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**HIGH SCHOOL COURSE DESCRIPTIONS**

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Aldine Independent School District

COURSE

DESCRIPTIONS

2009 - 2010
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade(s)</th>
<th>Prerequisite</th>
<th>Credit</th>
<th>Schedule</th>
<th>Teacher Approval</th>
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<tr>
<td><strong>ATHLETICS 1-4 Athletics Trainer / Manager 1-4</strong></td>
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<td><strong>BASEBALL 1-4</strong></td>
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<td>#5846, 5847</td>
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<td>#5866, 5867</td>
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<td>#5870, 5871</td>
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### BOYS' TRACK 1-4

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(Regular)  
#5878, 5879  
#5882, 5883  
#5886, 5887  

This course offers the opportunity to participate in University Interscholastic League competition.

### GIRLS' TRACK 1-4

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(Regular)  
#5890, 5891  
#5894, 5895  
#5898, 5899  

This course offers the opportunity to participate in University Interscholastic League competition.

### COED CROSS COUNTRY TRACK 1-4

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(Regular)  
#5902, 5903  
#5906, 5907  
#5910, 5911  

This course offers the opportunity to participate in University Interscholastic League competition.

### COED BEGINNING TENNIS – YEAR 1

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(Regular)  
#5914, 5915  

This course offers the opportunity to participate in University Interscholastic League competition.

### COED TENNIS 1-4

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(Regular)  
#5918, 5919  
#5922, 5923  
#5926, 5927  

This course offers the opportunity to participate in University Interscholastic League competition.

### VOLLEYBALL 1-4

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<td>Teacher approval</td>
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(Regular)  
#5930, 5931  
#5934, 5935  
#5938, 5939  

This course offers the opportunity to participate in University Interscholastic League competition.
### INTRO TO WORLD AGRI. SCI. & TECH

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<tbody>
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</table>

#8100

The students will learn agricultural business and management, the role of agriculture in history, and agriculture around the world. The student will study units in agriculture career development, leadership, communications, personal finance, and mechanized agriculture. This course also allows students to compete in FFA leadership and judging contests.

### APPLIED AGRICULTURAL SCIENCE & TECH

<table>
<thead>
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<th>PREREQUISITE</th>
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</thead>
<tbody>
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</tbody>
</table>

#8101

This course enhances the comprehension of the agricultural science and includes the study of soils, plants, animals, food science, and supervised agricultural experiences. The students will learn about the different breeds of livestock, plant production, and agricultural construction. The student will also develop leadership qualities and will discover career opportunities in agriculture. This course allows students to compete in FFA leadership and judging activities.

### AGRIBUSINESS MGT. & MARKETING

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<th>½ Credit</th>
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<tbody>
<tr>
<td>(Regular)</td>
<td>Personal Skills Development</td>
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</table>

#8105

This course enables students to look at business related to agriculture, include farming, ranching, selling farm products, and buying and selling raw and processed product and technology. The students will learn to manage as well as market such items as livestock, fruit and vegetables, and other agricultural products in today’s economy. The student will also learn the economics of the agriculture industry, commodities analysis, how to read a financial statement, and how to understand a variety of loans and the loan process.

Enrollment in this course will allow the student to compete in FFA competitions.

### INTRO TO AGRICULTURAL MECHANICS

<table>
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<th>½ Credit</th>
<th>PREREQUISITE</th>
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<tbody>
<tr>
<td>(Regular)</td>
<td>Recommended: Introduction to World Agricultural Applied Agricultural Science</td>
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</table>

#8102

The student will learn safe use of tools, equipment, carpentry, and metal fabrication related to the agriculture industry. Enrollment in this course will allow the student to compete in FFA contests including Agriculture Mechanics. This course is a prerequisite for Agriculture Mechanics and Agriculture Metal Fabrication Technology.

### AGRICULTURAL METAL FABRICATION TECHNIQUES

<table>
<thead>
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<th>½ Credit</th>
<th>PREREQUISITE</th>
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<tbody>
<tr>
<td>(Regular)</td>
<td>Introduction to Agricultural Mechanics</td>
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</tbody>
</table>

#8112

This class involves developing skills in the design and construction of projects, welding techniques, cuffing cold and hot metal, safe use of metal shop equipment, and reading and sketching blueprints. It is a course that offers skills in metal equipment assembly and joining processes. Enrollment in this course will allow the student to more effectively compete in FFA contests including Agricultural Mechanics contests.
AGRICULTURAL MECHANICS 1  
2 Credits

(Regular)

PREREQUISITE
Introduction to Agricultural Mechanics
Recommended: Introduction to World Agricultural
#8117
8118, 8119

This course is designed to develop skills in the selection, operation, maintenance, service and use of machinery, equipment, structures, and utilities related to the agricultural industry. Units emphasized in this course are soil and water conservation, electrification, concrete and masonry construction, building planning and construction, small engine and agricultural equipment maintenance and repair, and oxyfuel and electric cutting and welding. Enrollment in this course will allow the student to compete in FFA Agriculture Mechanics related contests. This course is a prerequisite for Agriculture Mechanics 2.

This is a local articulated course with Lone Star North Harris when taken for two credits.

AGRICULTURAL MECHANICS 2  
2 Credits

(Regular)

PREREQUISITE
Agricultural Mechanics 1
#8120
8121, 8122

This course is designed to advance the development of skills which began in Agriculture Mechanics 1. These skills include the selection, operation, maintenance, service, and use of power units, machinery, equipment, structures, and utilities. It includes units on planning and selection of materials and mechanical practices associated with irrigation, water management, irrigation systems, land measurement, and land leveling. Enrollment in this course will allow the student to compete in FFA Agriculture Mechanics related contests.

This is an Advanced Technical credit (statewide articulated) course.

ANIMAL SCIENCE  
½ Credit

(Regular)

PREREQUISITE
Applied Agricultural Science
Introduction to World Agriculture
#8104

The students will learn the anatomy, reproduction, health and management of livestock. Enrollment in this course will allow the student to compete in FFA contests. This class is a prerequisite for Advanced Animal Science.

INTRO TO VETERINARY ASSISTANT TECHNOLOGY  
½ Credit

(Regular)

PREREQUISITE
Canine Science or Feline Science
#8141

This course provides training in the unlicensed veterinary assistant field. The course introduces students to veterinary science and animal industries. Students have the opportunity to develop technical skills in health, nutrition, examinations, diseases, sanitation and regulatory programs of small animals.

VETERINARY MEDICAL ASSISTANT I  
1 Credit

(Regular)

PREREQUISITE
Introduction to Veterinary Assistant Technology
#8142
8143, 8144

This course is a continuation of the Introduction to Veterinary Assistant Technology course, but will provide more detailed training in the unlicensed veterinary assistant field. This upper-level course includes, but is not limited to, animal handling and restraint, health and safety, sanitation, surgical preparation, anatomy, physiology, medical terminology, infectious diseases, instrument and equipment identification, vaccine preparation and injection techniques, laws and ethics, and veterinary office procedures.
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<tr>
<th>Course</th>
<th>Grade Levels</th>
<th>Prerequisite</th>
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<td>8156, 8157</td>
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<td>for Meat Processing. The</td>
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<td>to food and fiber production</td>
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<td>systems. The student will</td>
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<td>develop knowledge and skills</td>
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<td>including treatments such as</td>
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<td>allow the student to</td>
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<td>compete in FFA contests.</td>
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<td><strong>EQUINE SCIENCE</strong></td>
<td>11,12</td>
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<td>Agricultural Science</td>
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<td>#8107</td>
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<td>learn the breeds, uses,</td>
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<td>purposes, feeding, daily</td>
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<td>care and maintenance of horses.</td>
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<td>riding, and transportation as</td>
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<td>it applies to horses will also</td>
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<td>be studied and practiced.</td>
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<td>compete in FFA contests</td>
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<td>consider this course. Enrollment in this course will allow the student to compete in FFA contests including horse judging.</td>
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<td><strong>FLORAL DESIGN &amp; INTERIOR LANDSCAPE MGT.</strong></td>
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<td>design/decoration, entertainment planning, or floral industry should consider this course. Enrollment in this course will allow the student to compete in FFA contests including floriculture competitions. This course is a prerequisite for Advanced Floral Design.</td>
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<td><strong>ADVANCED FLORAL DESIGN</strong></td>
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### HOME MAINTENANCE & IMPROVEMENT 10,11,12 PREREQUISITE

| ½ Credit | (Regular) | Recommended: World Agricultural Science  
Applied Agricultural Science 
#8109 |

In this course the students will learn basic home improvement skills required to maintain the rural and urban home and adjacent buildings, such as wood working, plumbing, painting and trim work, and electrical repair. The students will learn to analyze the needs for repair and the use of safety techniques. Enrollment in this course will allow the student to compete in FFA competitions.

