written, and/or symbolic representations of language. The emphasis of this course is employment and independent living language development through employment preparation. Attention is given to the ability to communicate effectively within the range of the student's abilities (directly or through assistive devices). Students will integrate language in order to understand oral, written, and/or symbolic communication. Oral, written, and/or symbolic language will be used to express ideas, demands, and needs, and to make inquiries. Communication will be examined in regard to social appropriateness, environmental cues and prompts, understanding generalizations in real-life context, and the responsibilities of independent living skills that relate directly to life in and beyond school. Students will explore job-related language use as seen in employment services, interview skills, interpersonal skills, job search and the application process. This course will satisfy one state credit of the English requirement for the minimum high school graduation plan.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

MULTI-SENSORY READING

This course is a program for students meeting the dyslexia and related disorders requirements. This course includes a comprehensive and systematic multi-sensory approach to English Language Arts including reading, spelling, cursive handwriting, and the alphabet. A specially trained teacher delivers instruction through methods, strategies, and materials designed to address student learning styles, including visual, auditory, kinesthetic, and tactile. Students are also taught through guided discovery processes that help develop problem-solving techniques. This course meets all components of No Child Left Behind, which include phonemic awareness, phonics, fluency, vocabulary, and comprehension and is based on the student's IEP.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

MRSA

This course is a program for students meeting the dyslexia and related disorders requirements. This course includes a comprehensive and systematic multi-sensory approach to English Language Arts including reading, spelling, cursive handwriting, and the alphabet. A specially trained teacher delivers instruction through methods, strategies, and materials designed to address student learning styles, including visual, auditory, kinesthetic, and tactile. Students are also taught through guided discovery processes that help develop problem-solving techniques. This course meets all components of No Child Left Behind, which include phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES I & II

Students whose native language is not English will receive individual instruction in reading, spelling, and writing the English language in this basic course. Prior approval of the Language Proficiency Assessment Committee is required for registration in this course. A maximum of two units in ESOL may be applied toward the English requirement for graduation (Two units of ESOL may be substituted for English I and II for immigrant students with Limited English Proficiency only.) Any additional units completed will be considered as local electives. The course stresses concepts and skills listening, speaking, reading, writing, viewing, and representing.

Grades: 10-12
Prerequisite: LPAC Committee Approval

Semesters: 2
Credits: 1

READING I, II, & III

Students in this course need to improve their reading skills to be successful at the high school level. This course will focus on word recognition skills, comprehension strategies, and vocabulary development. Students will read a wide variety of materials including narratives, content reading, and technical materials found typically in the high school curriculum. State Elective credit is available only on the Minimum High Program. Students pursuing the Recommended or DAP Program must count reading courses as local electives. Students shall be identified as eligible to earn reading improvement credit based on the recommendation by the teacher or counselor and scores on assessment instruments and an achievement test.

Grades: 10-12
Prerequisites: Demonstrated Need from TAKS Reading Performance

Semesters: 1-2
Credits: ½-1

READING APPLICATION AND STUDY SKILLS

Students in this course are college-bound and require or request additional honing of the study skills. In this course, students learn techniques for understanding a variety of texts, including cross-curricular content texts, from studying word meanings, producing effective summaries, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. In addition, students will have opportunities to respond critically to these texts. **This will not satisfy any English requirement and must be counted as a state elective.**

Grades: 11-12 Recommended
Prerequisite: College-bound

Semesters: 1
Credits: ½

ADVANCED READING/SAT PREPARATION

General test-taking strategies as well as strategies exclusively designed to raise SAT or PSAT scores will be examined and practiced. Both verbal and math tactics will be addressed with qualified teachers in each subject area. Students will be required to purchase a workbook. This course is recommended for college-bound students wanting to raise their SAT or PSAT scores. **This course must be counted as a local elective.**

Grades: 10-12
Prerequisite: None

Semesters: 1
Credits: ½

ANALYSIS OF VISUAL MEDIA

Students enrolled in this course will learn to be critical viewers, consumers, and producers of media texts. In this course, students will gain the ability to access, analyze, evaluate, and produce communication in a variety of media forms for a variety of purposes and audiences. **This course will not satisfy any English requirements and must be counted as state elective.**

Grades: 10-12
Prerequisite: None

Semesters: 1
Credits: ½

MEDIA LITERACY

Students enrolled in this course will learn how mass media influences our tastes, our behavior, our purchasing, and our voting decisions in contemporary society. Students will develop their skills in understanding, analyzing, using, and producing media intelligently. Students will become media literate and will understand television, radio, film, and other visual and auditory messages. This course is two periods in one Semester to facilitate media viewing and speaker requirement. **This course will not satisfy any English requirements and must be counted as a state elective.**

Grades: 10-12
Prerequisite: None

(two periods) Semesters: 1
Credits: 1

LITERARY GENRES

Students enrolled in this course will spend time analyzing the fictional and poetic elements of literary texts and read to appreciate the writer's craft. Students will learn to use these literary texts as models for their own writing and will respond to these texts through such varied avenues as talk, print, and electronic formats.

Grades: 10-12
Prerequisite: None

Semesters: 1-2
Credits: ½-1

CREATIVE AND IMAGINATIVE WRITING

Students in this course will demonstrate their skill in such forms of writing as essays, short stories, poetry, and drama. Consequently, students are expected to understand the writing process and effectively apply the conventions of usage and mechanics of written English. Students will learn to self-edit and to analyze and evaluate the unpublished and published pieces of others. Keeping in mind that the ultimate goal of this course is for students to produce and publish their own written pieces.

Grades: 10-12
Prerequisite: None

Semesters: 1-2
Credits: ½-1

RESEARCH AND TECHNICAL WRITING

Students in this course will develop skills necessary for writing persuasive and informative texts such as essays, reports, proposals, and memoranda. This course requires that students skillfully research topics and present that information in a variety of media. Students must demonstrate an understanding of the writing process and effectively apply the conventions of usage and the mechanics of the written English. Students will self-edit and peer-edit.

Grades: 10-12
Prerequisite: None

Semesters: 1-2
Credits: ½-1

PRACTICAL WRITING SKILLS

Students in this course develop skills necessary for composing letters and requests for information, as well as for completing job applications and résumés. This course emphasizes skill in the use of effective rhetoric, grammar, and vocabulary. Students will evaluate their own writing as well as the writing of others.

Grades: 10-12
Prerequisite: None

Semesters: 1-2
Credits: ½-1

HUMANITIES

Students in this course will study major historical and cultural movements and their relationship to literature and the other fine arts. Students will read widely to understand the commonalities that literature shares with fine arts. In addition, students use written composition to show an in-depth understanding of creative achievements in the arts and literature and how these various art forms are a reflection of history. Understanding is demonstrated through a variety of media. **This course will not satisfy any English requirement and must be counted as a state elective.**

Grades: 10-12
Prerequisite: None

Semesters: 2
Credits: 1

COMMUNICATION APPLICATIONS

Students in this Semester course will concentrate on intra-personal, interpersonal, and public communication. Learning skills will include reading, writing, speaking, listening and thinking. This required course will prepare students to better communicate in their personal, educational, and future business lives. **This course meets the half-credit speech requirement for graduation that the state mandates.**

Grades: 10-12
Prerequisite: None

Semesters: 1
Credits: ½

APPLIED SPEECH

Applied Speech will assist students in developing skills in the areas of expressive and receptive language. Pragmatics and appropriate forms of communication will be introduced. Attention is given to the ability to communicate effectively within the range of the student's abilities (direct or through assistive devices or sign language). Speech will be examined in regard to social appropriateness, environmental cues and prompts in the context of community-based Instruction. This Applied Speech course may be taken at any time during the high school years. Applied Speech may be used to satisfy the speech requirement for the minimum high school graduation plan.

Grade: 10-12
Prerequisite: ARD Committee Recommendation

Semesters: 1
Credits: ½

DEBATE I

Students in this course will develop the skills needed to participate in UIL debate events. Studies will include debate formats, logical/critical thinking, reading skills for research, briefing of arguments, interpreting resolutions, constructing of affirmative and negative cases, listening to cross-examination, evaluating arguments, and presenting debates. Students must enter and attend interscholastic competitions and practice and research sessions outside of school time.

Grades: Debate I – 10-12
Prerequisite: Debate I – Placement Inventory
Debate II, III, IV – the Preceding Debate Course

Semesters: 2
Credits: 1

INDEPENDENT STUDY IN SPEECH

Students in this course have mastered concepts and developed skills in the introductory courses and want the opportunity to extend their knowledge in the field of communication. Students will plan, organize, produce, perform, and evaluate projects that enable them to develop advanced skills in communication, critical thinking, and problem solving. Students will monitor, adapt, and assess their learning based on the goals established at the beginning of the course by the students and the mentor teacher. **This course does not satisfy the speech requirement.**

Grades: 12
Prerequisite: Speech/Communication Course

Semesters: 1-2
Credits: ½-1

JOURNALISM

Students in this course will write in a variety of forms for a variety of audiences and purposes. Students will plan, draft, and edit their compositions for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students will become analytical consumers of media and technology to enhance their communication skills. Students enrolled in this course will also learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.

Grades: 10-12
Prerequisite: None

Semesters: 1-2
Credits: ½-1

INDEPENDENT STUDY IN JOURNALISM

Students will write in a variety of forms for a variety of audiences on a regular basis. Students must show a proficiency in the mechanics of writing. Students will become analytical consumers of media and technology to enhance their communication skills. Writing, technology, visual and electronic media are used as tools for learning as students create, clarify, critique, write and produce effective communications and projects. Students will monitor, adapt, and assess their learning according to the objectives set at the beginning of the course by the student and the mentor teacher.

Grades: 12
Prerequisite: Minimum of 1 credit in an Introductory Journalism course

Semesters: 1-2
Credits: ½-1

PHOTOJOURNALISM

This course encompasses the following subjects: theory, composition, elements of line, texture and mood, history, ethics and law. Students enrolled in Photojournalism communicate in a variety of forms for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication. **Students may incur additional costs in order to complete the requirements of this course.**

Grades: 10-12
Prerequisite: None

Semesters: 1-2
Credits: ½-1

ADVANCED JOURNALISM: YEARBOOK I, II, III

Students in this course will work to produce the school yearbook and will thereby explore the elements and processes of magazine-type journalistic products. Proficiency in typing, copy writing, and photography is helpful. Students must be willing to attend evening events and to spend additional time to ensure that assignments are completed in time to meet publishing deadlines.

Grades: 10-12
Prerequisite: Application Process (see instructor)

Semesters: 1-2
Credits: ½-1

ADVANCED JOURNALISM: NEWSPAPER I, II, III

Students in this course will gain practical experience in the elements and processes used in producing a school newspaper. Students will handle all reporting, editing, photography, layout, advertising, and sales for the newspaper. Assignments will require attendance at several evening events.

Grades: 10-12
Prerequisite: Application Process (see instructor)

Semesters: 1-2
Credits: ½-1

LANGUAGES OTHER THAN ENGLISH

FRENCH I

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

Grades: 10-12
Prerequisite: None

Semesters: 2
Credits: 1

FRENCH II

Using oral and written exercises, this course expands the student's skills in the French language. Grammar, vocabulary, and cultural studies are stressed. Listening, speaking, reading, writing, and language concepts are emphasized.

Grades: 10-12
Prerequisite: French I

Semesters: 2
Credits: 1

FRENCH III (Pre-AP)*

Emphasizing oral communication, comprehension, and reading skills, students expand their fluency in French. Grammar, vocabulary, literature, and cultural studies are included. Skills in listening, speaking, and writing are also stressed.

Grades: 11-12
Prerequisite: French II

Semesters: 2
Credits: 1

AP FRENCH IV *

This intensive course is designed to prepare students for the Advanced Placement French Language Exam. This class will include a thorough grammar review, daily oral discussions of various cultural readings, literature, or current topics; weekly compositions, and listening exercises. In addition, students will read selections from French literature, including *Cyrano de Bergerac*, *Mousquetaires*, *Les Misérables*, and *Le Fantôme de l'Opéra*. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points.**

Grades: 12
Prerequisite: French III

Semesters: 2
Credits: 1

SPANISH I

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

Grades: 10-12
Prerequisite: None

Semesters: 2
Credits: 1

SPANISH I (Spanish Speakers)

This course is based on the same criteria as Spanish I. Students will obtain, reinforce, and expand their literacy and cultural proficiency. Major emphasis is placed on written communication.

Grades: 10-12
Prerequisite: None

Semesters: 1
Credits: ½

SPANISH II

Emphasizing oral comprehension and reading skills, students expand their fluency in Spanish. Grammar, vocabulary, literature, and cultural studies are included. Skills in listening, speaking, and writing are also stressed; however, major emphasis is given to oral communication.

Grades: 10-12
Prerequisite: Spanish I

Semesters: 2
Credits: 1

SPANISH II (Spanish Speakers)

This course is a continuation of Spanish I – Spanish Speakers. It focuses on reading comprehension, cultural awareness, vocabulary, and written communication that is particular to native speakers.

Grades: 10-12
Prerequisite: Spanish I (Spanish Speakers)

Semesters: 1
Credits: ½

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

SPANISH III

This course is a continuation of Spanish II. Students undertake grammar and vocabulary studies, enhance aural and oral communication, and explore Hispanic culture. Skills in speaking, reading, listening, and writing are emphasized. This course is not recommended for students intending to take AP Spanish IV.

Grades: 10-12
Prerequisite: Spanish II

Semesters: 2
Credits: 1

SPANISH III (Pre-AP)*

Students undertake grammar and vocabulary studies, enhance aural comprehension as well as oral and written proficiency, and explore Hispanic culture, particularly in the areas of art, music, history, and geography. Classic and contemporary literatures are studied.

Grades: 10-12
Prerequisite: Spanish II

Semesters: 2
Credits: 1

AP SPANISH IV*

This intensive course is designed to prepare students for the Advanced Placement Spanish Language Exam. This class will include a thorough grammar review; refine aural and oral proficiency; daily discussions of various cultural readings, literature, or current topics; weekly compositions; and research papers. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points.**

Grade: 10-12
Prerequisite: Spanish III Pre-AP or Spanish III

Semesters: 2
Credits: 1

AP SPANISH V (Spanish Speakers)*

This is the second year of a two-year course designed to prepare students for the Advanced Placement Spanish Literature Exam. Students will continue their study of diverse literature written in Spanish and continue reflecting on the many voices and cultures included in the very rich literature of the Spanish-speaking world. Students will be exposed to a wide variety of genres and types of discourse and will be able to trace the history of Spanish prose from Don Juan Manuel to modern times. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading for this course will be required.**

Grade: 10
Prerequisite: 9th Grade Cultural and Linguistic Topics

Semesters: 2
Credits: 1

AP SPANISH V*

This is an accelerated course designed to prepare students for the Advanced Placement Spanish Literature Exam. Students will be introduced to the diverse literature written in Spanish and thus help them reflect on the many voices and cultures included in the very rich literature of the Spanish-speaking world. Students will be exposed to a wide variety of genres and types of discourse and will be able to trace the history of Spanish prose from Don Juan Manuel to modern times. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading for this course will be required.**

Grade: 10-12
Prerequisite: AP Spanish IV

Semesters: 2
Credits: 1

LATIN I

This course introduces classical Latin. Emphasis is placed on vocabulary and derivatives, as well as grammar. The relationship between Latin and English is emphasized to help students improve their English grammar and vocabulary. A large amount of memorization is necessary to succeed. Students will also learn Roman history, culture, and mythology.

Grades: 10-12
Prerequisite: None

Semesters: 2
Credits: 1

LATIN II

This course begins with a review of Latin I, followed by the introduction of more complex vocabulary and grammar. Grammar and culture are combined, placing an emphasis on Latin/Roman story structure as well as daily life.

Grades: 10-12
Prerequisite: Latin I

Semesters: 2
Credits: 1

LATIN III (Pre-AP)*

This course contains a review of grammar and vocabulary from Latin I and II. Students will translate several prose and poetry authors. Projects will be produced ensuring students' understanding of Roman authors as well as presentation of Roman literary works.

Grades: 11-12
Prerequisite: Latin II

Semesters: 2
Credits: 1

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

AP LATIN IV*

This rigorous course prepares students for the College Board's AP Latin Exam. Students will analyze classical roman literature, expand their knowledge of advanced grammatical structures, and build their vocabularies. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points.**

Grades: 12
Prerequisite: Latin III

Semesters: 2
Credits: 1

AMERICAN SIGN LANGUAGE I

This course introduces communication skills in American Sign Language, including both receptive and expressive signing, and the use of interactive communication. Students will explore the history of sign language and the culture of the deaf community. Students will practice the goals of communication, culture, connections, comparisons, and communities at the novice level.

Grades: 10-12
Prerequisites: None

Semesters: 2
Credits: 1

AMERICAN SIGN LANGUAGE II

This course expands students' communication skill an American Sign Language, including both receptive and expressive signing, and the use of interactive communication. Students will continue to explore the correct grammar and vocabulary of American Sign Language and the culture of the deaf community. Students will practice the goals of communication, culture, connections, comparisons, and communities at the novice level.

Grades: 10-12
Prerequisites: American Sign Language I

Semesters: 2
Credits: 1

AMERICAN SIGN LANGUAGE III

This course is a continuation of American Sign Language II. The class is primarily conducted in American Sign Language. The students will expand their ability to perform novice tasks and develop their ability in American Sign Language. Students will practice the goals of communication, culture, connections, comparisons, and communities at the novice level.

Grades: 11-12
Prerequisites: American Sign Language II

Semesters: 2
Credits: 1

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

MATHEMATICS

**AS REQUIRED BY THE TEXAS AGENCY, GRAPHING CALCULATORS WILL BE USED EXTENSIVELY
IN ALL MATHEMATICS COURSES (ALGEBRA I AND BEYOND)
PARENTS/GUARDIANS ARE ENCOURAGED TO PURCHASE GRAPHING CALCULATORS. (TI-84 or newer)**

GEOMETRY

This course will provide a firm foundation in plane and solid geometry. It will include topics on geometric thinking and spatial reasoning, geometric figures and their properties, the relationship between geometry and other mathematics and disciplines, logic, real-world applications of geometric concepts, expressions of generalizations and continual use of problem-solving techniques. Technology, including the graphing calculator, is integrated throughout this course.

Grades: 10-12
Prerequisite: Algebra I

Semesters: 2
Credits: 1

MATHEMATICAL MODELS WITH APPLICATIONS

This course continues to build on the foundations developed in Algebra and Geometry. Students will use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information and to solve problems from various disciplines such as science, the arts, and finance. Technology, including the graphing calculator, will be used throughout this course. This course does not count as a required mathematics unit on the DAP high school program. **In order for state credit to be awarded this class must be taken prior to Algebra II.**

Grades: 10-12
Prerequisite: Algebra I

Semesters: 2
Credits: 1

ALGEBRA II

This course is designed to expand and use algebraic concepts and their applications in solving problems. Students will include topics that emphasize algebraic thinking and symbolic reasoning, functions, equations, and their relationships, relationship between algebra and geometry, real-world applications, and continual use of problem-solving techniques. Technology, including the graphing calculator, is used throughout this course.

Grades: 10-12
Prerequisite: Algebra I

Semesters: 2
Credits: 1

ALGEBRA II (Pre-AP) *

This course is designed to expand and use algebraic concepts and their applications in solving problems. Students will include topics that emphasize algebraic thinking and symbolic reasoning, functions, equations, and their connections, relationship between algebra and geometry, real-world applications, expressions of generalizations, and continual use of problem-solving techniques. Technology, including the graphing calculator, is used throughout this course. This Pre-AP course is a more rigorous Algebra II course, which better prepares students for Pre-AP Pre-calculus.

Grades: 10-12
Prerequisite: Algebra I and Geometry

Semesters: 2
Credits: 1

PRE-CALCULUS

This course is designed to expand the understanding of the previous courses in algebraic and geometric foundations. Students will use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry and calculus and model physical situations. Students will continually use problem-solving skills in real-world applications. Technology, including the graphing calculator, will be used throughout this course. **This course is not recommended for students planning to take the AP Calculus exam.**

Grades: 10-12
Prerequisite: Geometry and Algebra II

Semesters: 1-2
Credits: 1/2-1

PRE-CALCULUS (Pre-AP)*

This course provides a more in-depth study of the topics covered in Pre-Calculus. Students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students will use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry and calculus and model physical situations. Students will continually use problem-solving skills in real-world applications. Technology, including the graphing calculator, will be used throughout this course. **Pre-AP Pre-Calculus is recommended for students planning to take AP Calculus.**

Grades: 10-12
Prerequisite: Geometry and Algebra II

Semesters: 2
Credits: 1

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

AP CALCULUS, AB*

This course will be a study of differential and integral calculus that is equivalent to one semester of college and calculus. Students will follow the Advanced Placement AB Calculus syllabus and may earn college credit by taking the AB Exam in the spring. Topics include functions and graphs, limits and continuity, differential calculus, and integral calculus. Technology, including the graphing calculator, is integrated throughout this course. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points.**

Grades: 10-12
Prerequisite: Precalculus

Semesters: 2
Credits: 1

AP CALCULUS, BC*

This course will be a study of differential and integral calculus that is equivalent to two semesters of college calculus. Students will follow the Advanced Placement BC Calculus syllabus, so that students may earn college credit by taking the BC Exam in the spring. Topics include functions and graphs, limits and continuity and differential calculus, and sequences and series. Technology, including the graphing calculator, is integrated throughout this course. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points.**

Grades: 10-12
Prerequisite: AP Calculus, AB

Semesters: 2
Credits: 1

AP STATISTICS*

This course is recommended for any student who has completed Algebra II. Students who plan to take an AP science course will greatly benefit from taking AP Statistics prior to the AP science course. Topics for AP Statistics are divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Technology, including the graphing calculator, is integrated throughout this course. This course will follow the Advanced Placement Statistics syllabus so that students may earn college credit by taking the AP Statistics Exam in the spring. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points.**

Grades: 10-12
Prerequisite: Algebra II

Semesters: 2
Credits: 1

AP COMPUTER SCIENCE*

This course includes the following strands: 1) concepts associated with programming methodology, 2) concepts and skills associated with data type and structure, 3) concepts and skills associated with algorithms, 4) concepts associated with numerical algorithms, 5) concepts associated with application of computing, 6) concepts associated with computer graphics. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. This course will count as the fourth math for students entering as freshmen in 2007-2008 or later.**

Grades: 11-12
Prerequisite: Computer Science 1

Semesters: 2
Credits: 1

BASIC MATHEMATICS IV

This course will follow the grade level Texas Essential Knowledge and Skills (TEKS) and GPISD Math Curriculum Guide with individualized instruction based on each student's IEP goals and objectives. Students are exposed to the general curriculum covering: Number Operations and Quantitative Reasoning, Patterns, Relationships, Algebraic Thinking, Geometry and Spatial Reasoning, Probability and Statistics, Measurement, Underlying Processes and Mathematical Tools, Algebra I and Geometry. This course will satisfy the math requirements for the minimum high school graduation plan.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

BASIC MATHEMATICS V

This course will follow the grade level Texas Essential Knowledge and Skills (TEKS) and GPISD Math Curriculum Guide with individualized instruction based on each student's IEP goals and objectives. Students are exposed to the general curriculum covering: Number Operations and Quantitative Reasoning, Patterns, Relationships, Algebraic Thinking, Geometry and Spatial Reasoning, Probability and Statistics, Measurement, Underlying Processes and Mathematical Tools, Algebra I and Geometry. This course will satisfy the math requirements for the minimum high school graduation plan.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

BASIC MATHEMATICS VI

This course will follow the grade level Texas Essential Knowledge and Skills (TEKS) and GPISD Math Curriculum Guide with individualized instruction based on each student's IEP goals and objectives. Students are exposed to the general curriculum covering: Number Operations and Quantitative Reasoning, Patterns, Relationships, Algebraic Thinking, Geometry and Spatial Reasoning, Probability and Statistics, Measurement, Underlying Processes and Mathematical Tools, Algebra I and Geometry. This course will satisfy the math requirements for the minimum high school graduation plan.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

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

BASIC MATHEMATICS VII

This course will follow the grade level Texas Essential Knowledge and Skills (TEKS) and GPISD Math Curriculum Guide with individualized instruction based on each student's IEP goals and objectives. Students are exposed to the general curriculum covering: Number Operations and Quantitative Reasoning, Patterns, Relationships, Algebraic Thinking, Geometry and Spatial Reasoning, Probability and Statistics, Measurement, Underlying Processes and Mathematical Tools, Algebra I and Geometry. This course will satisfy the math requirements for the minimum high school graduation plan.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

APPLIED MATHEMATICS IV

Applied Mathematics courses are designed to reinforce math operations using a variety of practical, real-life situations that facilitate the understanding of using mathematics in daily living exercises. The emphasis of these courses is on applying mathematics in the use of money, personal financial situations and solving home and work problems by using the concepts of fundamental mathematics. Students practice these strategies within the context of simulations designed to reinforce the understanding of the basic operations, as well as the application of these operations with technological tools that enhance understanding and accuracy. This course concentrates on basic operations using money, measurement, and time in common home, family, and work-related environments. This course will satisfy the math requirements for the minimum high school graduation plan.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

APPLIED MATHEMATICS V

Applied Mathematics courses are designed to reinforce math operations using a variety of practical, real-life situations that facilitate the understanding of using mathematics in daily living exercises. The emphasis of these courses is on applying mathematics in the use of money, personal financial situations and solving home and work problems by using the concepts of fundamental mathematics. Students practice these strategies within the context of simulations designed to reinforce the understanding of the basic operations, as well as the application of these operations with technological tools that enhance understanding and accuracy. This course concentrates on reinforcing math skill development through projects and problem solving related to money, measurement, finance and personal accounting, including work-related math processes emphasized through projects, activities, and simulations. This course will satisfy the math requirements for the minimum high school graduation plan.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

APPLIED MATHEMATICS VI

Applied Mathematics courses are designed to reinforce math operations using a variety of practical, real-life situations that facilitate the understanding of using mathematics in daily living exercises. The emphasis of these courses is on applying mathematics in the use of money, personal financial situations and solving home and work problems by using the concepts of fundamental mathematics. Students practice these strategies within the context of simulations designed to reinforce the understanding of the basic operations, as well as the application of these operations with technological tools that enhance understanding and accuracy. This course concentrates on exploring a variety of techniques and technology that will assist the students in sound decision-making related to personal finance, the appropriate use of money, credit and person resources through projects, activities, simulations, and community-based instruction. This course will satisfy the math requirements for the minimum high school graduation plan.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

APPLIED MATHEMATICS VII

Applied Mathematics courses are designed to reinforce math operations using a variety of practical, real-life situations that facilitate the understanding of using mathematics in daily living exercises. The emphasis of these courses is on applying mathematics in the use of money, personal financial situations and solving home and work problems by using the concepts of fundamental mathematics. Students practice these strategies within the context of simulations designed to reinforce the understanding of the basic operations, as well as the application of these operations with technological tools that enhance understanding and accuracy. This course concentrates on research and independent work opportunities focusing on those that generate income through projects, activities, and simulations such as designing a budget that addresses specific categories (food, clothing, housing, transportation, medical coverage, etc.).

Grades: 12+
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

APPLIED MATHEMATICS VIII

Applied Mathematics courses are designed to reinforce math operations using a variety of practical, real-life situations that facilitate the understanding of using mathematics in daily living exercises. The emphasis of these courses is on applying mathematics in the use of money, personal financial situations and solving home and work problems by using the concepts of fundamental mathematics. Students practice these strategies within the context of simulations designed to reinforce the understanding of the basic operations, as well as the application of these operations with technological tools that enhance understanding and accuracy. This course concentrates on research and independent work opportunities focusing on those that generate income through projects, activities, and simulations such as designing a budget that addresses specific categories (food, clothing, housing, transportation, medical coverage, etc.). This project-based course is designed for students who age out.

Grades: 12+
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

INDEPENDENT STUDY IN ADVANCED ALGEBRA

Students will extend their mathematical understanding beyond the Algebra II level in a specific area of mathematics, such as theory of equations, number theory, non-Euclidean geometry, advanced survey of mathematics, or history of mathematics. (Students may repeat this course with different course content for a second credit.) Campus approval is required for credit to be earned.

Grades: 10-12
Prerequisite: Algebra II, Geometry

Semesters: 1-2
Credits: ½-1

INDEPENDENT STUDY OF MATHEMATICS: CALCULUS

Students will extend their mathematical understanding beyond the Pre-Calculus level in this course covering the specific area of Calculus. Topics include functions and graphs, limits and continuity, differential calculus, and integral calculus. Technology, including the graphing calculator, is integrated throughout this course.