### INTRO TO HORTICULTURAL SCIENCE 10,11,12 PREREQUISITE

| ½ Credit | (Regular) | None |

#8110

Students will learn about soils and how plants respond to soils. Students will also learn about vegetable and crop production and ornamental flowers. It is suggested that the students take Introduction to World Agriculture and Applied Agriculture Science prior to enrolling in this class. Enrollment in this course will allow the student to compete in FFA contests including horticultural plant identification competitions. This is a prerequisite for Horticultural Plant Production.

### HORTICULTURAL PLANT PRODUCTION 10,11,12 PREREQUISITE

| ½ Credit | (Regular) | Introduction to Horticultural Sciences |

#8111

This class explores crop, vegetable, greenhouse and nursery plant management and the economics involved in plant production through hands-on applications. This course is designed to develop skills in the maintenance of plant growth and propagation structures, also. Enrollment in this course will allow the student to compete in FFA competitions.

### LANDSCAPE DESIGN, CONSTRUCTION, & MAINTENANCE 10,11,12 PREREQUISITE

| ½ Credit | (Regular) | Recommended: Intro to Horticultural Production |

#8113

The students in this class will develop skills required in careers related to residential and commercial lawn design and care. Skills in design, construction, and maintenance of planted areas and devices for the beautification of home grounds and other areas of human habitation and recreation will be developed. They will also explore design planning techniques, irrigation techniques, plant identification, planting techniques, and the employment opportunities made available through this career. Introduction to Horticulture Production is strongly recommended prior to enrolling in this course. Enrollment in this course will allow the student to compete in FFA contests including landscape design competitions.

### MEATS PROCESSING 11,12 PREREQUISITE

| 2 Credits | (Regular) | Animal Production |

#8123  
8124, 8125

This course will focus on cutting meat products for retail sale in local supermarkets. Students will identify cuts of beef, pork, lamb, and venison. The student will also develop skills in proper handling and care of all meat products to include state, local, and federal guidelines. Emphasis in this career-related course if placed on: equipment care and sanitation, meat quality, identification, grading, fabrication, preparation, and preservation; and merchandising and consumer trends. Enrollment in this course will allow the student to compete in FFA contests.

*This course can be used to waive the P.E. requirement.*
PERSONAL SKILLS DEVELOPMENT IN AG. 10,11,12 PREREQUISITE
½ Credit
(Regular) Recommended: Applied Agricultural Science
½ credit in an Agricultural Science course
#8114

Students will develop personal communication styles, work ethics, and values. Students will also identify how these play an important role in the workplace. This is a comprehensive course designed to develop agricultural leadership, citizenship, and cooperation and includes such instruction as personal development, employee/employer relations, and group and interpersonal communications skills. It is suggested that students take Intro to World Agriculture and Applied Agriculture Science prior to this course. Enrollment in this course will allow the student to compete in FFA contests including public speaking and chapter conducting competitions. This course is a prerequisite for Agribusiness Management and Marketing.

WILDLIFE & RECREATION MGT. 10,11,12 PREREQUISITE
½ Credit
(Regular) Recommended: Intro to World Agricultural Science
#8116

This course teaches students the importance of wildlife management. In this course the student will learn hunter safety, discuss policies related to the outdoors and recreation industry and enjoyment, and the different wildlife species. It is suggested that the students take Introduction to World Agricultural Science and Applied Agricultural Science prior to enrolling in this course. Enrollment in this course will allow the student to compete in FFA contests including wildlife competitions.

AGRICULTURAL SCIENCE INDEPENDENT STUDY 11,12 PREREQUISITE
½ Credit
(Regular) The prerequisite for this course is two Agricultural Science courses
#8170

This course provides for a school-based independent study project developed by the student and conducted under the supervision of the teacher and a mentor from an industry related to the project focus. The project provides opportunities for the student to apply multiple skills to plan and conduct research in agriculture/business including application of the scientific method of investigation, data collection, and data analysis. The project is to be presented to a review panel that will include professionals in the fields of project focus. The student’s ability to utilize a variety of resources, technologies, reporting formats, interpersonal skills, and communication skills should be demonstrated in the development and presentation of the project.

CANINE SCIENCE 10,11,12 PREREQUISITE
½ - 1 Credit
(Regular) 
#8158
8159, 8160

This course will equip students with the skills necessary to advance and excel in the veterinary assistant program. Students will have the opportunity to develop technical skills in health, nutrition, examinations, diseases, sanitation, and regulatory program of the canine species. Students will learn basic canine anatomy, disease transmission, treatment techniques, lab procedures, emergency procedures, client interaction and clinical operations.

FELINE SCIENCE 10,11,12 PREREQUISITE
½ - 1 Credit
(Regular) 
#8161
8162, 8163

This course provides training in the basics of feline science and care. The course includes, but is not limited to, breeds and selection of feline, feline handling and restraint, health and safety, sanitation, anatomy and physiology, medical terminology, infectious diseases, animal training, equipment identification, medical techniques, laws and ethics, and business procedures. Instruction is provided to assist students in participating communication skills, utilizing listening skills to follow directions, practicing basic mathematics skills as applied to a feline science setting, and reading to gain information and perform assignments and tasks as directed. Students are also given the opportunity to develop leadership skills through the FFA organization.
**KEYBOARDING**  
9,10,11,12  
½ - 1 Credit  
(Regular)  
None  
#8300  
8301, 8302  

Students will learn to apply proper keyboarding to master touch control of the keyboard. An understanding of basic skills of computer hardware and software operations will be emphasized. Keyboarding skills will be applied in the production of simple letters, tables, and reports which enhance the skills to make a smooth transition to the business environment.

*This is a local articulated course with Lone Star North Harris College when taken for a full credit.*

**WORD PROCESSING APPLICATIONS**  
10,11,12  
½ - 1 Credit  
(Regular)  
Keyboarding  
#8303  
8304, 8305  

Students will apply computer skills to address business applications of emerging technologies. The students will develop advanced word processing skills and import spreadsheet and database information directly into word processing documents. They will also apply layout and design concepts in desktop publishing simulations and develop computer and social skills necessary to work in an office environment.

*This is an Advanced Technical credit (statewide articulated) course.*

**RECORDKEEPING**  
9,10,11,12  
½ - 1 Credit  
(Regular)  
None  
#8309  
8310, 8311  

This course begins with an introduction to the recordkeeping of everyday personal business activities, including banking and personal budgeting. An introduction is given on cashier’s records, handling of money, and other tasks common to simple office procedures. The latter part of this course deals with skills related to keeping retail clerical records, preparing purchase records, and recording sales for wholesale business. A study of business forms used in recording payroll information is made, along with income and expenses for a small business.

**INTRODUCTION TO BUSINESS**  
9,10  
½ - 1 Credit  
(Regular)  
None  
#8312  
8313, 8314  

This course introduces students to fundamental concepts in the working world and in the management of personal affairs. It includes an overview of economic systems, types of businesses, forms of ownership, and the individual role in business as it relates to consumer and financial issues. Students develop a base of knowledge that includes the legal, managerial, financial, ethical, marketing, and international dimensions of business. Additional topics include technology in business settings.

**ACCOUNTING 1**  
10,11,12  
½ - 1 Credit  
(Regular)  
Recommended: Recordkeeping  
#8315  
8316, 8317  

This course introduces students to accounting concepts, principles, and procedures. This course emphasizes the skills, knowledge, and attitudes necessary for individuals to conduct personal business or to further their education in the field of accounting. Computerized Accounting units will be introduced using software that accompanies the textbook used.

*This is an Advanced Technical credit (statewide articulated) course.*

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High School Course Description Book 9 2009-2010
ACCOUNTING 2 10,11,12 PREREQUISITE
½ - 1 Credit
(Regular) Accounting 1
#8318
8319, 8320

This course provides the student an opportunity to review and further develop the fundamental accounting principles using technology. Computerized Accounting units will be introduced using software that accompanies the textbook used. The course helps students develop additional skills in applying principles used in accounting systems and methods commonly found in business. Accounting 2 is designed for students interested in continuing their education at the post secondary level or entering the workforce.

BUSINESS LAW 11,12 PREREQUISITE
½ - 1 Credit
(Regular) None
#8333
8334, 8335

Students will develop a clear understanding of their rights and duties not only in the business environment but in society as a whole. This course also provides insight into the evolution and development of laws that govern business as well as society. Consumer laws as they relate to business ownership and management will be studied.

BUSINESS MANAGEMENT 10,11,12 PREREQUISITE
½ Credit
(Regular) None
#8337

Students will study basic management concepts and leadership styles as they explore business functions, economics, international business, and human relations, such as employee motivation and conflict resolution. Through these studies, the students will learn the fundamentals of owning or managing a business.

This is an Advanced Technical credit (statewide articulated) course when Business Ownership is also taken for credit.

BUSINESS OWNERSHIP 10,11,12 PREREQUISITE
½ Credit
(Regular) None
#8338

Students will be able to develop a foundation in the economical, financial, technological, international, social, and ethical aspects of a business in order to become competent consumers and entrepreneurs. Through these studies, the students will learn how to establish a small business and how to help assure its success.

This is an Advanced Technical credit (statewide articulated) course when Business Management is also taken for credit.

BUSINESS COMMUNICATIONS 11,12 PREREQUISITE
½ - 1 Credit
(Regular) Keyboarding (1/2 or 1 credit)
#8342
8343, 8344

The Business Communications course offers students a comprehensive study of grammar and vocabulary, learning to write clearly and concisely, using business communications, learning to speak correctly, and going for job interviews. This will prepare students to enter the business world. Students will utilize computer technology to produce a variety of business documents, graphics, newsletters, employment portfolios, and multi-media presentations.
### BUSINESS COMPUTER PROGRAMMING 1  
10,11,12

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<td>Keyboarding and Business Computer Information Systems 1 highly recommended</td>
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This course could be the first step toward a high paying professional career in computer programming or for placement in a college level program. Students will learn to design, test, and document programs using high level computer languages. The students will also learn to program in basic language.

*This course satisfies the Technology Applications requirement.*

### BUSINESS COMPUTER PROGRAMMING 2  
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<td>Business Computer Programming 1</td>
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This course focuses on structured programming and analytical problem-solving skills; develops advanced programming skills, with emphasis on methodologies, algorithms, and data structures, investigates programming languages and operating systems, analyzes computer systems through programming applications; and examines confidentiality and security of information as well as employment opportunities in various business environments.

*This course satisfies the Technology Applications requirement.*

### BUSINESS COMPUTER INFO SYSTEM 1  
10,11,12

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<td>Keyboarding A (1/2 credit) or proven proficiency in keyboarding</td>
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Students will implement personal and interpersonal skills to strengthen individual performance in the workplace and in society, The will also be introduced to and develop basic skills relating to word processing, spreadsheets, databases, desktop publishing, telecommunications, presentation management technology, and computer operating systems with emerging technologies.

*This course satisfies the Technology Applications requirement.*

*This is an Advanced Technical credit (statewide articulated) course.*

### BUSINESS COMPUTER INFO SYSTEM 1 (DUAL CREDIT)  
10,11,12

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<td>Keyboarding A (1/2 credit) or proven proficiency in keyboarding</td>
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Students will implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and also introduce and develop basic skills relating to word processing, spreadsheets, databases, desktop publishing, telecommunications, presentation management technology, and computer operating systems with emerging technologies. This is a dual credit course and all requirements must be met as agreed to with the North Harris/Montgomery County Community College district.

*This course counts as a Technology Applications course.*

*This is a statewide articulated course.*
BUSINESS COMPUTER INFO SYSTEM 2  11,12  PREREQUISITE
½ - 1 Credit
(Regular)  Business Computer Information Systems 1

#8370
8371, 8372

This course serves as a continuation of the general topics covered in Business Computer Information Systems 1. Business Computer Information Systems 2 will cover advanced topics related to word processing, spreadsheets, databases, presentation graphics, telecommunications, computer operating systems, and emerging technologies, including use of the Internet. These skills will be helpful in the workplace and society as technology plays a larger role. A student who successfully completes this course will be equipped with the skills to gain entry-level employment in many industries.

*This course satisfies the Technology Applications requirement.*

*This is an Advanced Technical credit (statewide articulated) course.*

BUSINESS IMAGE MANAGEMENT & MULTIMEDIA  10,11,12  PREREQUISITE
½ - 1 Credit
(Regular)  Keyboarding ½ credit or equivalent

#8417
8418, 8419

This course is designed to provide students with opportunities to develop skills to meet the changing needs of business in the areas related to graphics and multimedia. Students will learn to prepare presentations in a variety of formats. Students will develop proficiencies in designing, importing, and manipulating text, graphics, audio and video used in presentation management, multimedia productions, publishing systems, and emerging technologies.

*This is an Advanced Technical credit (statewide articulated) course.*

*This course satisfies the Technology Applications requirement.*

ADMINISTRATIVE PROCEDURES CAREER PREP  11,12  PREREQUISITE
1 ½ - 3 Credits
(Regular) (Off Campus)  Keyboarding or teacher approval 16 yrs of age
Own transportation

#8450  #8455
8451, 8452  8456, 8457

This year-long, one or two-year career training course is taught through a cooperative partnership with business/industry and our school district. It involves three class periods of time each day. One period is a classroom lab setting and the other two are at a district-approved training site. The on-the-job training site can include a variety of entry level positions in information processing, office management, and administrative support areas. The student will be prepared to go on to college or into the workforce.

*This course can be used to waive the P.E. requirement.*

BUSINESS COMPUTER INFO SYSTEMS 2 CAREER PREP  11,12  PREREQUISITE
CARVER 1 ½ - 3 Credits
(Regular)  Administrative Procedures Career Preparation or 16 yrs old
Own transportation

#8460  #8465
8461, 8462  8466, 8467

This course is taught through a cooperative partnership with business/industry and our school district. It involves three class periods of time each day for a full year. Students attend a class each day, Monday through Friday and go for training at a district-approved office-type position. The training site can include a variety of entry level skills such as information processing, office management, and other office administrative support areas. The student will be prepared to go on to college or into the workforce.

*This is an Advanced Technical credit (statewide articulated) course.*

*This course can be used to waive the P.E. requirement.*
BUSINESS EDUCATION INDEPENDENT STUDY 12 PREREQUISITE
½ - 1 Credit
(Regular) Three courses in a Business Education coherent sequence
#8414 8415, 8416

The student will apply technical skills, including computing and communications, to address business applications of new technologies. They will use analytical techniques to identify and research a problem, collect data, evaluate alternatives, and determine an appropriate solution. Students will demonstrate professional communication abilities by presenting their results in both written and verbal form to an appropriate audience.