Grades: 11-12
Prerequisite: Pre-Calculus

Semesters: 1-2
Credits: ½-1

SCIENCE

INTEGRATED PHYSICS AND CHEMISTRY (IPC)

In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific methods during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter. **(Does not count for science credit on the DAP program. Cannot be taken as the final or fourth year of science and must be taken before the senior year of high school.)**

Grades: 10-11
Prerequisite: None

Semesters: 2
Credits: 1

BIOLOGY

In Biology, students will conduct laboratory and field investigations, based on scientific methods, and use critical thinking and problem solving to make informed decisions. Students will study a variety of topics to 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.

Grades: 10-12
Prerequisite: None

Semesters: 2
Credits: 1

AP BIOLOGY*

This lab-based (40%) course offers more in-depth experiences in the concepts of biology by focusing on laboratory investigations of chemical reactions that occur in organisms. Advanced techniques for studying the biological systems of plants and animals will be emphasized. Classification skills, problem-solving activities, and independent research will be an integral part of AP Biology. This course is meant to prepare students for the Advance Placement Exam, which allows students to earn college credit for certain science courses.

Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading during this course will be required.

Grades: 11-12
Prerequisite: Biology, Chemistry

Semesters: 2
Credits: 1

CHEMISTRY

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

Grades: 10-12
Prerequisite: Algebra I, One Unit of High School Science

Semesters: 2
Credits: 1

CHEMISTRY (Pre-AP)*

This course covers the fundamental concepts of physical chemistry as well as some fundamental concepts of organic chemistry. The course is problem-oriented and covers topics such as matter, atomic structure, periodicity, stoichiometry, solutions, acids and bases, electrochemistry, and nuclear chemistry. **A strong Algebra I background is recommended. Additional outside reading during this course will be required.**

Grades: 10-12
Prerequisite: Algebra I, One Unit of High School Science

Semesters: 2
Credits: 1

AP CHEMISTRY*

This course extends the concepts taught in Chemistry with emphasis on chemical theory, laboratory investigations, problem-solving activities, and independent research. Topics included in addition to those taught in Chemistry are kinetics, thermodynamics, and quantitative analysis. This course is meant to prepare students for the Advance Placement Exam, which allows students to earn college credit for certain science courses. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading during this course will be required.**

Grades: 11-12
Prerequisite: Chemistry

Semesters: 2
Credits: 1

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

PHYSICS

In Physics, students will conduct laboratory and field investigations, based on scientific methods, and use critical thinking and problem solving to make informed decisions. Students will study a variety of topics to 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.

Grades: 10-12
Prerequisite: Geometry or Algebra II

Semesters: 2
Credits: 1

PHYSICS (Pre-AP)*

This course covers the same content as Physics. A heavy emphasis is placed on problem solving, and the student will proceed at an accelerated rate. Laboratory procedures, skills of classification and measurement, communication of data, and independent research will be an integral part of Physics. **Additional outside reading during this course will be required.**

Grades: 10-12
Prerequisite: Geometry or Algebra II

Semesters: 2
Credits: 1

AP PHYSICS*

This course is a more in-depth study of many of the topics discussed in Physics as well as an introduction to new topics such as non-inertial reference frames, variable velocity and acceleration, force fields, and fluid studies. The focus is on application of familiar concepts and discovery of new ones in experiments and projects. Emphasis will be placed on skills in acquiring, classifying, and analyzing data in order to test hypotheses. When applicable, calculus skills will be discussed and employed. (This course is recommended for students planning to study engineering or any type of science in college.) This course is meant to prepare students for the AP Physics Exam (B or C – Mechanics in the spring), which allows students to earn college credit for certain science courses. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading during this course will be required.**

Grades: 11-12
Prerequisite: Physics and Algebra II

Semesters: 2
Credits: 1

EARTH AND SPACE SCIENCE (ESS)

Earth and Space Science is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time. This course is based on three themes: Earth in space and time, solid Earth and fluid Earth. Three strands of understanding are fundamental to this course and run through these themes: systems, energy and relevance. This course may count as a 4th year science credit.

Grades: 11-12
Prerequisites: 3 units of high school science, 3 units of high school math
(one of each can be taken concurrently)

Semesters: 2
Credits: 1

AQUATIC SCIENCE

In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills. This course may count as a 4th year science credit.

Grades: 11-12
Prerequisites: Biology

Semesters: 2
Credits: 1

ENVIRONMENTAL SYSTEMS

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. This course may count as a 4th year science credit.

Grades: 11-12
Prerequisites: Biology

Semesters: 2
Credits: 1

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

AP ENVIRONMENTAL SCIENCE*

This course is an interdisciplinary field/lab science course covering basic environment, geological and geographical aspects of the environmental technology science field. This course will cover such topics as: air pollution, geology, wastewater, habitat assessment, solid waste/recycling, transportation/land use and mitigation and human population dynamics. This course is meant to prepare students for the Environmental AP Exam, which allows students to earn college credit for certain science courses. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading during this course will be required.** This course may count as a 4th year science credit.

Grades: 11-12
Prerequisites: One unit of High School Science Course

Semesters: 2
Credits: 1

ASTRONOMY

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. This course may count as a 4th year science credit.

Grades: 11-12
Prerequisites: None

Semesters: 2
Credits: 1

LAB MANAGEMENT

Lab Management is designed to increase student skills in laboratory techniques and procedures. The student assists in setting up equipment, tutoring fellow students, dismantling equipment, organizing supplies, mixing reagent, and bookkeeping. Student must have one unit of credit in the science course in which he/she will be trained to serve as a laboratory assistant. **This course will not satisfy any Science requirement and must be counted as a local elective.**

Grades: 12
Prerequisite: Teacher Recommendation
(Local credit only)

Semesters: 1-2
Credits: ½-1

APPLIED SCIENCE I

This science course introduces scientific concepts with a hands-on approach to learning. Topics for this course include: basic plant development, basic measurement, observation, classification, comparison and prediction in the application of scientific concepts to real-world experiences. This course may be used to satisfy science or academic elective credit requirements for the minimum high school graduation plan.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

APPLIED SCIENCE II

The Applied Science II course is a continuation and deeper exploration of the concepts of Applied Science I. This course more extensively explores observation, classification, comparison, and prediction and the activities of science as it relates to life experiences. This course may be used to satisfy science or academic elective credit requirements for the minimum high school graduation plan.

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

CAREER TECHNOLOGY COURSES THAT WILL COUNT FOR SCIENCE CREDIT**SCIENTIFIC RESEARCH AND DESIGN**

This course allows students to learn about the natural world through science investigation. Students will be required to do research and use scientific processes to develop and implement an investigative design. By using proper scientific procedure to conduct the investigation designed by the student, qualitative and quantitative data will be collected and valid conclusions will be developed. The student will be required to communicate their work to an audience of professionals. **This course may count for a 4th year science credit.**

Grades: 11-12
Prerequisites: None

Semesters: 2
Credits: 1

ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS

For a general description of the course see the Career and Technology Section of this catalog. **This course may count for a 4th year science credit.**

Grades: 11-12
Prerequisites: None

Semesters: 2
Credits: 1

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MEDICAL MICROBIOLOGY

For a general description of the course see the Career and Technology Section of this catalog. **This course, taken with Pathophysiology, may count for a 4th year science course under the RHSP but not the DAP.**

Grades: 11-12
Prerequisites: None

Semesters: 1
Credits: ½

PATHOPHYSIOLOGY

For a general description of the course see the Career and Technology Section of this catalog. **This course, taken with Medical Microbiology, may count for a 4th year science course under the RHSP but not the DAP.**

Grades: 11-12
Prerequisites: None

Semesters: 1
Credits: ½

ENGINEERING

For a general description of the course see the Career and Technology Section of this catalog. **This course may count for a 4th year science course.**

Grades: 11-12
Prerequisites: None

Semesters: 2
Credits: 1

HEALTH

HEALTH EDUCATION

This course focuses attention on the aspects of good physical and mental health. Topics will include systems of the body, human development (family life, growth and development, reproduction, and heredity), safety and first aid, awareness of health problems, and the development of healthful attitudes and habits.

Parenting and Paternity Awareness (p.a.p.a.) is a curriculum taught in conjunction with the health class and is designed for secondary school students and young adults that deal with rights, responsibilities, and realities of parenting. Key themes in the curriculum focus on the importance of father involvement, the value of paternity establishment, the legal realities of child support, the financial and emotional challenges of single parenting, the benefits of both parents being involved in a child's life, healthy relationship skills, and relationship violence prevention.

Sex education components of this health course are taught from an abstinence-based philosophy.

Grades: 10-12
Prerequisite: None

Semester: 1
Credits: ½

APPLIED HEALTH

This course focuses on health awareness, with particular attention given to growth, reproduction and development, exercise, diet and nutrition, leisure activities, personal development and strategies to use in addressing personal health and hygiene issues, and social skill development. The study of disease and life choices related to the prevention of disease will be addressed within the course. Students learn to make healthy lifestyle decisions. Application related to current events, access to health and social services within the community, wellness strategies, mental health awareness and substance would be identified and examined. The course will follow appropriate TEKS and GPSD Curriculum with individualized instruction based on each student's IEP goals and objectives. This Health course may be taken at any time during the high school years. **Applied Health may be used to satisfy the Health requirements for the minimum high school graduation plan.**

Grades: 10-12
Prerequisite: ARD Approval Committee

Semesters: 1
Credits: ½

SOCIAL STUDIES

WORLD HISTORY STUDIES

This course gives students the opportunity to trace the historical development of human cultures. Topics include early civilizations, historical development of Western civilization and other regions of the world, geographical influences on world history, developments of the twentieth century, and the adverse effects that communism, socialism, and fascism have had on individual freedom and liberty.

This course must be used for state World History requirement.

Grades: 10-12 (Recommended 10th grade)
Prerequisite: None

Semesters: 2
Credits: 1

WORLD HISTORY STUDIES (Pre-AP)*

This course offers global coverage of Asia, Africa, and the Americas, with an emphasis in European history. In order to develop student's research, analytical, and writing skills, an in-depth study of documents and other historical writings will be emphasized. Students are encouraged to take AP European history in their senior year. **This course must be used for state World History requirement.**

Additional outside reading for this course may be required.

Grades: 10-12 (Recommended for 10th grade)
Prerequisite: None

Semesters: 2
Credits: 1

AP WORLD HISTORY STUDIES*

This is an accelerated course designed to prepare the student for the Advanced Placement World History exam. In order to develop students' research, analytical, and writing skills, an in-depth study of documents and other historical writings will be emphasized. The course offers global coverage of Asia, Africa, the Americas, and Europe through a combination of factual knowledge and analytical skills. Focused primarily on the past the course includes the empires of China and Mesoamerica, the expansion of Islam, Mongol dominance, the period of new political units in Africa and Europe, cultural and social aspects, and long distance trade. **Students are required to take the AP exam; failure to do so will forfeit weighted grade point. Additional outside reading for this course will be required. This course must be used for state World History requirement.**

Grades: 10-12 (Recommended for 10th grade)
Prerequisite: None

Semesters: 2
Credits: 1

UNITED STATES HISTORY STUDIES SINCE RECONSTRUCTION

During this course, the history of the United States from 1877 to the present time is surveyed. Topics included in this study are the emergence of the United States as a world power, the geographical influences on historical events, the economic development and growth of the United States, social and cultural developments of the United States, and the evolution of the political processes since the Civil War. **This course must be used for state U.S. History requirement.**

Grades: 10-12 (Recommended 11th grade)
Prerequisite: None

Semesters: 2
Credits: 1

UNITED STATES HISTORY (Pre-AP)*

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

Grades: 10-12 (Recommended 11th grade)
Prerequisite: None

Semester: 2
Credits: 1

AP UNITED STATES HISTORY*

This is an accelerated course designed to prepare the student for the Advanced Placement United States History examination. The focus will be on pre-1865 history with a review of U.S. history since 1865. In order to develop students' research, analytical, and writing skills, an in-depth study of documents and other historical writings will be emphasized. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading for this course will be required. This course must be used for state U.S. History requirement.**

Grades: 10-12
Prerequisite: None

Semesters: 2
Credits: 1

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

UNITED STATES GOVERNMENT

This course is designed to provide the student with an understanding of the functions of the United States, Texas, and local governments. Topics include the foundations and development of the United States governmental system; the purposes, political and economic philosophies of the United States Constitution, Bill of Rights, and Declaration of Independence; the structures and functions of governments at the federal, state, and local levels; and responsibilities of American citizenship. **This course must be used for state U.S. Government requirement.**

Grades: 10-12 (Recommended for 12th Grade)
Prerequisite: None

Semesters: 1
Credits: ½

AP UNITED STATES GOVERNMENT*

This course is designed for the college-bound student. Students utilize critical thinking and problem solving techniques to understand the functions of the United States, Texas and local governments. Topics studied in detail include the foundations and development of the United States governmental system; the purposes, political and economic philosophies of the United States Constitution, Bill of Rights, and Declaration of Independence; the structures and functions of government at the federal, state, and local levels; the responsibilities of American citizenship; and the role of the federal courts in the incorporation of the Bill of Rights into state law. Foreign policy and government comparisons are included as a part of this study. Students are encouraged to become involved in the political process as they undertake comprehensive studies in this area. This class also features preparation for the Advanced Placement Exam, which allows students the opportunity to earn college credit for certain high school courses. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading for this course will be required.**

Grades: 10-12 (Recommended for 12th Grade)
Prerequisite: United States History

Semesters: 1
Credits: ½

AP COMPARATIVE GOVERNMENT AND POLITICS*

This course is designed to prepare students to take the Advanced Placement test in Comparative Government and Politics, which may earn the student college credit. The study will enable students to develop an understanding of some of the world's diverse political structures and practices. It encompasses the study of both specific countries and their governments, and of the general concepts used to interpret the political relationships and institutions found in virtually all national politics. The core countries include Great Britain, France, China, and Russia/the former Soviet Union because they provide a foundation for developing paradigms of different types of political systems. The fifth country studied is a developing country; this allows students to examine another source of theory building, as well as understanding the political implications of different levels of economic development. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading for this course will be required.**

Grades: 11-12
Prerequisite: U.S. Government

Semesters: 1
Credits: ½

APPLIED GOVERNMENT

This course defines the rights, privileges and responsibilities of students within their school, community, and employment settings. Concepts include voting, laws, and consequences of unlawful behavior, honesty, integrity, community volunteerism, rules and regulations. Students are instructed, on how to be productive and safe in a variety of community situations, including employment. Students will become familiar with the basic concepts of personal responsibility related to employability and being a productive, contributing member of a business, community and/or organization. **This course may be used to satisfy social studies credit requirements for the minimum high school graduation plan.**

Grades: 11-12
Prerequisite: ARD Committee Recommendation

Semesters: 1
Credits: ½

APPLIED SOCIAL STUDIES I

The Applied Social Studies I course explores the rights, privileges, and responsibilities of students within their school, community and employment settings. Concepts include laws and consequences of unlawful behavior, honesty, integrity, community volunteerism and rules and regulations. Students are instructed on how to be productive and safe in a variety of life situations. Recreation/leisure, geography, transportation, business and family life will be covered. Students will become familiar with the concepts of personal responsibility related to being productive, contributing members of society. The course will introduce and give practice opportunities. **This course may be used to satisfy social studies credit requirements for the minimum high school graduation plan.**

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

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APPLIED SOCIAL STUDIES II

The Applied Social Studies II course is a continuation and deeper exploration of the concepts of Applied Social Studies I. This course more extensively explores the role of government rules that must be considered in daily living situations. **This course may be used to satisfy social studies credit requirements for the minimum high school graduation plan.**

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 2
Credits: 1

SPECIAL TOPICS IN SOCIAL STUDIES: EARLY UNITED STATES HISTORY

This elective course is designed to provide students who were not in Texas schools for eighth grade history and for those who did not do well on the eighth grade or tenth grade social studies TAKS the opportunity to master the essential knowledge and skills of events and concepts of United States history from settlement through the Reconstruction era. Emphasis will be placed on mastery of TEKS that will be tested on the TAKS.

Grades: 10-11
Prerequisite: None

Semesters: 1
Credits: ½

SPECIAL TOPICS IN SOCIAL STUDIES: INTRODUCTION TO PSYCHOLOGY

This elective course is designed to provide an introduction to the various fields of psychology. Human growth, development, and behavior are studied in order to promote understanding of personality theories and disorder therapies. An analysis of self-concept as well as the development of the individual is a part of this course.

Grades: 10-12
Prerequisite: None

Semesters: 1
Credits: ½

AP PSYCHOLOGY*

The Advanced Placement 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. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading for this course will be required.**

Grades: 11-12
Prerequisite: None

Semesters: 1
Credits: ½

SOCIOLOGY

This elective course is designed to provide an introduction to various sociological terminologies. Students will analyze structure, attitudes, and behavior of social groups and institutions. Emphasis is placed on contemporary social problems and their effects upon people and cultures.

Grades: 10-12
Prerequisite: None

Semesters: 1
Credits: ½

AP EUROPEAN HISTORY*

This course is to prepare the advanced social studies student for the AP test in European history. In order to develop students' research, analytical, and writing skills, an in-depth study of documents and other historical writings will be emphasized. This year-long course is a penetrating look at European history from the renaissance to the present. It covers the standard areas of political, economic, military, social, religious and artistic history. The successful completion of this course not only prepares the student for the exam and college credit but also provides a knowledge base in western civilization that will prove invaluable in developing the educated individual. The student who undertakes this course should be prepared to meet the demands of a college course, which utilizes college text and materials. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading for this course will be required.**

Grades: 11-12
Prerequisite: World History

Semesters: 2
Credits: 1

AP HUMAN GEOGRAPHY*

This is an accelerated course designed to prepare the student for the Advanced Placement Human Geography examination. Students will be introduced to the systemic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They will also learn about the methods and tools geographers use in their science and practice. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading for this course will be required.**

Grades: 10-12
Prerequisite: None

Semesters: 1
Credits: ½

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ECONOMICS WITH EMPHASIS ON THE FREE ENTERPRISE SYSTEM

ECONOMICS WITH EMPHASIS ON THE FREE ENTERPRISE SYSTEM AND ITS BENEFITS

This course is designed to provide the student with an understanding of the basic economic system and its benefits of the United States with emphasis on the theory of supply and demand, price factors of production, income distribution, the organization and functions of the Federal Reserve System, and government regulation of the market system. Comparative economic systems are studied. In addition, personal finance literacy will be addressed. **This course will satisfy the state requirements for Economics.**

Grades: 11-12 (Recommended for Grade 12)
Prerequisite: None

Semesters: 1
Credits: ½

AP MACROECONOMICS*

This course reflects the requirements as prescribed by the College Board. Areas of study include economic history, macroeconomic organization, scarcity and alternative cost, national income accounting, national income determination, aggregate demand and supply, economic instability, fiscal and monetary theory and policy, economics growth, macroeconomic applications of international trade and finance, and contemporary macroeconomic problems and issues. **Additional outside reading for this course will be required. Students are required to take the AP exam; failure to do so will forfeit weighted grade points. This course will satisfy the state requirements for Economics.**

Grades: 11-12 (Recommended for Grade 12)
Prerequisite: None

Semesters: 1
Credits: ½

AP MICROECONOMICS*

This course reflects the requirements as prescribed by the College Board. Areas covered include a study of economics of the firm, the industry and the household as well as the allocation of resources through the price system under varying degrees of competition. An examination of the effect of wages, rent, interest, and profit is also included. The student is expected to apply theory to current economic problems. **Additional outside reading for this course will be required. Students are required to take the AP exam; failure to do so will forfeit weighted grade points. This course will not satisfy state requirements for Economics.**

Grades: 11-12
Prerequisite: Macroeconomics or Economics with Emphasis on the Free Enterprise System and Its Benefits

Semesters: 1
Credits: ½

APPLIED ECONOMICS

This course is designed to provide the student with a basic understanding of economics in relation to the concepts of money, its uses, saving, money management, beginning banking skills, earned income, and ownership. The course will follow appropriate TEKS with individualized instruction based on each student's IEP goals and objectives. This course may be used to fulfill ½ economics credit for the requirements for high school graduation. **This course will satisfy the state requirements for Economics in the minimum high school program.**

Grades: 10-12
Prerequisite: ARD Committee Approval

Semesters: 1
Credits: ½

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

PHYSICAL EDUCATION

PHYSICAL EDUCATION I

(Physical Education I is designed for high school students to fulfill one-third of the state requirements). The purpose of this course is to enhance the students' physical fitness and cultivate their knowledge and motivation regarding fitness concepts so they may maintain a high level of fitness in later years. Units of study in the course will consist of aerobics, strength, flexibility, percent body fat and nutrition, exercise training program, fitness evaluation (health related vs. skill related fitness), cardiovascular fitness, muscular endurance, and physical fitness through team, recreational, and lifetime sports.

Grades: 10-12
Prerequisite: None

Semesters: 1
Credits: ½

PHYSICAL EDUCATION II

(Physical Education II is designed for high school students as fulfillment of one-third of the state requirements). The purpose of this course is to impart knowledge and motor skills that are basic to effective participation in team activities. Units of study will consist of basketball, flag football, soccer, softball, team handball, and volleyball. Students will be provided opportunities to continue development, maintenance, and understanding of physical fitness.

Grades: 10-12
Prerequisite: None

Semesters: 1
Credits: ½

PHYSICAL EDUCATION III

(Physical Education III is designed for high school students as fulfillment of one-third of the state requirements). Individual and dual sports will be a major emphasis so as to increase students' awareness of skills and knowledge of family and physical recreation activities. Units of study in this course will consist of gymnastics, rhythms, self-defense, recreational games, tumbling, badminton, golf, outdoor education, and tennis. Students will gain knowledge and skills, with exposure to lifetime activities, that will supplement their free and leisure time in later life. The opportunity to continue development and maintenance of physical fitness will be provided. The above activities will be implemented if class size and facilities permit.

Grades: 10-12
Prerequisite: Physical Education I or II or competitive sports background

Semesters: 1
Credits: ½

TEAM SPORTS

Team sports for girls include basketball, cross-country, golf, soccer, softball, swimming, tennis, track, and volleyball. Team sports for boys include baseball, basketball, cross-country, football, golf, soccer, swimming, tennis, track, and wrestling. **(Three successfully completed semesters of competitive sports will fulfill state physical education requirements. Students may earn an additional 1/2 credit in PE, which will be posted as a state elective. All additional PE credits will be posted as local elective credits).**

Grades: 10-12
Prerequisite: Tryout

Semesters: 1-2
Credits: ½-1

LIFETIME ACTIVITIES

The Life Time Activities course is intended to teach students basic concepts of lifetime physical fitness and have each student experience in developing a personal exercise program. The lessons will present an important recreational resource and a various selection of physical fitness activities including tennis, golf, outdoor activities and proper nutrition. The goal of this course is to develop physically educated individuals who have the knowledge, ability, and confidence to enjoy a lifetime of healthy physical activity.

Grades: 10-12
Prerequisite: None

Semesters: 1
Credits: ½

MARTIAL ARTS

The Martial Arts course is designed to provide students an opportunity to learn about building self-esteem, self-defense and improving personal fitness through proper training. The participant's flexibility and strength will be improved, along with stress and discipline. The vigorous training techniques will show the students how to improve their personal fitness throughout their life.

Grades: 10-12
Prerequisite: None

Semesters: 1
Credits: ½

INTRAMURAL SPORTS

The Intramural Sports course is designed to offer students an opportunity to compete in an individual, duel and team games. Sports such as soccer, volleyball, football, softball, ultimate Frisbee, tennis and basketball will be the staple of the course calendar. The students will learn the significance of competition, sportsmanship and the standards of conduct according to each sport.

Grades: 10-12
Prerequisite: None

Semesters: 1
Credits: ½

FITNESS FOR LIFE

The Fitness for Life course is intended to prepare students to be physically active and healthy throughout their adult lives. Cardiovascular exercises such as aerobics, kick boxing, jogging and power walking will be taught and experienced by the students. This course will teach students how take responsibility for their own fitness and health.

Grades: 10-12
Prerequisite: None

Semesters: 1
Credits: ½

WEIGHT TRAINING

The Weight Training course is designed for students to learn the skills and principals of proper training technique and safety when using weights and machines. The students will participate in a program that focuses on improving strength, endurance and flexibility. Students will set and track their progress of meeting their personal fitness goals.

Grades: 10-12
Prerequisite: None

Semesters: 1
Credits: ½

CROSS TRAINING

The Cross Training course is intended to teach students about improving personal fitness and reduce injury when exercising. The students will participate and be taught human physiology and the benefits of exercise. The students will learn how to teach and train the specific exercises that reduce injury and improve speed, agility and balance.

Grades: 10-12
Prerequisite: None

Semesters: 1
Credits: ½

DANCE I (For PE Credit)

This course is designed to assist students in attaining vocabulary of dance movement and knowledge of factors that influence movement; creating expression through movement; becoming aware of space, time, and energy as design factors in dance technique or composition; developing self-confidence through the use of the body as an expressive instrument; and gaining an appreciation of dance as an art form.

Grades: 10-12
Prerequisite: None

Semesters: 1-2
Credits: ½-1

DANCE II, III, IV (For PE Credit)

This course extends and reinforces the skills presented in Dance I. Basic uniforms and dance shoes are required.

Grades: 10-12
Prerequisite: Dance I or Drill Team

Semesters: 1-2
Credits: ½-1

CHEERLEADING (For PE Credit)

Cheerleaders at each school are determined by tryouts in the spring of each year. Cheerleaders are expected to perform at athletic events and functions throughout the school year. State physical education credit may be granted for cheerleader participation in the fall only.

Grades: 9-12
Prerequisite: Tryout/Audition

Semesters: 1
Credits: ½

DRILL TEAM II, III, VI (Varsity) (For PE Credit)

Drill team is a performing group for various athletic events and other school functions. Membership is determined through tryouts. **(State physical education credit is granted for drill team participation in the fall only).**

Grades: 10-12
Prerequisite: Tryout/Audition

Semesters: 1
Credits: ½

DRILL TEAM I (Junior Varsity) (For PE Credit)

This course is designed to familiarize the student with drill team basics. These include stretch, kick, and dance techniques as well as poise and projection to develop self-awareness and self-confidence. This class is for those interested in performing as a group and in trying out for varsity drill team. Students may be required to purchase additional supplies. **(State physical education credit is granted for drill team participation in the fall only. JV Drill Team will perform for outside school functions).**

Grades: 10-12
Prerequisite: Audition

Semesters: 1
Credits: ½

DANCE I, II, III, IV (Ballet Folklórico) (For PE Credit)

The emphasis of the course will be on dances, which reflect the Hispanic heritage and culture. Students may be required to perform as part of this course at various school and community functions.

Grades: 10-12
Prerequisite: Audition

Semesters: 1-2
Credits: ½-1

JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC)

The JROTC program is a cooperative effort on the part of the U.S. Army and GPISD to provide students the opportunity for total development that will benefit the cadet, our community, and nation. The course of instruction will focus on leadership and citizenship, physical fitness, career opportunities, and the history, purpose, technology and structure of the military service. Color Guard, Drill Team and Rifle Team training will be available for selected cadets. Satisfactory completion of the program can lead to advanced placement in the Senior ROTC program in college or to advanced rank in the armed services. **Students may receive up to four state credits. Additional credits will be posted as local elective credits. Credits earned in JROTC may be substituted for the required 1½ state P.E. credits.**

Grade: 10-12
Prerequisite: Parent Approval

Semesters: 1-2
Credits: ½ -1

PARTNERS IN PE

This course will outline the benefits of physical fitness activities planned at home, school, and community that develop the entire person by recognizing a variety of individual and group physical activities and abilities. Students are paired with another student as “partners” to explore activities that foster physical and interpersonal development (the ability to share with others). They will help develop strategies for managing and budgeting time, and the overall appropriate scheduling of time within independent living. Students will help develop physical leisure activities that foster continued personal growth and physical fitness.

Grade: 10-12
Prerequisite: None

Semesters: 1-2
Credits: ½ -1

TECHNOLOGY APPLICATIONS

COMPUTER SCIENCE I

Computer Science I provides an introduction to problem solving, algorithm development, top-down design, and structured programming techniques using the appropriate programming language. **This course satisfies the one credit Technology Applications requirement. This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

Grades: 10-12
Prerequisite: Algebra I

Semesters: 2
Credits: 1

AP COMPUTER SCIENCE *

This course includes the following strands: 1) concepts associated with programming methodology, 2) concepts and skills associated with data type and structure, 3) concepts and skills associated with algorithms, 4) concepts associated with numerical algorithms, 5) concepts associated with application of computing, 6) concepts associated with computer graphics. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. This course may count as the fourth science for students entering as freshmen in 2007-2008 or later.**

Grades: 11-12
Prerequisite: Computer Science I

Semesters: 2
Credits: 1

ANIMATION I

This course is for students who have an advanced interest in computer animation and applications for video. Students will apply the fundamental knowledge and skills of computers to projects and problems related to designing animated and still graphics for visual communication. Students will utilize basic computer applications in the pre-production phase of video projects and then advance to animation and design software. This course satisfies the one credit Technology Applications requirement.