CAREER ORIENTATION

CAREER CONNECTIONS 9,10 PREREQUISITE
½ Credit
(Regular) None
#8001 #6100 (Co-Teach) #6101 (Support Facilitation)

This course will enable students to achieve proficiency in decision making and problem solving, which are essential skills for career planning and life-long learning. Using self-knowledge and educational and career information, students will set and achieve realistic career and educational goals. Using Co-Teach and Support Facilitation models, modifications and accommodations may be made based upon the individual student’s needs and their IEPs.

FAMILY & CONSUMER SERVICES

PERSONAL & FAMILY DEVELOPMENT A 9,10,11,12 PREREQUISITE
½ Credit
(Regular) None
#8500

This comprehensive laboratory course covers personal development and management, consumer buying practices, budgeting, decision-making skills, health and well-being, and introduction of food preparation, nutrition, etiquette and table setting, careers and career connections. This course will help the student make successful personal living decisions.

PERSONAL & FAMILY DEVELOPMENT B 9,10,11,12 PREREQUISITE
½ Credit
(Regular) None
#8501

This laboratory course includes clothing selection and care, basic sewing skills, personal development, promotion of strong families, child development, and family housing needs. This course will help the student make successful personal living decisions.

CHILD DEVELOPMENT 10,11,12 PREREQUISITE
½ Credit
(Regular) None
#8502

This laboratory course is designed to focus on the development, care, guidance, and protection of children. This course teaches the how’s and why’s of promoting the physical, emotional, social, and intellectual development of young children, including those with special needs. Other topics include characteristics of quality child care, career options related to the care and education of children, and the management of multiple family, community, and wage-earner roles.

This is an Advanced Technical credit (statewide articulated) course, when another articulated Family & Consumer Science course is taken for credit.
### APPAREL

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<td>½ Credit</td>
<td>(Regular) Recommended: Personal &amp; Family Development B #8504</td>
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This laboratory course includes basic garment construction, selection of the best clothing styles, colors, etc., for each individual, the study of fabrics, and the study of careers in the apparel industry.

### NUTRITION & FOOD SCIENCE

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<td>½ Credit</td>
<td>(Regular) Personal &amp; Family Development A #8508</td>
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This laboratory course covers nutrition, food choices, and food management skills for the individual and the family throughout the life cycle. Instruction covers nutrition and food science from the perspective of food habits and wellness, menu planning, special dietary needs, food costs and budgeting, consumer food-buying strategies, food safety and sanitation procedures, food labels, food handling, storage, and preparation strategies. Meal etiquette, career options, and techniques for managing multiple family and community roles are also part of the course content.

### FOOD SCIENCE & TECHNOLOGY

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<tbody>
<tr>
<td>½ Credit</td>
<td>(Regular) Nutrition &amp; Food Science #8503</td>
</tr>
</tbody>
</table>

This laboratory course provides information in the area of food science and technology. Content addresses food science principles; nutrition and wellness; food technology; world food supply; managing multiple family, community, and wage-earner roles; and career options in nutrition, food science, and food technology. Instructional topics include diet-related disorders, diets appropriate to the life cycle, therapeutic diets, chemical and physical changes that affect food product quality, technologies used in food processing and product development, food safety and sanitation standards, market research, legal issues, and food-related policies. Laboratory activities utilizing research methods related to current issues in food science, technology, and nutrition are included.

### INDIVIDUAL & FAMILY LIFE

<table>
<thead>
<tr>
<th>10,11,12</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>½ Credit</td>
<td>(Regular) None #8509</td>
</tr>
</tbody>
</table>

This course focuses on personal development, relationships, how the family works, and how to prepare for a career in today’s society. This course teaches personal identity, responsibilities of independent living, relationship development outside the family, and how to be successful. It will also focus on understanding the roles and responsibilities of a family unity as well as the importance a family has on the individual.

### HOUSING

<table>
<thead>
<tr>
<th>10,11,12</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>½ Credit</td>
<td>(Regular) Recommended: Personal &amp; Family Development B #8511</td>
</tr>
</tbody>
</table>

This laboratory course focuses on the management of family housing needs, housing and the environment, and career preparation. Content includes types of housing, legal and financial aspects of housing, home safety and maintenance, space utilization, factors affecting housing choices, technology applications, and basic housing construction features. Other topics are interior and exterior environmental issues; impact of housing decisions on managing multiple family, community, and wage-earner roles; career options; and housing trends for the future.
### INTERIOR DESIGN

<table>
<thead>
<tr>
<th>10,11,12</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>½ Credit</td>
<td>Recommended: Housing</td>
</tr>
</tbody>
</table>

#8510

This laboratory course focuses on the design of residential and nonresidential interior environments to achieve occupant well-being and productivity. Content addresses design practices and influences, lights, materials, furnishings, and the impact of technology on interiors. Budgeting, consumer decision making, safety, the care and maintenance of interiors, career preparation, and the management of multiple adult roles are emphasized.

### PREPARATION FOR PARENTING

<table>
<thead>
<tr>
<th>10,11,12</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>½ Credit</td>
<td>None</td>
</tr>
</tbody>
</table>

#8512

This laboratory course is designed to provide individuals with opportunities to develop knowledge and skills in effective parenting. Content stresses parental responsibilities, child guidance techniques, and parents as positive role models as their children’s first teacher. Students will be introduced to parenting practices which promote a child’s development, health, safety, and well being. Managing family crises, managing multiple roles of family members throughout the life cycle, and career preparation are additional topics.

*This is an Advanced Technical credit (statewide articulated) course, when another articulated Family and Consumer Science course is taken for credit.*

### FOOD PRODUCTION, MGMT., & SERVICES 1

<table>
<thead>
<tr>
<th>11,12</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 Credits</td>
<td>Recommended: Nutrition&amp; Food Science, Food Science &amp; Technology</td>
</tr>
</tbody>
</table>

#8515

8516, 8517

This year-long course provides employment training in the areas of food preparation, management skills, and customer relations. Basic knowledge and skills are provided in quantity food production, food presentation, and service techniques related to the restaurant industry. Technology applications are demonstrated through a restaurant-style laboratory setting. Students explore a variety of career options in the food service industry.

*This is a course in which a student may qualify for the ServSafe certification.*

*This is an Advanced Technical credit (statewide articulated course).*

*This course can be used to waive the P.E. requirement.*

### FOOD PRODUCTION, MGMT., & SERVICES 2

<table>
<thead>
<tr>
<th>11,12</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 Credits</td>
<td>Food Production, Management &amp; Services 1</td>
</tr>
</tbody>
</table>

#8520

8521, 8522

This second-year course provides extended laboratory training in food service and the restaurant industry. Instruction includes operation and management of food service establishments, development of marketing strategies, and technological applications. Training prepares students for entry-level career positions in the food service industry.

*This course can be used to waive the P.E. requirement.*
**CHILD CARE & GUIDANCE, MGMT., & SERVICES 1**  
11,12  
**1-2 Credits**  
(Regular)  
Nutrition & Food Science; Child Development  

#8554  
8555, 8556  

This course provides training designed to develop knowledge and skills for employment in the area of child care and guidance. Content includes business management procedures, safety, sanitation, influences on child growth and development, interactions impacting children’s behavior, and techniques for providing care and guidance for children. Also addressed are legal considerations; career related to the care and education of children; technology applications; and managing multiple family, community, and career roles.

*This is an Advanced Technical credit (statewide articulated) course.*

*This course can be used to waive the P.E. requirement.*

<table>
<thead>
<tr>
<th>Textile &amp; Apparel Design</th>
<th>TEXTILE &amp; APPAREL DESIGN</th>
<th>10,11,12</th>
<th><strong>PREREQUISITE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>½ Credit</td>
<td>(Regular)</td>
<td></td>
<td>Recommended: Apparel</td>
</tr>
<tr>
<td></td>
<td>#8514</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This laboratory course includes advanced garment construction, the study of design industry, fibers, fabrics, textile and apparel manufacturing systems, and career preparation in this area.