Grade: 10-12
Prerequisite: None

Semester: 2
Credits: 1

ANIMATION II

This course is an advanced animation course providing an in-depth study of graphics and animation. It is a product-oriented class with research and production focusing on various areas of the animation industry. Students further develop skills in storyboarding, effective composition, modeling, materials development, lighting placement, and animation. Multimedia presentation management is included. This course satisfies the one credit Technology Applications requirement.

Grade: 10-12
Prerequisite: Animation I

Semesters: 2
Credits: 1

WEB TECHNOLOGY

This explores the various types and uses of networks and on-line services; develops skills in accessing, navigating, and applying on-line services with appropriate supervision; and develops skills in creating, editing, and installing web pages (web mastering). This course satisfies the one credit Technology Applications requirement.

Grades: 10-12
Prerequisite: None

Semesters: 2
Credits: 1

BUSINESS INFORMATION MANAGEMENT I

This course introduces the basic concepts and skills related to the microcomputer systems. A brief review of computer keyboarding will be presented. Special emphasis is placed on word processing, electronic spreadsheets, charts, database design, desktop publishing, and PowerPoint presentations. Included will be the introductions to new, emerging information processing tools, such as integrated software and scanning of text and images. This course provides students with skill development in using microcomputer-based tools for personal, academic, and/or employment purposes. This course satisfies the one credit Technology Applications requirement. This course is part of a Tech Prep program that may allow the student to earn college credit for this course.

Grade: 10-12
Prerequisite: None

Semesters: 2
Credits: 1

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

BUSINESS INFORMATION MANAGEMENT II

This course provides 11th and 12th grade students with skills and knowledge in the major computer applications of word processing, database, and spreadsheet. Students will also use the computer for presentations, graphics, desktop publishing, and multimedia. Business Information Management II prepares students for college computer courses and provides skills necessary for entry-level employment. Students will have the opportunity to complete the requirements for Microsoft Office User Specialist (MOUS) certification. **This course satisfies the one credit Technology Applications requirement. This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

Grades: 11-12

Semesters: 2

Prerequisite: Keyboarding Proficiency/Business Information Management I recommended

Credits: 1

APPLIED TECHNOLOGY APPLICATIONS

This course introduces the students to basic concepts of technology in a variety of areas including: basic computer awareness, basic household technology and incorporating daily technology into their lives. Assistive technology uses are discussed and their function in life improvement are discussed. This Applied Technology Applications course may be taken at any time during the high school years.

This course satisfies the one credit Technology Applications requirement of the minimum high school program.

Grades: 10-12

Semesters: 2

Prerequisite: ARD Committee Approval

Credits: 1

FINE ARTS

ART I

In this elective course, the students will be provided opportunities to work in areas of design, drawing, painting, printmaking, and ceramics. The students will be exposed to the use of different media and tools. Art I students will learn to evaluate their work and that of major artists and cultures. In order to fulfill the fine arts credit or elective requirement, students must complete both semesters. The purchase of some art supplies may be needed in order for students to complete the requirements of the course.

Grades: 10-12
Prerequisite: None

Semesters: 2
Credits: 1

ADVANCED ART I

This course is designed for the student who has a background in art. The course assumes basic knowledge of art terminology and techniques. It is recommended for students who plan to take AP Studio Art. In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters. The purchase of some art supplies may be needed in order for students to complete the requirements of the course.

Grade: 10-12
Prerequisite: Portfolio and Teacher Approval

Semesters: 2
Credits: 1

ART II DRAWING

Students in this elective course will continue to develop artistic awareness, imaginative expression, and an appreciation of art culture and aesthetic judgment. The emphasis of this course is on developing drawing techniques and mechanics using a variety of media. In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters. The purchase of some art supplies may be needed in order for students to complete the requirements of the course.

Grades: 10-12
Prerequisite: Art I or Portfolio and Teacher Approval

Semesters: 2
Credits: 1

ART II PAINTING

Students in this elective course will continue to develop artistic awareness, imaginative expression, and an appreciation of art culture and aesthetic judgment. The emphasis of this course is on developing painting techniques and mechanics using a variety of media. In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters. The purchase of some art supplies may be needed in order for students to complete the requirements of the course.

Grades: 10-12
Prerequisite: Art I or Portfolio and Teacher Approval

Semesters: 2
Credits: 1

ART II CERAMICS AND SCULPTURE

Students in this elective course will continue to develop artistic awareness, imaginative expression, and an appreciation of art culture and aesthetic judgment. The emphasis of this course is on developing techniques and mechanics of creating three-dimensional art using a variety of media. In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters. The purchase of some art supplies may be needed in order for students to complete the requirements of the course.

Grades: 10-12
Prerequisite: Art I or Portfolio and Teacher Approval

Semesters: 2
Credits: 1

ART II – 2-D

This is an advanced course for the serious art student. Students will develop skills needed for the AP Drawing Portfolio and the AP Studio Art Two Dimensional Design Portfolio. Emphasis will be on advanced drawing and painting techniques using a variety of media with an emphasis on the media design and subject matter required in the AP portfolios. In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 10-11
Prerequisite: Art I Portfolio, Application Process (See instructor)

Semesters: 2
Credits: 1

ART II – 3-D

This is an advanced course for the serious art student. Students will develop skills needed for the AP Studio Art Three Dimensional Design Portfolio. Emphasis will be on advanced ceramics and sculpting techniques using a variety of media with an emphasis on the media design and subject matter required in the AP portfolio. In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters. The purchase of some art supplies may be needed in order for students to complete the requirements of the course.

Grades: 10-11
Prerequisite: Art I Portfolio, Application Process (See instructor)

Semesters: 2
Credits: 1

ART III DRAWING

This elective course will continue to develop drawing techniques and mechanics using a variety of drawing media. This course requires a prerequisite of Art II Drawing. In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters. The purchase of some art supplies may be needed in order for students to complete the requirements of the course.

Grades: 10-12
Prerequisite: Art I

Semesters: 2
Credits: 1

ART III PAINTING

This elective course will continue to develop drawing and painting techniques and mechanics using a variety of drawing and painting media. This course requires a prerequisite of Art II Painting. In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters. The purchase of some art supplies may be needed in order for students to complete the requirements of the course.

Grades: 10-12
Prerequisite: Art II Painting

Semesters: 2
Credits: 1

ART III CERAMICS AND SCULPTURE

This elective course will continue to develop the techniques and mechanics of creating three-dimensional art using a variety of media. This course requires a prerequisite of Art II Ceramics and Sculpture. In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters. The purchase of some art supplies may be needed in order for students to complete the requirements of the course.

Grades: 10-12
Prerequisite: Art II Ceramics and Sculpture

Semesters: 2
Credits: 1

ART IV DRAWING

This elective course for the serious artist requires taking Drawing II and Drawing III previously. The student will learn advanced drawing techniques and mechanics using a variety of advanced drawing media. Students will learn to critique artwork with intelligence and sensitivity and to analyze what they see. In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters. The purchase of some art supplies may be needed in order for students to complete the requirements of the course.

Grades: 10-12
Prerequisite: Art III Drawing

Semesters: 2
Credits: 1

ART IV PAINTING

This elective course for the serious artist requires taking Painting II and Painting III previously. The student will learn advanced drawing and painting techniques and mechanics using a variety of advanced drawing and painting media. Students will learn to critique artwork with intelligence and sensitivity and to analyze what they see. In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters. The purchase of some art supplies may be needed in order for students to complete the requirements of the course.

Grades: 10-12
Prerequisite: Art III Painting

Semesters: 2
Credits: 1

ART IV CERAMICS AND SCULPTURE

This elective course for the serious artist requires the completion of the Ceramics and Sculpture II and III courses. The student will learn advanced techniques and mechanics using a variety of three-dimensional media. Students will learn to critique artwork with intelligence and sensitivity and to analyze what they see. In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters. The purchase of some art supplies may be needed in order for students to complete the requirements of the course.

Grades: 10-12
Prerequisite: Art III Ceramics and Sculpture

Semesters: 2
Credits: 1

AP ART HISTORY*

The students develop an understanding and enjoyment of architecture, sculpture, painting and drawing, as well as other media within historical and cultural contexts. Students will examine the major forms of artistic expression from the past and the present from a variety of cultures. They will learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see. Students are strongly encouraged to take the AP exam. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points. Additional outside reading during this course will be required.** In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 11-12
Prerequisite: World History, Art I

Semesters: 2
Credits: 1

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

AP STUDIO ART—DRAWING*

This is an advanced course for the serious art student. **Students will develop a portfolio** to address a very broad interpretation of drawing issues and media, including light and shade, line quality, rendering of form, composition, and illusion of depth. The portfolio will fulfill the College Board requirements and will be graded for AP credit. Failure to submit a portfolio to the College Board will forfeit weighted grade points. Additional art materials must be purchased. In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 10-12
Prerequisite: Art II painting, drawing, ceramics, and sculpture or Art II 2D or 3D Pre-AP credit,
Portfolio and teacher approval

Semesters: 2
Credits: 1

AP STUDIO ART – TWO DIMENSIONAL DESIGN PORTFOLIO*

This is an advanced course for the serious art student. Students will demonstrate proficiency in two-dimensional design using a variety of media. Students will develop a portfolio to address a very broad interpretation of two-dimensional artwork. The portfolio will fulfill the College Board requirements and will be graded for AP credit. Failure to submit a portfolio to the College Board will forfeit weighted grade points. Additional art materials must be purchased. In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 10-12
Prerequisite: Art II painting, drawing, ceramics, and sculpture or Art II 2D or 3D Pre-AP credit,
Portfolio and teacher approval

Semesters: 2
Credits: 1

AP STUDIO ART – THREE DIMENSIONAL DESIGN PORTFOLIO*

This is an advanced course for the serious art student. Students will demonstrate proficiency in three-dimensional design using a variety of media. Students will develop a portfolio to address a very broad interpretation of three-dimensional artwork. The portfolio will fulfill the College Board requirements and will be graded for AP credit. Failure to submit a portfolio to the College Board will forfeit weighted grade points. Additional art materials must be purchased. In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 10-12
Prerequisite: Art II painting, drawing, ceramics, and sculpture or Art II 2D or 3D Pre-AP credit,
Portfolio and teacher approval

Semesters: 2
Credits: 1

THEATRE I

This performance course stresses the expressive use of body and voice, along with aesthetic growth through appreciation of theatrical events. Concepts and skills in the areas of acting and theatre production will also be emphasized. Specific topics to be explored include stage movement, improvisation, and character development. In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 10-12
Prerequisite: None

Semesters: 2
Credits: 1

THEATRE I (Advanced)

This performance course is for the student who wishes to go beyond the ensemble approach to acting. It will focus on areas of special interest to the individual student. Skills needed for UIL competition will be stressed and students will be required to attend interscholastic competitions, outside theatrical productions, and be involved in school productions. **Participation in rehearsals and evening and weekend events is required.** In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 10-12
Prerequisite: Audition

Semesters: 2
Credits: 1

THEATRE II (Advanced)

This performance course broadens and defines the skills introduced in Theatre Arts I (Advanced). In addition to interscholastic competition and school productions students will be required to give a juried performance in acting, playwriting, or directing. Students will be required to attend outside theatrical performances. In order to fulfill the fine arts credit or elective requirement, the student must complete both Semesters. Theatre Production II is recommended for third Semester. **Participation in rehearsals and evening and weekend events is required.** In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 10-12
Prerequisite: Audition

Semesters: 2
Credits: 1

THEATRE III (Advanced)

This performance course further enhances skills taught in Theatre Arts II. Students work more independently than in previous years and focus on individual projects. Students will be required to enter interscholastic competitions, give a juried performance, and be involved in school productions. **Participation in rehearsals and evening and weekend events is required.** In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 11-12
Prerequisite: Audition
1

Semesters: 2
Credits:

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THEATRE ARTS IV (Advanced)

This performance course is devised for the serious drama student. Students in this class will showcase their talents in an original show for the public. Students will produce and direct a show. Students will be required to enter interscholastic competitions and be involved in all school productions. **Participation in rehearsals and evening and weekend events is required.** In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grade: 12
Prerequisite: Audition

Semesters: 2
Credits: 1

TECHNICAL THEATRE I, II

The students will explore technical theatre concepts and skills. Students will work stage crew for school productions and activities. **Participation in rehearsals and evening events will be required.** In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 10-12
Prerequisite: None

Semesters: 2
Credits: 1

THEATRE PRODUCTION I, II, III, and IV-ACTING

Students in these elective courses will focus on acting in a stage production. Aesthetic growth through appreciation of theatrical events is also stressed. Students will recognize career opportunities. **Participation in rehearsals and some evening events will be required.**

Grades: 10-12
Prerequisite: None

Semesters: 1
Credits: ½

THEATRE PRODUCTION I, II, III, and IV-STAGE CRAFT

Students in these elective courses will focus on technical assignments in a stage production. Aesthetic growth through appreciation of theatrical events is also stressed. Students will recognize career opportunities. **Participation in rehearsals and some evening events will be required.**

Grades: 10-12
Prerequisite: See Instructor

Semesters: 1
Credits: ½

CHOIR I, II, III, and IV (A Cappella Choir)

This elective course provides study of vocal and choral techniques, music theory, sight singing (solfege), music history and literature. Through performance activities, students will display creative self-expression. Students will be required to participate in school concerts, UIL concert/ sight-reading contest, and other requested programs. Extra rehearsals will be called at the director's discretion. **Attendance at all rehearsals and performances throughout the year constitutes part of the student's grade.** In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 10-12
Prerequisite: Audition

Semesters: 2
Credits: 1

CHOIR I, II, III, and IV (Concert Choir)

This elective course provides study of vocal and choral techniques, music theory, sight-singing (solfege), music history, and literature, performance activities, and creative self-expression. Students will be required to participate in school concerts, UIL concert/sight reading contest, and other requested programs. Extra rehearsals will be called at the director's discretion. **Attendance at all rehearsals and performances throughout the year constitutes part of the student's grade.** In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 10-12
Prerequisite: None

Semesters: 2
Credits: 1

CHOIR I, II, III, and IV (Show Choir)

This elective course provides study of compositions, literature, vocal techniques, styles and creative self-expression different from those of the standard choral music organizations. Students shall be provided opportunities to perform specialized vocal music at school and in public. Extra rehearsals will be called at the director's discretion. Additional costumes and dance training may be required. **Attendance at all rehearsals and performances throughout the year constitutes part of the student's grade.** In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 10-12
Prerequisite: Audition

Semesters: 2
Credits: 1

BAND I, II, III, and IV

Band will promote mental and physical discipline, good citizenship through group endeavor, physical conditioning, cultural growth, enhanced abilities to make musical value judgments through critical listening, understanding of music theory, proper instrumental technique, and self-expression. The first semester is marching band that involves performances at football games, marching festivals, and after school rehearsals every day. Training in marching fundamentals, and the disciplines of rehearsal and performance are developed. Marching band begins prior to school to coincide with UIL regulations; also section rehearsals may be scheduled. Students must purchase marching shoes. There is no uniform or cleaning fee. The second semester is concert band. Students will audition for placement in concert band. **Students using a district-owned instrument will be required to pay a maintenance fee. Attendance at all rehearsals and performances throughout the year is a part of the student's grade.** In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 10-12
Prerequisite: Audition

Semesters: 1-2
Credits: 1

COLOR GUARD I, II, III, and IV

The Guard is a part of the marching band program under the supervision of the Head Band Director and is a first semester class only. Marching rehearsals are after school every day. The Color Guard performs with the marching band at all performances and contest. A member of the band staff is the instructor of the Color Guard. The Color Guard is made up of both band and non-band students. The Color Guard builds many disciplines through teamwork and the learning of the proper techniques for flags, props, marching, and dance.