<table>
<thead>
<tr>
<th>Textile &amp; Apparel Production, MGMT., &amp; Services 1</th>
<th>TEXTILE &amp; APPAREL PRODUCTION, MGMT., &amp; SERVICES 1</th>
<th>11,12</th>
<th><strong>PREREQUISITE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 Credits</td>
<td>(Regular)</td>
<td></td>
<td>Apparel; Textile &amp; Apparel Design</td>
</tr>
<tr>
<td></td>
<td>#8557</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8558, 8559</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course provides training designed to develop knowledge and skills for employment in the textile and apparel industries. Content topics include textile and apparel manufacturing systems, fibers, fabrics, laws, technology applications, career options, and managing multiple family, community, and career roles. The training specialization in production addresses apparel production from design concept to finished product, including the production of products. The management services specialization addresses the apparel production process, coordination of clothing and accessories, and marketing and promotional techniques. The services specialization content includes techniques for alterations, repair, customization, and commercial care of textile and apparel products to meet industry standards.

*This course can be used to waive the P.E. requirement.*

<table>
<thead>
<tr>
<th>Textile &amp; Apparel Production, MGMT., &amp; Services 2</th>
<th>TEXTILE &amp; APPAREL PRODUCTION, MGMT., &amp; SERVICES 2</th>
<th>11,12</th>
<th><strong>PREREQUISITE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 Credits</td>
<td>(Regular)</td>
<td></td>
<td>Agriculture</td>
</tr>
<tr>
<td></td>
<td>#8601</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8602, 8603</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course provides training designed to develop advanced knowledge and skills for employment in the textile and apparel industries. Content topics include textile and apparel manufacturing systems, fibers, fabrics, laws, technology applications, and career options. The training specialization in production addresses apparel production from design concept to finish product, including the production of products. The management services specialization address the apparel production process, coordination for clothing and accessories, and marketing and promotional techniques. The services specialization content includes techniques for alterations, repair, customization, and commercial care of textile and apparel products to meet industry standards.

*This course can be used to waive the P.E. requirement.*
HOSPITALITY SERVICES 1  11,12  PREREQUISITE
(Regular)  None
#8545
8546, 8547

This course provides occupationally-specific training at local hotels. The students will have the opportunity to train in the hospitality industry in many of the following areas: accounting, human resources, front desk, guest services, PBX, housekeeping, restaurant, kitchen, banquets, general office, sales and marketing, catering, purchasing, and engineering.

This course can be used to waive the P.E. requirement.

HOSPITALITY SERVICES 2  11,12  PREREQUISITE
(Regular)  Hospitality Services 1
#8550
8551, 8552

This course provides occupationally-specific training at local hotels contracted by the school district. The students will have the opportunity to train in any two areas they enjoyed during the Hospitality Services 1 course which include accounting, human resources, front desk, guest services, PBX, housekeeping, restaurant, kitchen, banquets, general office, sales and marketing, catering, purchasing, and engineering. Students will be prepared for an entry-level employment position at the end of this program.

This course can be used to waive the P.E. requirement.

FAMILY & CONSUMER SCIENCE CAREER PREP 1  11,12  PREREQUISITE
(Regular)  (Off Campus)  16 yrs. of age
#8525  #8530
8526, 8527  8531, 8532

This course is for students interested in occupations related to Family and Consumer Sciences. Occupational training may include: child care, fashion/fabric coordination, food production and management, home furnishings, cleaning and maintenance services, and care for the elderly. The course content will be coordinated with practical work experiences at a district-approved training site. The student trainee will develop employability skills, independent living skills, and job-specific skills.

This course can be used to waive the P.E. requirement.

FAMILY & CONSUMER SCIENCE CAREER PREP 2  12  PREREQUISITE
(Regular)  (Off Campus)  Family & Consumer Science Career Prep 1
#8535  #8540
8536, 8537  8541, 8542

This course offers a program for students interested in occupations related to Family and Consumer Sciences. Occupational training may include: child care, fashion/fabric coordination, food production and management, home furnishings, cleaning and maintenance services, and care for the elderly. The course content will be coordinated with practical work experience at a district-approved training site and in the classroom. The student trainee will develop employability skills, independent living skills, and job-specific skills.

This course can be used to waive the P.E. requirement.
INDEPENDENT STUDY IN FAMILY & CONSUMER SCIENCES  12  
½ - 1 Credit  
(Regular)  
Three courses in a Family & Consumer Sciences  
#8560  
8561, 8562  
This course requires a school-based independent study project developed by the student and conducted under the supervision of the teacher and a mentor from an industry related to the project focus. The project provides opportunities for the student to apply multiple skills to plan and conduct research in home economics including application of the scientific method of investigation, data collection, and data analysis. The project is to be presented to a review panel that will include professionals in the field of project focus. The student’s ability to utilize a variety of resources, technologies, reporting formats, interpersonal skills, and communication skills will be demonstrated in the development and presentation of the project.

HEALTH SCIENCE TECHNOLOGY EDUCATION

HEALTH SCIENCE TECHNOLOGY 1  10,11,12  
½ - 1 Credit  
(Regular)  
Biology recommended (may be taken concurrently)  
#8200  
8201, 8202  
This course teaches skills related to the health care industry. Course content is related to patient relationships, working environments, and ethical and legal responsibilities. Entry level skills will be introduced in taking vital signs, using body mechanics, and CPR. Course content also includes anatomy and physiology and medical terminology. This course provides a strong foundation for those students interested in majoring in Health Professions.

Students taking this course will be able to waive the ½ credit requirement of Health.  
This is an Advanced Technical credit (statewide articulated) course when Health Science Technology 2 if also taken for credit.

HEALTH SCIENCE TECHNOLOGY 2 CLINICAL ROTATION  11,12  
1-2 Credits  
(Regular)  
Health Science Technology 1  
Teacher approval  
#8203  
8204, 8205  
This course allows students to observe skills in Health Care facilities (hospitals, clinics) as well as in the classroom. Students will spend time in a medical-related area in observation and hands-on training for entry-level skills in the Health Science professions.

This is an Advanced Technical credit (statewide articulated) course.  
This course can be used to waive the P.E. requirement.

HEALTH SCIENCE TECHNOLOGY 3 VOCATIONAL NURSING  11,12  
1-2 Credits  
(Regular)  
Health Science Technology 1  
Teacher approval  
#8297  
8298, 8299  
This course is occupational specific for careers in health care industry and is designed to provide knowledge and skills for certification as a nursing assistant. It meets all the requirements as outlined by the Texas Department of Health-Long Term Care Regulatory Agency. Students who have a genuine desire to work as nursing assistants in a health care facility are interested in that profession will greatly benefit from this course. It is the expectation of any student in this course to take the state certification exam.