Grades: 10-12
Prerequisite: Audition

Semesters: 1
Credits: ½

JAZZ BAND I, II, III, and IV

This elective course reinforces the essential elements of band and orchestra. Jazz styles and rhythms, improvisation, music literature, composing/arranging, and creative self-expression are stressed. Students are divided by audition into various jazz ensembles and will be required to participate in concerts, public performances, and contests. Enrollment is basically limited to traditional instrumentation in each ensemble, including 2 alto sax, 2 tenor sax, 1 bari sax, 5 trumpets, 4 tenor trombones, 1 bass trombone, 1-2 pianists, 1-2 basses, 2 drum sets, and 1-2 guitarists. **Students using a District-owned instrument will be required to pay a maintenance usage fee.** Extra rehearsals will be called at the director's discretion. **Attendance at all rehearsals and performances throughout the year constitutes part of the student's grade.**

Grades: 10-12
Prerequisite: Audition

Semesters: 1-2
Credits: ½-1

BEGINNING MARIACHI

This guitar class is for beginners with no previous experience playing guitar. Students will learn the basic skills and information required for playing guitar, as well as music theory, mariachi history and how to sing in Spanish while playing guitar. Mariachi students will perform simple songs, take field trips to hear live music, and will perform on the Winter Concert in December and the Spring Concert in May. Students can rent an instrument (approx. \$75) or provide their own classical guitar. They will also buy a music book and t-shirt to keep (approx. \$35). These classes are a great way to learn to play an instrument, read music, sing and prepare for Advanced Mariachi. **Students will be graded on class participation and attendance at all required rehearsals and performances, as well as their playing ability.** Fine Arts credit is awarded after successfully completing the class.

Grades: 10-12
Prerequisite: Audition

Semester: 2
Credits: 1

ADVANCED MARIACHI

This class is by audition only and is intended for experienced musicians who sing and play violin, trumpet, vihuela, guitarrón or guitar. Advanced students will learn to perform a range of mariachi music including standard songs and newer hits by popular singers like Vicente Fernandez. Advanced students are required to attend many performances and rehearsals throughout the year. They will also take field trips to hear live music, and in addition to performing at UIL Festivals and on the Winter Concert in December and the Spring Concert in May they will also be required to perform several times in the community and at festivals in the evenings & on weekends. Students can rent an instrument (approx. \$75) or provide their own. *Trajes, sombreros* and belts will be provided by GPSIS for high school students; students are required to buy their own mariachi t-shirt, shirt/blouse, *moño* (plus hair bow for ladies), and boots for the full mariachi *traje* (approx. \$100). **Students will be graded on class participation and their playing ability as well as their attendance at all required performances and rehearsals.** Fine Arts credit is awarded after successfully completing the class, and additional Fine Arts or elective credit is awarded for repeating the class.

Grades: 10-12
Prerequisite: Audition

Semesters: 2
Credits: 1

ORCHESTRA I, II, III, and IV

This course provides the student with an opportunity to enhance and extend orchestral playing skills and techniques. Techniques developed include: intonation, vibrato, shifting, rhythm, phrasing, dynamics, and music reading skills. Students are required to participate in school rehearsals and concerts, UIL concert/sight reading contest and other specially requested programs. Attendance at these activities constitutes part of the student's grade. Other activities may include participation at UIL Solo-Ensemble, All-Region, and All-State orchestras, and selected solo, small and large ensemble festivals. **Students using a District-owned instrument will be required to pay a maintenance usage fee.**

Grades: 10-12
Prerequisite: Audition

Semesters: 2
Credits: 1

MUSIC THEORY I

Students will develop an understanding of the theoretical elements of music such as reading and writing music, identifying chords and taking rhythmic and melodic dictation. Students will apply these concepts to sight-reading, ear training, and composition.

Grades: 10-12
Prerequisite: None

Semesters: 2
Credits: 1

AP MUSIC THEORY*

This course is the equivalent of a first-year university music theory course. Emphasis will be on aspects of melody, harmony, texture, rhythm, form, music analysis and composition. Students will be required to show an understanding of music history and recognize different styles of music literature from Medieval to Modern time periods. Students must demonstrate mastery of composing and arranging music. **Students are required to take the AP exam; failure to do so will forfeit weighted grade points.**

Grades: 11-12
Prerequisite: See Instructor

Semesters: 2
Credits: 1

DANCE I

This course is designed to assist students in vocabulary of dance movement and knowledge of factors that influence movement; creative expression through movement; awareness of space, time, and energy as design factors in dance technique or composition; development of self-confidence through the use of the body as an expressive instrument; and appreciation of dance as an art form. This course may be counted as a fine arts credit or elective credit. In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 10-12
Prerequisite: None

Semesters: 2
Credits: 1

DANCE II

This course extends and reinforces the skills presented in Dance I. This course may be counted as a fine arts credit or an elective credit. In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 10-12
Prerequisite: Dance I

Semesters: 2
Credits: 1

DANCE II, III, and IV (Drill Team)

This course is designed to help students acquire skills in various dance and drill team techniques. Students will also develop poise and projection to develop self-awareness and self-confidence. This course may be counted as a fine arts credit or an elective credit. In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 10-12
Prerequisite: Audition

Semesters: 1-2
Credits: 1/2-1

DANCE (JV Drill Team)

This course is designed to familiarize the student with drill team basics. These include stretch, kick, and dance technique as well as poise and projection to develop self-awareness and self-confidence. This course may be counted as fine arts credit or an elective credit. In order to fulfill the fine arts credit or elective requirement, the student must complete both semesters.

Grades: 10-11
Prerequisite: Audition

Semesters: 1-2
Credits: 1/2-1

DANCE I, II, III, IV (Ballet Folklorico)

The emphasis of the course will be on dances, which reflect the Hispanic heritage and culture. Students may be required to perform as part of this course at various school and community functions.

Grades: 10-12
Prerequisite: None

Semesters: 1-2
Credits: 1/2-1

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

CAREER AND TECHNOLOGY

Career and Technology courses are divided into 16 career clusters in accordance with the Texas Education Agency "Achieve Texas" initiative

Tech Prep is a valuable component of the Career and Technology program. Students taking courses in this guide that are designated as Tech Prep can earn college credit at Dallas County Community College District (DCCCD) campuses, Tarrant County College (TCC) campuses, and other designated state colleges and universities. To receive the college credit, the student must register for tech prep credit according to the appropriate college procedures, complete the high school course with an average of at least 80, enroll in the appropriate college, and declare a major in an Associate degree or Certification program. The student must request tech prep credit within 15 months after high school graduation. Students may earn up to twelve (12) hours of college credit for high school Career and Technology Courses.

GPISD does not discriminate on the basis of race, color, national origin, sex, and/or handicap in its Career and Technology Programs.

Architecture and Construction

PRACTICUM IN ARCHITECTURAL DESIGN

This is the second year continuation of the Cad Drafting program. Emphasis will be placed on animation, 3d solid modeling and desktop publishing. **This course is taught at Dubiski Career High School and is available to GPHS and SGPHS seniors for the 2010-2011 school year. This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

| | | | | |
|----------------|----------------|---------------|------------|---|
| Grade: | 12 | (two periods) | Semesters: | 2 |
| Prerequisites: | Cad Drafting I | | Credits: | 2 |

INTERIOR DESIGN

Interior design is a specialized semester course that emphasizes good design elements and principles as the foundation for creating pleasing home and commercial interiors. Areas of study include architectural and furniture design, floor plans, principles and elements of design, effects and uses of color in room design, coordination of materials room design and career options in the housing and Interior Design field.

| | | | |
|---------------|-------|------------|-------|
| Grades: | 10-12 | Semesters: | 1-2 |
| Prerequisite: | None | Credits: | 1/2-1 |

Arts, A/V Technology and Communications

ADVANCED GRAPHIC DESIGN AND ILLUSTRATION

This is the second year of the Advertising Design program with greater emphasis on the development of advertising techniques. Considerable time is devoted to relevant projects, portfolio development and post-high school educational opportunities. This course is part of a Tech Prep program that may allow the student to earn college credit for this course. **This program is taught at Dubiski Career High School and is available to GPHS and SGPHS seniors for the 2010-2011 school year.**

| | | | | |
|---------------|----------------------|---------------|------------|---|
| Grades: | 12 | (two periods) | Semesters: | 2 |
| Prerequisite: | Advertising Design I | | Credits: | 2 |

ANIMATION I

This course is for students who have an advanced interest in computer animation and applications for video. Students will apply the fundamental knowledge and skills of computers to projects and problems related to designing animated and still graphics for visual communication. Students will utilize basic computer applications in the pre-production phase of video projects and then advance to animation and design software.

| | | | |
|---------------|-------|------------|---|
| Grade: | 10-12 | Semesters: | 2 |
| Prerequisite: | None | Credits: | 1 |

ANIMATION II

This course is an advanced animation course providing an in-depth study of graphics and animation. It is a product-oriented class with research and production focusing on various areas of the animation industry. Students further develop skills in storyboarding, effective composition, modeling, materials development, lighting placement, and animation. Multimedia presentation management is included.

| | | | |
|---------------|--|------------|---|
| Grade: | 10-12 | Semesters: | 2 |
| Prerequisite: | Computer Multimedia and Animation Technology | Credits: | 1 |

ADVANCED PRINTING AND IMAGING TECHNOLOGY

This is the second year continuation of the Graphic Arts program. Students further develop skills from the first year program by completing larger projects as well as production of printed material for a variety of customers. Limited internships may be available for second-year students. **This course is taught at Dubiski Career High School and is available to GPHS and SGPHS seniors for the 2010-2011 school year.**

Grades: 12 (two periods) Semesters: 2
Prerequisite: Graphic Arts I Credits: 2

ADVANCED AUDIO VIDEO PRODUCTION

This two-period, senior-level course offers the most advanced and serious students individualized experiences through shadowing, mentoring, supervised internships and apprenticeships, cable television productions, competitive video events, and the production of the "Senior Video Yearbook". Senior students also serve as mentor/teachers to 8th grade video students on feeder campuses. Students work closely with media professionals and must have the independence to master the remaining 8-credit hours of media theory in the articulation agreement. **This course is taught at Dubiski Career High School and is available to GPHS and SGPHS seniors for the 2010-2011 school year. This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

Grades: 12 (two periods) Semesters: 2
Prerequisite: Media Technology Credits: 2

Business Management and Administration**PRINCIPLES OF BUSINESS, MARKETING AND FINANCE**

This course introduce the role of business in the lives of individuals, consumers, workers, and citizens; provides an overview of economic systems with emphasis on the free enterprise system, and the American economy; explores the characteristics of business; explores international business, government's role in business, technology in the business setting, and legal and ethical business issues; examines consumer issues regarding money and money management, banking system and services, paychecks and taxes relating to decisions, rights and responsibilities, and competencies on an individual; develops an awareness of the job market and opportunities including entrepreneurial; develops an understanding of the workplace and workforce, an assists in the development of a career plan based on self-inventory; and examines and develops employment skills needed when applying for a job.

Grades: 10-12 Semesters: 1-2
Prerequisites: None Credits: 1/2-1

BUSINESS MANAGEMENT

This course is a business education program course emphasizing the use of the computer in the application of keyboarding and word processing skills in producing various business and personal documents using different types of word processing and data entry software. The program is designated to prepare students for entry-level employment. **This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

Grades: 10-12 Semesters: 1-2
Prerequisite: None Credits: 1/2-1

BUSINESS LAW

Business Law will familiarize the student with some of the basic problems of law, emphasizing those that are significant in business. It will acquaint the student with the function of the courts with emphasis on civil, criminal, and juvenile law. Other topics include contracts, buying goods and services, economic protection (wills and estates), agencies and employment, consumer protection, bailments, and negotiable instruments.

Grades: 11-12 Semesters: 1-2
Prerequisite: None Credits: 1/2-1

EDUCATION AND TRAINING**CHILD GUIDANCE**

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

Grades: 10-12 (two periods) Semesters: 1-2
Prerequisite: Review Process Credits: 1-2

CHILD DEVELOPMENT

This course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. **This course is part of a Tech Prep program that can allow the student to earn college credit for this course.**

Grades: 10-12
Prerequisite: None

Semesters: 1-2
Credits: 1/2-1

PRINCIPLES OF EDUCATION AND TRAINING

This course is designed to introduce learners to the various careers available within the education and training career cluster. Students use self-knowledge and educational and career information to analyze various careers in education and training. Students will also gain an understanding of the basic knowledge and skills essential to those careers.

Grades: 10-12
Prerequisite: None

Semesters: 1-2
Credits: 1/2-1

HUMAN GROWTH AND DEVELOPMENT

Human Growth and Development is a study of human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social development milestones

Grades: 10-12
Prerequisite: None

Semesters: 2
Credits: 1

INSTRUCTIONAL PRACTICES IN EDUCATION AND TRAINING

This two-period course is a field-based internship which provides students background knowledge of child and adolescent development principles as well as principles of effective teaching practices. Following the initial classroom orientation phase, which may include field trips and speakers in various areas of education, student interns will work under the joint direction and supervision of both the home campus and the host field-site campus teacher with elementary, middle, and/or high school students. Student interns observe, plan lessons, prepare instructional materials, direct individualized and group instruction, and complete other responsibilities of teachers, trainers, paraprofessionals or other educators. **This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

Grade: 11-12
Prerequisite: Review Process

(two periods) Semesters: 2
Credits: 2

PRACTICUM IN EDUCATION AND TRAINING

This is the continuation of the internship associated with Instructional Practices in Education and Training with additional emphasis on college preparation and more intense study of teaching practices and methods. **This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

Grade: 12
Prerequisite: Ready Set Teach I

(two periods) Semesters: 2
Credits: 2

CAREER PREPARATION I & II*

The basic objective of this two-period course is to prepare students for gainful employment in an occupation of their choice where openings are available. The student is not limited to the type of occupation they choose. The training schedule is two-fold: the employer provides the student with work experience in basic skills of the chosen occupation; the teacher/coordinator provides generalized instruction directly related to the student's work experiences and basic life skills in a regularly scheduled class. P.E. credit may be waived for this course.

Grades: 11-12
Prerequisite: Review Process

(two periods) Semesters: 2
Credits: 2

*Students taking Career Preparation courses will attend class two periods per day. One period is devoted to classroom study of the course and the other period is devoted to employment that is suited to the Career and Technology course in which the student is enrolled. Students must be employed at least fifteen (15) hours per week, ten (10) of which must be during the school week. The student may be dropped from the program if suitable employment is not found nor is kept.

Finance

ACCOUNTING I

Students will gain experience in performing data entry activities associated with accounting procedures for general ledger, accounts receivable, accounts payable, payroll, and end of year fiscal period accounting for sole proprietorship, partnership, and corporate forms of business ownership. Students will become familiar with spreadsheet applications for analysis, forecasting, budgeting and other accounting procedures, which require decision-making skills. **This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

Grades: 10-12
Prerequisite: None

Semesters: 2
Credits: 1

ACCOUNTING II

Accounting II reinforces basic accounting principles through topics on partnerships and corporations. Emphasis is placed on payroll, control systems, automated accounting, taxes, notes, drafts, and cost accounting. Opportunities will be provided to relate accounting procedures to managerial decision-making. Lab activities, which are done on microcomputers, include accounts receivable, accounts payable, payroll, and spreadsheet accounting. **This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

Grades: 11-12
Prerequisite: Accounting I

Semesters: 2
Credits: 1

BANKING & FINANCIAL SYSTEMS

This course introduces the basic concepts and skills necessary for employment in financial institutions. Special emphasis will be placed on banking operations, credit administration, types of loans, legal aspects of banking and other financial institutions. This course provides the student with an overview and understanding of the banking industry. **This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

Grades: 10-12
Prerequisite: None

Semesters: 1-2
Credits: ½-1

Health Science

ANATOMY AND PHYSIOLOGY

This laboratory-based course addresses the structure and function of the human body. Topics to be covered are the digestive system, how the body processes maintain homeostasis, electrical conduction interactions, the body's transport systems and a comparative study of the body's anatomical structure and physiological functions. **This course may count as the 4th year science credit.**

Grades: 11-12
Prerequisite: None

Semesters: 2
Credits: 1

MEDICAL MICROBIOLOGY

This course is a laboratory-based study of the relationship between microbes and health maintenance. Emphasis will be placed on the chemical processes and characteristics of microorganisms and their roles in infectious diseases. Students will be introduced to microbiological lab techniques and research. **This course may count as the 4th year science credit under the Recommended High School Plan if taken with Pathophysiology.**

Grades: 11-12
Prerequisite: Biology and Chemistry

Semesters: 1
Credits: ½

MEDICAL TERMINOLOGY

Students will learn the basic structure of medical terms, be able to use abbreviations, acronyms, symbols, and anatomical terms, and use resources to interpret technical materials. Students will learn to communicate effectively in diagnostic, therapeutic, informational, and environmental systems of the health care industry. **This course will not meet any Science requirement and must be counted as a state elective.**

Grades: 10-12
Prerequisite: None

Semesters: 1
Credits: ½

PATHOPHYSIOLOGY

This course is a laboratory-based study of the mechanisms of pathology. Emphasis will be placed on the biological and chemical processes at the cellular level. Topics to be covered will be mutations and other factors that contribute to disease, stages of the progression of diseases and the body's natural prevention/control. **This course may count as the 4th year science credit Recommended High School Plan if taken with Medical Microbiology.**

Grades: 11-12
Prerequisite: Biology and Chemistry

Semesters: 1
Credits: ½

SCIENTIFIC RESEARCH AND DESIGN

This course allows students to learn about the natural world through science investigation. Students will be required to do research and use scientific processes to develop and implement an investigative design. By using proper scientific procedure to conduct the investigation designed by the student, qualitative and quantitative data will be collected and valid conclusions will be developed. The student will be required to communicate their work to an audience of professionals. **This course will count for a 4th year science credit.**

Grades: 11-12
Prerequisites: None

Semesters: 2
Credits: 1

Hospitality and Tourism

CAREER & TECHNOLOGY EDUCATION FOR STUDENTS WITH DISABILITIES (CTED)

This two period laboratory-based course provides curriculum designed for employment training in the areas of food production, management, and services. Training is provided in skills for food preparation and service, equipment operation, quantity food production, catering, safety, and sanitation. **This course is offered to GPHS students only.**

Grades: 10-12
Prerequisite: ARD Committee Approval (May be repeated)

(two periods) Semesters: 1-2
Credits: 1-2

CULINARY ARTS

This is the second year continuation of the Culinary Arts program. Upon completion of this two-year program students are eligible for scholarship opportunities, a certificate of completion from the National Restaurant Association, and Serve Safe certification. **This course is taught at Dubiski Career High School and is available to GPHS and SGPHS seniors for the 2010-2011 school year.**

Grade: 12
Prerequisite: Culinary Arts I

(two periods) Semesters: 2
Credits: 2

Human Services

PRINCIPLES OF HUMAN SERVICES

This course enables students to investigate careers in human services including counseling and mental health, early childhood development, family and community, and personal care services.

Grades: 10-12
Prerequisite: None

Semesters: 1-2
Credits: ½-1

FASHION DESIGN

Careers in fashion span all aspects of the textile and apparel industries. Students will develop the knowledge and skills for careers in the fashion and apparel industries, including the history of fashion and garment construction and care.

Grades: 10-12
Prerequisite: None

Semesters: 1-2
Credits: ½-1

COSMETOLOGY II

Cosmetology is a two-year, three-period course. Students enrolling in this course must have excellent attendance and good citizenship in and out of class. The purpose of the course is to present the students the opportunity to learn a profession. The knowledge of cosmetology is obtained through theory and lab experience. Students learn shampooing, hair and scalp treatments, haircutting, permanent waving, manicuring, hair tinting, facials, styling, sanitation and personal hygiene, and salon management. Students are required to complete 1,000 hours of instruction during the two-year course. In order to complete these hours, time outside of regular hours are required. Texas Cosmetology Advisory and the Texas Department of Rules and Regulations requires a strict dress code that is enforced during clock time. Students must pay fees and purchase supplies. **Upon completion of the course, the student is required to take the state board examination in order to become eligible to practice cosmetology in a licensed salon. This course is taught at Dubiski Career High School and is available to GPHS and SGPHS seniors for the 2010-2011 school year.**

Grades: 12
Prerequisite: Cosmetology I

(three periods) Semesters: 2
Credits: 3

FOOD SCIENCE

This elective course provides in-depth study of foods and nutrition. It is an extension of its prerequisite - Nutrition and Food Science. This laboratory course includes more advanced food preparation, processing foods, marketing and meal planning.

Grades: 10-12
Prerequisite: None

Semesters: 1
Credits: ½

DOLLARS AND SENSE

This course focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers.

Grades: 10-12
Prerequisite: None

Semesters: 1
Credits: ½

LIFETIME NUTRITION AND WELLNESS

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

Grades: 10-12
Prerequisite: None

Semesters: 1
Credits: ½

Information Technology**BUSINESS INFORMATION MANAGEMENT I**

This course introduces the basic concepts and skills related to the microcomputer systems. A brief review of computer keyboarding will be presented. Special emphasis is placed on word processing, electronic spreadsheets, charts, database design, desktop publishing, and PowerPoint presentations. Included will be the introductions to new, emerging information processing tools, such as integrated software and scanning of text and images. This course provides students with skill development in using microcomputer-based tools for personal, academic, and/or employment purposes. **This course will satisfy the one credit Technology Applications requirement. This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

Grade: 10-12
Prerequisite: None

Semesters: 2
Credits: 1

BUSINESS INFORMATION MANAGEMENT II

This course is designed to offer preparation for the Microsoft Office Specialist (MOS) Certification Exams in Word and Excel. Preparation for other MOS exams may be completed on an independent study basis. These exams provide a reliable measure of technical expertise by evaluating a candidate's ability to use the features within the Microsoft Office applications. MOS exams are concurrently conducted in a "live" Microsoft application and require candidates to perform a series of tasks within the application. Both high school campuses are authorized testing center sites. The cost of each certification exam is approximately \$50 of which GPISD will pay half. The student is responsible for the remainder, which will be due by the end of the first week of class. **This course satisfies the one credit Technology Applications requirement. This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

Grades: 11-12
Prerequisite: Business Information Management I or BCIS

Semesters: 2
Credits: 1

DIGITAL AND INTERACTIVE MEDIA

This course will use computer skills to learn the production of professional-quality documents such as newsletters, brochures, flyers, and business reports. Students will have the opportunity to utilize multimedia equipment and software to produce publications and presentations and learn the basics of computer layout and design. **This course satisfies the one credit Technology Applications requirement. This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

Grades: 11-12
Prerequisite: Business Information Management I

Semesters: 2
Credits: 1

WEB TECHNOLOGY

This explores the various types and uses of networks and on-line services; develops skills in accessing, navigating, and applying on-line services with appropriate supervision; and develops skills in creating, editing, and installing web pages (web mastering). **This course satisfies the one credit Technology Applications requirement.**

Grades: 10-12
Prerequisite: None

Semesters: 2
Credits: 1

COMPUTER TECHNICIAN

The laboratory-oriented course is designed to develop the skills necessary for the repair and maintenance of computer systems, peripherals, and networks. This course is one class period all year, and involves classroom, and hands on lab activities. Students completing the course will be expected to complete CompTIA A+ certification. **This course is part of a Tech Prep program that may allow the student to earn college credit for this course. This course is taught at Dubiski Career High School and is available to GPHS and SGPHS seniors for the 2010-2011 school years.**

Grades: 12
Prerequisite: Computer Maintenance Technician I

Semesters: 2
Credits: 1

Law, Public Safety and Security

LAW ENFORCEMENT

This course is designed as a study of the history and philosophy of criminal justice and its ethical considerations. Crime is defined, and its nature and impact are explored. Instruction includes a overview of the criminal justice system, law enforcement and the court system, a study of prosecution and defense, trial processes, and corrections and penal systems.

Grades: 10-12
Prerequisite: None

Semesters: 1
Credits: ½

SECURITY SERVICES

This course provides instruction in the history and philosophy of security; ethical considerations; the nature and impact of security; and an overview of security systems, agencies, and practices. The course also includes the concepts and skills for security officers plus Texas' rules and regulations, security specialist training and certification, organization of personnel, risk analysis and surveys, security applications, security problems, and the future of security services.

Grades: 10-12
Prerequisite: Intro to Criminal Justice

Semesters: 1
Credits: ½

CORRECTIONAL SYSTEMS

This course is designed to provide a study of correctional systems in the criminal justice system, correctional roles, institutional operations, alternatives to institutionalization, treatment, rehabilitation, and current and future issues.

Grades: 10-12
Prerequisite: Intro to Criminal Justice

Semesters: 1
Credits: ½

PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY

This course is a study of the nature of criminal law and its philosophical and historical development with major definitions and concepts. Instruction will include the classifications of crimes with the elements of crimes and penalties using Texas statutes as illustrations.

Grades: 10-12
Prerequisite: Intro to Criminal Justice

Semesters: 1
Credits: ½

Marketing, Sales and Services

ENTREPRENEURSHIP

This course provides a guided study showing students the process of planning and creating a small business of their own design.

Grades: 10-12
Prerequisite: None

Semesters: 1-2
Credits: ½-1

RETAILING AND E-TAILING

This is a cluster course which focuses on the retail phase of marketing and at the same time addresses topics related to store operations, buying, selling, planning, advertising, display, credit, merchandising math, control, security, staffing, ownership, and management. **This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

Grades: 10-12
Prerequisite: None

Semesters: 1-2
Credits: ½-1

Science, Technology, Engineering & Mathematics

CONCEPTS OF ENGINEERING AND TECHNOLOGY

This is an overview course that introduces the concepts and practices that underlie careers in engineering and engineering technology. The course integrates, technology, mathematics, and science into pre-engineering studies. Students acquire knowledge and skills in engineering problem solving and explore requirements for engineering careers.