This is an Advanced Technical credit (statewide articulated) course.  
This course can be used to waive the P.E. requirement.
<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HEALTH SCIENCE TECHNOLOGY 3 PHARMACY AIDE</strong></td>
<td>12</td>
<td><strong>PREREQUISITE</strong></td>
</tr>
<tr>
<td>(Regular) Health Science Technology for Medical Terminology</td>
<td></td>
<td>Teacher approval</td>
</tr>
<tr>
<td>#8294, 8295, 8296</td>
<td></td>
<td>Own transportation</td>
</tr>
<tr>
<td>This course is occupationally specific for careers in the health care industry to provide knowledge and skills for state certification, as a pharmacy technician. It is the expectation of any student in this course to take the state certification exam. Offered for two years to graduating seniors, this course provides a certification test in the summer for students who are 19 years old. Transportation must be provided by the student to do the clinical training at a local pharmacy. <strong>This is an Advanced Technical credit (statewide articulated) course.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HEALTH SCIENCE TECHNOLOGY 3 EMT-BASIC</strong></td>
<td>12</td>
<td><strong>PREREQUISITE</strong></td>
</tr>
<tr>
<td>(Regular) Health Science Technology 1</td>
<td></td>
<td>#8443, 8444, 8445</td>
</tr>
<tr>
<td>This is an occupationally specific course designed to teach the knowledge and skills required to test for certification as an Emergency Medical Technician through the Texas Department of Health. This course is designed for students who have a genuine desire to work in Emergency Medical Services. Students must be 19 years of age within 180 days of completion of the course in order to take the state exam. Students will be required to do clinical rotations outside of school hours as scheduled by the instructor. Students will be trained in recognition and treatment of life-threatening illnesses and injuries with additional training provided in CPR automatic and semi-automatic external cardiac defibrillation, anatomy and physiology, as well as legal and ethical issues relating to Emergency Medical Services (EMS). <strong>This is an Advanced Technical credit (statewide articulated) course.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HEALTH SCIENCE TECHNOLOGY 3 EMERGENCY MEDICAL TECHNICIAN, DUAL CREDIT</strong></td>
<td>12</td>
<td><strong>PREREQUISITE</strong></td>
</tr>
<tr>
<td>(Regular) Health Science Technology 1</td>
<td></td>
<td>#8289, 8290, 8291</td>
</tr>
<tr>
<td>This is an occupationally-specific course designed to obtain the knowledge and skills required to test for certification as an Emergency Medical Technician through the Texas Department of Health. This course is designed for students who have a genuine desire to work in Emergency Medical Services. Students must be 18 years of age within 180 days of completion of the course in order to take the state exam. Students will be required to do clinical rotations outside of school hours as scheduled by the instructor. Students will be trained in the recognition and treatment of life-threatening illnesses and injuries with additional training provided in CPR, automatic and semi-automatic external cardiac defibrillation, anatomy and physiology, as well as legal and ethical issues relating to the Emergency Medical Services (EMS). <strong>This course can be used to waive the P.E. equipment.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HEALTH SCIENCE TECHNOLOGY 3 CLINICAL ROTATION</strong></td>
<td>12</td>
<td><strong>PREREQUISITE</strong></td>
</tr>
<tr>
<td>(Regular) Health Science Technology 2</td>
<td></td>
<td>#8206, 8207, 8208</td>
</tr>
<tr>
<td>The students will select and train in a district-approved specific health occupation (i.e. dental office, veterinary, clinic, etc.). This course will prepare the student for entry-level employment at hospitals, dental office, and/or clinics. <strong>This course can be used to waive the P.E. requirement.</strong></td>
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<td></td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td>Prerequisite</td>
</tr>
<tr>
<td>---------------------------------------------</td>
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<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>MEDICAL TERMINOLOGY</strong></td>
<td>½</td>
<td>Biology</td>
</tr>
<tr>
<td>(Regular)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#8256</td>
<td></td>
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</tr>
<tr>
<td>This course is designed to develop knowledge of the language of medicine. Students will acquire word-building skills by learning prefixes, suffixes, roots, and abbreviation used in the medical professions.</td>
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<td></td>
</tr>
<tr>
<td><strong>This is an Advanced Technical credit (statewide articulated) course if a Health Science Technology 3 is also taken.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>HEALTH SCIENCE TECHNOLOGY INDEPENDENT STUDY</strong></th>
<th>½ - 1</th>
<th>Three courses in a Health Science Technology coherent sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Regular)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#8245</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8246, 8247</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is a project-based learning experience developed by a student. The project development provides opportunities for an in-depth study of at least one aspect of the health care industry. The student will demonstrate the ability to utilize a variety of resources, advanced technology, and knowledge through the implementation and presentation of a project.</td>
<td></td>
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</tr>
</tbody>
</table>

| **MEDICAL MICROBIOLOGY**                      | ½       | Biology & Chemistry or Biology & concurrent enrollment in Chemistry |
| (Regular)                                     |         |                                                              |
| #8254                                         |         |                                                              |
| Students conduct laboratory investigations and fieldwork, use scientific methods during investigations, and make informed decisions using critical thinking and problem solving. Students in Medical Microbiology study the relationships of microorganisms to wellness and disease. The develop knowledge and skills related to disease prevention by learning the chain of infection, asepsis, and standard precautions. Pathogenic and nonpathogenic organisms will identified to assist in the understanding of specific diseases, causative agents, and treatment options. The course must include at least 40% laboratory investigation and fieldwork using appropriate scientific inquiry. |

| **PATHOPHYSIOLOGY**                           | ½       | Biology, Chemistry, & Anatomy, & Physical of Human Systems |
| (Regular)                                     |         |                                                              |
| #8255                                         |         |                                                              |
| Students conduct laboratory investigations and fieldwork, use scientific methods during investigations, and make informed decisions using critical thinking and problem solving. Students will know the process of pathogenesis, identify human diseases, and learn the steps of disease prevention and control. Students will also detect changes resulting from mutations and neoplasms by examining cells, tissues, organs, and systems, analyze the body’s natural defense systems against infection such as barriers, the inflammatory response, and the immune response. Training will consist of: evaluating treatment options for diseases, research and describe diseases that threaten world health, and propose intervention strategies. |

| **MARKETING DYNAMICS CAREER PREPARATION**     | 1 ½ - 3 | 16 yrs. of age Own transportation |
| (Regular)                                     |         |                                                              |
| #8470                                         | #8475   |                                                              |
| 8471, 8472                                    | 8476, 8477 |                                                              |
| This course allows the student to attend courses at school half of the day and then work in a supervised training position. It offers the student an opportunity to learn basic concepts and skills of marketing in today’s market place through high-tech experiences involving both classroom and on-the-job instruction provided by business or industry. Emphasis is placed on total quality management, marketing functions, human relations, personality development, entrepreneur skill development and team-building skills. |
| **This is an Advanced Technical credit (statewide articulated) course.** |
| This course can be used to waive the P.E. requirement. |

High School Course Description Book 20 2009-2010
### Marketing Management Career Preparation

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
<th>Grade Levels</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing Dynamics Career Preparation or Marketing Education Career Preparation 1</td>
<td>1 ½ - 3 Credits</td>
<td>11,12</td>
<td>PREREQUISITE</td>
</tr>
</tbody>
</table>

(Regular) (Off Campus) #8480, 8485, 8481, 8482, 8486, 8487

This course offers the student an opportunity to learn about marketing/retailing careers while learning at a training site. The student will be able to learn information in the classroom and then be able to work under supervision with a mentor at the training site.

*This is an Advanced Technical credit (statewide articulated) course.*

*This course can be used to waive the P.E. requirement.*

### Retailing

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
<th>Grade Levels</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retailing</td>
<td>½ - 1 Credit</td>
<td>9,10,11,12</td>
<td>PREREQUISITE</td>
</tr>
</tbody>
</table>

(Regular) #8490, 8491, 8492

The Retailing course explores marketing activities performed by businesses that sell goods and services to consumers. As a part of this course, students will gain a basic understanding of business, marketing, and economic concepts. Each of the units will introduce human resource concepts such as mathematics, communications, and management. Students will learn selling concepts, including the aspect of customer service. They will be able to explore a variety of career options and opportunities in the retail management field.

### Entrepreneurship

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
<th>Grade Levels</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurship</td>
<td>½ - 1 Credit</td>
<td>11,12</td>
<td>PREREQUISITE</td>
</tr>
</tbody>
</table>

(Regular) #8629, 8630, 8631

This course is designed to provide a foundation to plan, design, and start a profitable business venture. Part of this course involves the development of a plan for a new business.

*This is an Advanced Technical credit (statewide articulated) course.*

### Principles of Marketing

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
<th>Grade Levels</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Marketing</td>
<td>½ - 1 Credit</td>
<td>9,10,11,12</td>
<td>PREREQUISITE</td>
</tr>
</tbody>
</table>

(Regular) #8632, 8633, 8634

This is an exploratory course designed to focus on each of the functions of marketing, their relationships, and the marketing process for goods, services, and ideas. Students will apply their principles and concepts in marketing and non-marketing careers.

### O/J Training 1,2

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
<th>Grade Levels</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>O/J Training 1</td>
<td>1 Credit</td>
<td>Minimum of 16 yrs. of age</td>
<td>PREREQUISITE</td>
</tr>
</tbody>
</table>

#9045, 9246, 9047 (AM – Year 1)
#9050, 9051, 9052 (PM – Year 1)
#9055, 9056, 9057 (AM – Year 2)
#9060, 9061, 9062 (PM – Year 2)

O/J Training 1 extends the vocational skills developed through CATE elective classes, covering academic concepts related to employment, social skills, positive self-concept, functional independent skills, access appropriate agencies, and other strategies to improve employment skills. Accommodations are made depending on the individual student’s needs and their O/J Training IEPs. Students taking this course do not receive regular grade points.

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High School Course Description Book 21 2009-2010
## MILITARY SCIENCE & LEADERS

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Levels</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIR FORCE JROTC 1</td>
<td>9,10,11,12</td>
<td>None</td>
</tr>
<tr>
<td>(Regular)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#8960</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8961, 8962</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Air Force Junior Office Training Corps offers the student practical experience in organization, planning, and leadership development. Students study military aviation history, the military role in current events, and will develop full appreciation of our national heritage. The organization and leadership development instruction is built on practical experience in learning the true meaning of positive and constructive leadership. The cadet will learn about the heritage of flight, the development of air power, and about military aerospace. The cadets will also study and experience the elements of good fellowship, personal skills development, and health awareness. Drill is an integral part of JROTC and opportunities for competition and community service are found in the program. PE credit is offered for participation in this program and Health credit is offered if the student completes Air Force JROTC 2, furthermore the Career Connections course requirement for all 9th graders is waived for participating in this program. This course is a prerequisite for Air Force JROTC 2.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Levels</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIR FORCE JROTC 2</td>
<td>10,11,12</td>
<td>Air Force JROTC 1</td>
</tr>
<tr>
<td>(Regular)</td>
<td></td>
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<tr>
<td>#8965</td>
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<tr>
<td>8966, 8967</td>
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</tbody>
</table>

This course builds upon the foundation provided in the first year’s instruction in Air Force JROTC by the study of the aerospace environment, human requirements of flight, and the principles of flight and navigation. The cadets will also study effective communication skills, understanding individual and group behavior, and basic leadership skills. They will also learn about the atmosphere and weather elements and the effects of flight on the human body. Drill continues to be an integral part of JROTC and opportunities for competition and community service are found in the program. Health credit is offered if the student completes this level 2 program. This course is a prerequisite for Air Force JROTC 3.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Levels</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIR FORCE JROTC 3</td>
<td>11,12</td>
<td>Air Force JROTC 2</td>
</tr>
<tr>
<td>(Regular)</td>
<td></td>
<td></td>
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<tr>
<td>#8970</td>
<td></td>
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<tr>
<td>8971, 8972</td>
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</tbody>
</table>

This course continues to build on the lessons learned in the two years prior to this. The students will study the concepts of powered flight including space and manned space flight technology. Students will be introduced to the basic management concepts including the difference between command and management. The definition of and responsibilities of citizenship and the importance of ethics and all it entails are an important part of the leadership portion of Air Force JROTC 3. Drill continues to be an integral part of JROTC and opportunities for competition and community service are found in the program. This course is a prerequisite for Air Force JROTC 4.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Levels</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIR FORCE JROTC 4</td>
<td>12</td>
<td>Air Force JROTC 3</td>
</tr>
<tr>
<td>(Regular)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#8975</td>
<td></td>
<td></td>
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<tr>
<td>8976, 8977</td>
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</tbody>
</table>

The command and management of the unit with guidance provided by the instructors will be the emphasis for the fourth year students in Air Force JROTC. Focus and effort will be centered on the discussion and planning student activities after graduation from high school including college, technical schools and/or training, military, service, etc.
ARMY JROTC 1
9,10,11,12
1 Credit
(Regular) None
#8940 8941, 8942

This course introduces students to the rights, responsibilities, privileges, and freedoms that underlie good citizenship. It is designed to create and appreciation for the heritage and traditions of America and the contributions of the Armed Forces. It helps students develop leadership skills, communications techniques, and the ability to work cooperatively with others. Goal setting and decision-making are taught in a practical manner. Emphasis is placed on scholarship and physical fitness. Cadets develop a strong sense of pride in self, associates, school, and community. Drill and color guard competitions are encouraged and developed, PE credit is offered for participation in this program and Health credit is offered if the student completes Army JROTC 2, furthermore the Career Connections course requirement for all 9th graders is waived for participating in this program. This course is a prerequisite for Army JROTC 2.

ARMY JROTC 2
10,11,12
1 Credit
(Regular) Army JROTC 1
#8945 8946, 8947

This is a social science course that builds upon the foundation established by the Army JROTC 1 course. It stresses the demonstration of ethical values and principles of good citizenship, the display of sound leadership traits and principles in directing group activities, working toward common task accomplishments, and the ability to think logically and communicate effectively. Cadets are introduced to administrative and supervisory styles which develop their leadership confidence. Cadets also learn drill, physical conditioning, and land navigation. They are introduced to international competitive marksmanship and safety. Health credit is offered if the student completes this level 2 program. This course is a prerequisite for Army JROTC 3.

ARMY JROTC 3
11,12
1 Credit
(Regular) Army JROTC 2
#8950 8951, 8952

This course continues the tradition of leadership development begun in the first two years. This course teaches the cadet the basics of managing and directing an organization. Emphasis is placed on communications, problem-solving, decision-making, planning, and supervisory techniques. Students will study the origins and development of military institutions, traditions, and practices in the United States from 1775 to present. Cadets will view the role of the military on land, sea, and air against enemies, both foreign and domestic, and will relate them to American political, social, technological, and economic development. Students in the third year course will lead the cadet organization in completing student-developed projects. Two state elective credits are awarded for successful completion of this course. This course is a prerequisite for Army JROTC 4.

ARMY JROTC 4
12
1 Credit
(Regular) Army JROTC 3
#8955 8956, 8957

This advanced course requires the students to perform as senior members of the cadet organization in assigned command and staff positions. Cadets’ plan and complete cadet organization, school, and community projects. Emphasis is placed on research of school and community needs, formulation of project options, and planning and executing these plans to completion of project goals. Cadets learn the importance and demonstrate the ability to establish life and career goals beyond high school. They learn the steps that should be taken to apply and/or enroll in college and the ways to obtain information about various schools and/or programs of study. Cadets learn various job search techniques including application processing and resume and cover letter writing. Cadets demonstrate the ability to present and critique classroom material and to prepare lesson plans as an assistant instructor. Cadets plan, prepare, conduct and evaluate drill training, ceremonies, or reviews as a cadet leader or staff member. Two state elective credits are awarded for successful completion of this course.
NAVY JROTC 1  
1 Credit  
(Regular)  
None

#8980  
8981, 8982

Naval Junior Reserve Officer’s Training Corps (NJROTC) teaches self-discipline, self-confidence, and leadership skills. Navy 1 is an entry level course which lays the fundamental building blocks for advancement in the program and in the world. The curriculum, instruction, and activities are designed to develop leadership ability regardless of career path. The program consists of formal classroom training supplemented by ship training cruises (when the opportunity arises), orientation visits, and field trips to various naval activities. Students study seamanship, oceanography, meteorology, astronomy, navigation, and leadership. Physical activity is stressed as a part of the leadership process and includes a routine exercise program and marching on a daily basis. Extra-curricular activities include drill teams, color guards, military balls, field meets, trips to various historic locations or navy bases, and community service. Summertime activities include mini-enlisted boot camp, mini-officer candidate school, and leadership academies. Students must purchase physical training equipment. PE credit if offered for participation in this program and Health credit is offered if the student completes Navy JROTC 2, furthermore the Career Connections course requirement for all 9th graders is waived for participating in this program.

NAVY JROTC 2  
1 Credit  
(Regular)  
Navy JROTC 1

#8985  
8986, 8987

Navy JROTC 2 builds on the fundamental concepts of self-discipline, self-confidence, and leadership taught in NJROTC 1. The students will also learn Naval history from 1860-WW2, Naval shipboard organizations, naval weapons, small-boat seamanship, and survival training. Depending on the leadership skill developed in the first year and the work done in the second year the students may attain the positions of platoon commander, company level supply officer, and/or company records officer. Health credit is offered if the student completes this level 2 program. This course is a prerequisite for Navy JROTC 3.

NAVY JROTC 3  
1 Credit  
(Regular)  
Navy JROTC 2

#8990  
8991, 8992

Navy JROTC 3 focuses on the traits of leadership and the application of leadership through historical study. The Naval Science 3 curriculum includes the study of Naval leadership and discipline, the Navy’s role in American democracy, global war at sea, Russian studies, and sea power today. Navy JROTC 3 students are generally active in leadership positions in this program. Leadership positions available to the third year cadets include color guard commander, varsity armed drill team commander, and company executive officer. This course is a prerequisite for Navy JROTC 4.

NAVY JROTC 4  
1 Credit  
(Regular)  
Navy JROTC 3

#8995  
8996, 8997

Naval JROTC 4 stresses leadership and focuses on the traits of leadership and the application of those traits using leadership positions in the unit for reinforcement of these concepts. NJROTC: 4 students are generally active in leadership positions in the program and are deeply involved in the decision-making process for the unity. These cadets are the veterans of the program and hold the highest office positions in the unit, such as battalion commanders, battalion executive officer, battalion operations officer, and company commander. Fourth year cadets serve as a role model for other cadets and function as student assistants to the instructors. The curriculum includes public speaking, research projects, and the direction of specific programs in the units, such as leading formation and exercise routines.
**TECHNOLOGY EDUCATION**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Grade</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECHNOLOGY SYSTEMS – MODULAR COMPUTER</td>
<td>9,10</td>
<td>1 Credit</td>
</tr>
<tr>
<td>(Regular)</td>
<td>None</td>
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<tr>
<td>#8877</td>
<td>8878, 8879</td>
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<tr>
<td>This course introduces the students to the fundamentals of technology systems including bio-related technology, communications; computer applications; construction; energy, power, and transportation; and manufacturing technologies and their use in solving problems. This study will emphasize the application, design, safety, maintenance, marketing, and careers related to these technologies. This course is a prerequisite for Communication Systems, Manufacturing Systems, and Energy, Power, and Transportation Systems. This course will allow the student to compete in Technology Student Association and/or Skills USA VICA (Vocational Industrial Clubs of America) activities and competitions. This course will count for one credit of Technology Applications, if course is taught in a computer-based modular lab setting. <strong>This course satisfies the Technology Applications requirement.</strong></td>
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<tr>
<th>Course Name</th>
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<th>PREREQUISITE</th>
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<tbody>
<tr>
<td>ENGINEERING PRINCIPLES</td>
<td>10,11,12</td>
<td>1 Credit</td>
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<tr>
<td>(Regular)</td>
<td>Technology Systems</td>
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<tr>
<td>#8883</td>
<td>8884, 8885</td>
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<tr>
<td>Engineering Principles is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved in post-secondary education programs and engineering careers. They will explore various engineering and manufacturing processes. They will also learn how engineers address concerns about the social and political consequences of technological change. <strong>This course satisfies the Technology Applications requirement.</strong></td>
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<tr>
<th>Course Name</th>
<th>Grade</th>
<th>PREREQUISITE</th>
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</thead>
<tbody>
<tr>
<td>COMPUTER APPLICATIONS</td>
<td>10,11,12</td>
<td>1 Credit</td>
</tr>
<tr>
<td>(Regular)</td>
<td>Technology Systems is highly recommended</td>
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</tr>
<tr>
<td>#8075</td>
<td>8076, 8077</td>
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<tr>
<td>This course is approved for Technology Applications credit. An exploratory course designed to explore the use of computers in the communication; construction; energy, power, and transportation; and manufacturing fields. Activities may include, but are not limited to, computer numerical control, programming, computer-aided design and drafting; telecommunications; desktop publishing; 3-D design and animation; developing multimedia presentations; CNC programming; and microprocessor programming. <strong>This course satisfies the Technology Applications requirement.</strong> <strong>This is an Advanced Technical credit (statewide articulated) course.</strong></td>
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<tr>
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<th>PREREQUISITE</th>
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<tbody>
<tr>
<td>ENERGY, POWER, &amp; TRANSPORTATION SYSTEMS</td>
<td>10,11,12</td>
<td>1 Credit</td>
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<tr>
<td>(Regular)</td>
<td>Technology Systems</td>
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<tr>
<td>#8046</td>
<td>8047, 8048</td>
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<tr>
<td>This course explores the use of energy, power, transportation systems in meeting needs and wants of industry and society. Radiant, electrical, fluid, and mechanical energy and power and systems and air, sea, and space transportation are explored in a lab setting. This study will include the environmental issues, characteristics, availability, conversion, control, transmission, and storage of these systems. This course will allow the student to compete in Technology Student Association and/or Skills USA VICA (Vocational Industrial Clubs of America) activities and competitions. <strong>This course satisfies the Technology Applications requirement.</strong></td>
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</table>

High School Course Description Book 25 2009-2010
MANUFACTURING SYSTEMS 10,11,12 PREREQUISITE
1 Credit
(Regular) Technology Systems
#8856
8857, 8858

This course emphasizes the knowledge and skills required in manufacturing-related careers. The students will be given the opportunity to develop skills in planning and controlling simulated manufacturing systems and projects utilizing the organizational structures and management strategies in the manufacturing industry. The students will learn about the common manufacturing tools, machines, materials, and processes in a laboratory setting. This course will allow the student to compete in Technology Student Association and/or Skills USA VICA (Vocational Industrial Clubs of America) activities and competitions.

PRINCIPLES OF TECHNOLOGY 1 10,11,12 PREREQUISITE
1 Credit
(Regular) Biology or Integrated Physics, Algebra 1 & Chemistry
#8868
8869, 8870

This course is an applied physics course designed to provide a study in mechanical, fluid, thermal, and electrical energy using hands-on, related technology. Emphasis is placed on the study of force, work, rate, resistance, energy, power, and force transformers. This course also reinforces the math applications needed to understand and apply the principles being studied. Students will receive a credit in science if instruction and learning activities are conducted in a lab setting using tools, equipment, and materials appropriate to the course content at least 40% of the time identified in §74.3(b)(2)(C) of this title (relating to Description of a Required Secondary Curriculum). This course is a prerequisite for Principals of Technology 2. This course will allow the student to compete in Technology Student Association and/or Skills USA VICA (Vocational Industrial Clubs of America) activities and competitions.

PRINCIPLES OF TECHNOLOGY 2 11,12 PREREQUISITE
1 Credit
(Regular) Principles of Technology 1
#8871
8872, 8873

This course is the second year of an applied physics course designed to provide further study in mechanical, fluid, thermal, and electrical energy using hands-on, related technology. Emphasis is placed on the study of momentum, waves, vibrations, energy converters, transducers, radiation, optical systems, and time constraints. This course also reinforces the math applications needed to understand and apply the principles being studied. Students will receive a science credit if instruction and learning activities are conducted in a lab setting using tools, equipment, and materials appropriate to the course content at least 40% of the time identified in §74.3(b)(2)(C) of this title (relating to Description of a Required Secondary Curriculum). This course will allow the student to compete in Technology Student Association and/or Skills USA VICA (Vocational Industrial Clubs of America) activities and competitions.

ARCHITECTURAL GRAPHICS 9,10,11,12 PREREQUISITE
1 Credit
(