Grade: 10-12
Prerequisite: None

Semesters: 1-2
Credits: ½-1

Transportation, Distribution and Logistics

ADVANCED COLLISION REPAIR AND REFINISHING

This is the second year continuation of the Auto Collision Repair program. Graduates of this program are qualified for entry-level employment in the automotive collision repair industry. **This course is taught at Dubiski Career High School and is available to GPHS and SGPHS seniors for the 2010-2011 school year. This course is part of a Tech Prep program that may allow the student to earn college credit for this course.**

| | | | | |
|---------------|-------------------------|---------------|------------|---|
| Grades: | 12 | (two periods) | Semesters: | 2 |
| Prerequisite: | Auto Collision Repair I | | Credits: | 2 |

ADVANCED AUTOMOTIVE TECHNOLOGY

This is the second year continuation of the Automotive Technician program. Emphasis will be placed on ASE preparation and will use classroom and shop experience to further enhance the skills necessary for entry-level employment in the automotive service industry. This program is NATEF certified and students gain knowledge and skills preparing for ASE certification **This course is taught at Dubiski Career High School and is available to GPHS and SGPHS seniors for the 2010-2011 school year.**

| | | | | |
|----------------|-------------------------|---------------|------------|---|
| Grades: | 12 | (two periods) | Semesters: | 2 |
| Prerequisites: | Automotive Technician I | | Credits: | 2 |

CAREER RELATED COURSES OTHER THAN CAREER AND TECHNOLOGY

CAREER AND WORK-BASED LEARNING EXPLORATION II

This course includes achieving proficiency in decision-making and problem solving as an essential skill for career planning and life-long learning. Students use self-knowledge, educational, vocational and career interest and aptitudes/information, and community Based Vocational Instruction to set and achieve realistic career and educational goals. Students will examine the rights and responsibilities of employees and employers including safety issues and guidelines such as “comp” time versus overtime, reasonable work hours, benefits, and withholding (e.g. taxes, social security), social skill development, job search and description, and availability to work. The primary focus of this course is the exploration of employment opportunities, vocational interests and aptitudes, procedures for securing employment, productive work habits and attitudes, and ability to work cooperatively with others. Portfolio development will be reviewed and updated regularly. Students will be provided opportunities to increase concepts and skills in managing resources, personal development and career planning. These courses will provide students with the support and skills needed to succeed in Career and Work-based Experiences Programs.

Career and Work-based Learning Exploration I: Vocational Interest/Aptitudes Exploration

Career and Work-based Learning Exploration II: Project-based Instruction/Learning, Work-based/Real Life Simulations

Grades: 10

Prerequisite: ARD Committee Approval

Semesters: 1-2

Credits: ½-1

CAREER AND WORK-BASED EXPERIENCE I-VI

This program is developed to assist students in making a smooth transition from academic pursuits to employment. Students examine the relationship between what is learned in the classroom and how these skills are applied on the job. Investigations are made in the areas of job skills and interests; application and interview process; understanding the job experience; quality employability skills; job performance evaluations; job training; employment policies; procedures, rights and responsibilities, positive productive work experiences; work ethic and job attitudes; co-worker, supervisor and customer relationships; safety; decision making; fiscal responsibility; corrective feedback or criticism; and teamwork and collaboration. Learning to apply personal skills through successful employment will be emphasized. Self-discipline in the context of interpersonal skill development and self-awareness is also emphasized. Investigations in this course are designed to provide selected students with entry-level skills in a variety of semi-skilled occupations. This work program is designed to provide selected students with entry-level skills in a variety of semi-skilled occupations. The teacher and employer work together to provide the student instruction related to the student’s work experience. **Students in this program are released from school campus to approved training stations for one or more periods per day to work.**

Career and Work-based Experience I-VI: Employment/Real Life Applications and Experiences

Grades: 11-12+

Prerequisite: ARD Committee Approval and Career and Work-based Learning Exploration I and II

Semesters: 1-2

Credits: ½-1

APPLIED CAREER AND WORK-BASED EXPLORATION I

This course involves learning proficiency in decision making and problem solving as an essential skill for career planning and life-long learning. Students use self-knowledge, educational, vocational and career interest and aptitudes/information through school based and/or community based vocational instruction to set and achieve realistic career and educational goals. The primary focus of this course is the exploration of employment opportunities, vocational interests and aptitudes, productive work habits and attitudes and the ability to work cooperatively with others. Ample practice opportunities, and teacher modeling will be included.

Grades: 10-12

Prerequisite: ARD Committee Approval

Semesters: 1-2

Credits: ½-1

APPLIED CAREER AND WORK-BASED EXPLORATION II

This course will provide students with the support and skills needed to succeed in project-based instruction and career learning. Students will extend their knowledge of concepts and skills in managing resources, personal development and career planning. Topics include further exploration of employment opportunities, rules and standards of the work place, productive work habits and attitudes, consumer and money management and basic communication for interviewing.

Grades: 10-12

Prerequisite: ARD Committee Approval

Semesters: 1-2

Credits: ½-1

APPLIED CAREER AND WORK-BASED EXPLORATION III

The primary focus of this course is the exploration of employment opportunities vocational interests and aptitudes, procedures for securing employment, productive work habits and attitudes and ability to work cooperatively with others. Portfolio development will be reviewed and updated regularly. Students will be provided opportunities to increase concepts and skills in managing resources, personal development and career planning through job related activities and true-life simulations. This course will provide students with the support and skills needed to succeed in Career and Work-based Experiences Classes. This course will provide students with the support and skills needed to succeed in project-based instruction and career learning.

Grades: 10-12+

Prerequisite: ARD Committee Approval

Semesters: 1-2

Credits: ½-1

OTHER COURSES

ACADEMIC DECATHLON

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

Grades: 10-12
Prerequisite: Approval of the Academic Decathlon Coach

Semesters: 1
Credits: ½

LEADERSHIP CLASS

This class is open to any student interested in learning lifetime leadership skills, provided they meet the criteria specified each year. The Student Council Executive Board are automatic members of the class and serve as class moderators. Consideration is given to class officers and major club officers.

Grades: 11-12
Prerequisite: Application Process

Semesters: 1-2
Credits: ½-1

OFFICE ASSISTANT

This course offers students experiences in correct procedures for handling office situations. It also provides opportunity for students to learn and practice skills and procedures necessary for greeting visitors, answering the telephone, demonstrating business ethics, and filing. **Local credit only.**

Grades: 12
Prerequisite: Application Process

Semesters: 1-2
Credits: ½-1

PEER TUTORING

Interested students apply and go through an interview process to be accepted into this class/program. Students in need of a PE credit may choose to receive a PE credit and be assigned to a special needs student in a PE class or to receive an elective credit for assisting a special needs student in an academic class.

Grades: 12
Prerequisite: Personal Interview is Required/Application Process

Semesters: 1-2
Credits: ½-1

TEEN LEADERSHIP

This course develops skills in the following areas: leadership, professional and business skills, self-concept, healthy relationships, the concept of personal responsibility, emotional intelligence, public speaking and communication; Flippen Group provides curriculum for this course.

Grade: 10-12
Prerequisite: None

Semesters: 1-2
Credits: ½-1

AVID II

This course continues to develop strategies to ensure academic success in core studies required for entrance to four-year colleges and universities by developing college awareness and cross curricular writing, inquiry, collaboration and reading skills. Oral presentation language and problem-solution analysis skills are refined along with continued refinement of WIC-R, Cornell note taking and questioning strategies. Students will start taking college entrance examinations beginning with the PSAT in October.

Grades: 10
Prerequisite: AVID I and Approval of instructor (application/interview required)

Semesters: 2
Credits: 1

AVID III

This course enhances the strategies to ensure academic success in core studies required for entrance to four-year colleges and universities by developing college awareness and cross-curricular writing, inquiry, collaboration, and reading skills. The focus is on readiness for college testing and selection, document gathering for the college and financial aid application process and career research.

Grades: 11
Prerequisite: AVID II and Approval of instructor (application/interview required)

Semesters: 2
Credits: 1

AVID IV

This course develops strategies to ensure academic success in core studies required for entrance to four-year colleges and universities by developing college awareness and cross-curricular writing, inquiry, collaboration, and reading skills. Students finalize college admissions essays; continue focus on college placement examinations and examine/prepare for college life by selecting courses and finding support services available on university campus.

Grade: 12
Prerequisite: AVID III and Approval of instructor (application/interview required)

Semesters: 2
Credits: 1

WORKLAB

This course provides individual instruction and group activities that emphasize the skills of career awareness, work behaviors, job procurement and maintenance. **Worklab will satisfy the Social Studies requirements for the minimum high school graduation plan.**

Grades: 10-12
Prerequisite: ARD Committee Approval (May be repeated)

Semesters: 2
Credits: ½ -1

NCAA FRESHMAN – ELIGIBILITY STANDARDS

QUICK REFERENCE SHEET

KNOW THE RULES:

Core Courses

- **Starting August 1, 2008, 16 core courses** will be required for **NCAA Division I only**. This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.
- **14 core courses are required in NCAA Division II**. See the breakdown of core-course requirements below.

Test Scores

- **Division I** has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown on the next page.
- **Division II** has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, math, reading and science.
- **All SAT and ACT scores must be reported directly to the NCAA Initial-Eligibility Clearinghouse by the testing agency. Test scores that appear on transcripts will no longer be used. When registering for the SAT or ACT, use the clearinghouse code of 9999 to make sure the score is reported to the clearinghouse.**

Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- **Be sure** to look at your high school's list of NCAA-approved core courses on the clearinghouse Web site to make sure certain that the courses being taken have been approved as core courses. The Web site is www.ncaaclearinghouse.net
- **Division I** grade-point-average requirements are listed on the next page.
- **The Division II** grade-point-average requirement is a minimum 2.000.

| DIVISION I 16 Core-Course Rule |
|---|
| 16 Core Courses: 4 years of English. 3 years of mathematics (Algebra I or higher). 2 years of natural/physical science (1 year of lab if offered by high school). 1 year of additional English, mathematics or natural/physical science. 2 years of social science. 4 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy). |

| DIVISION II 14 Core-Course Rule |
|--|
| 14 Core Courses: 3 years of English. 2 years of mathematics (Algebra I or higher). 2 years of natural/physical science (1 year of lab if offered by high school). 2 years of additional English, mathematics or natural/physical science. 2 years of social science. 3 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy). |

PLEASE NOTE: For students first entering any NCAA college or university on or after August 1, 2005, **computer science** courses may only be used for initial-eligibility purposes if the course receives graduation credit in mathematics or natural/physical science and is listed as such on the high school's list of NCAA-approved core courses.

OTHER IMPORTANT INFORMATION

- Division II has no sliding scale. The minimum core grade-point average is 2.000. The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 68.
- 14 Core courses are required for Division II.
- 16 Core courses are required for Division I.
- The SAT combined score is based on the verbal and math sections only. The writing section will not be used.
- SAT and ACT scores must be reported directly to the clearinghouse from the testing agency. Scores on transcripts will not be used.

For more information regarding the rules, please go to www.ncaa.org. Click on "Academics and Athletes" then "Eligibility and Recruiting." Or visit the clearinghouse Web site at www.ncaaclearinghouse.net.

Please call the NCAA Eligibility Center if you have questions:

Toll-free number: 877-622-2321

CORE GRADE-POINT AVERAGE / TEXT-SCORE SLIDING SCALE NEW CORE GPA/Test Score Index

| Core GPA | SAT Verbal and Math ONLY | ACT |
|---------------|--------------------------|-----|
| 3.550 & above | 400 | 37 |
| 3.525 | 410 | 38 |
| 3.500 | 420 | 39 |
| 3.475 | 430 | 40 |
| 3.450 | 440 | 41 |
| 3.425 | 450 | 41 |
| 3.400 | 460 | 42 |
| 3.375 | 470 | 42 |
| 3.350 | 480 | 43 |
| 3.325 | 490 | 44 |
| 3.300 | 500 | 44 |
| 3.275 | 510 | 45 |
| 3.250 | 520 | 46 |
| 3.225 | 530 | 46 |
| 3.200 | 540 | 47 |
| 3.175 | 550 | 47 |
| 3.150 | 560 | 48 |
| 3.125 | 570 | 49 |
| 3.100 | 580 | 49 |
| 3.075 | 590 | 50 |
| 3.050 | 600 | 50 |
| 3.025 | 610 | 51 |
| 3.000 | 620 | 52 |
| 2.975 | 630 | 52 |
| 2.950 | 640 | 53 |
| 2.925 | 650 | 53 |
| 2.900 | 660 | 54 |
| 2.875 | 670 | 55 |
| 2.850 | 680 | 56 |
| 2.825 | 690 | 56 |
| 2.800 | 700 | 57 |
| 2.775 | 710 | 58 |

| Core GPA | SAT Verbal and Math ONLY | ACT |
|----------|--------------------------|-----|
| 2.750 | 720 | 59 |
| 2.725 | 730 | 59 |
| 2.700 | 730 | 60 |
| 2.675 | 740-750 | 61 |
| 2.650 | 760 | 62 |
| 2.625 | 770 | 63 |
| 2.600 | 780 | 64 |
| 2.575 | 790 | 65 |
| 2.550 | 800 | 66 |
| 2.525 | 810 | 67 |
| 2.500 | 820 | 68 |
| 2.475 | 830 | 69 |
| 2.450 | 840-850 | 70 |
| 2.425 | 860 | 70 |
| 2.400 | 860 | 71 |
| 2.375 | 870 | 72 |
| 2.350 | 880 | 73 |
| 2.325 | 890 | 74 |
| 2.300 | 900 | 75 |
| 2.275 | 910 | 76 |
| 2.250 | 920 | 77 |
| 2.225 | 930 | 78 |
| 2.200 | 940 | 79 |
| 2.175 | 950 | 80 |
| 2.150 | 960 | 80 |
| 2.125 | 960 | 81 |
| 2.100 | 970 | 82 |
| 2.075 | 980 | 83 |
| 2.050 | 990 | 84 |
| 2.025 | 1000 | 85 |
| 2.000 | 1010 | 86 |

Grand Prairie Independent School District

Petition Process for Minimum High School Graduation Program

Once a student has earned enough credits to be a senior, then a student, parent/guardian or a school counselor/administrator may initiate the petition process for a student to be allowed to graduate under the Minimum High School Program.

The campus counselor is responsible for convening a meeting with the student, parent/guardian, and a school representative (may be the counselor). In this meeting a review of the student's credits and progress towards graduation must be presented. If a student is less than 18 years old, then the parent/guardian must agree to the change of graduation programs. If the student is over 18 years of age, then placement on the Minimum High School Program shall be the student's decision. If a student is placed on the Minimum High School Program, he/she may continue at his/her home high school campus.

A written request to place the student on the Minimum High School Program shall be completed and signed by the representatives noted above. A copy of the signed petition will be given to the parent/guardian and student. A copy will be maintained at the campus level in the student's permanent record.

Grand Prairie Independent School District

Petition

Request to Graduate Under Minimum High School Program

Student's Name:_____

Student's ID Number:_____

Student's Grade Classification:_____

After reviewing the above student's academic achievement record and progress made towards graduation under the Recommended graduation plans, we the signed below feel that this student is not making progress toward meeting the requirements of the Recommended High School Program in a manner that will enable him/her to graduate at the end of four high school years. Therefore, we are requesting that

_____ be placed on the
Minimum High School Graduation Program.

Student Signature

Student ID#

Parent or Legal Guardian

Date

Campus Representative Signature

Date

C: Student
Parent/Guardian
Student's Permanent Record

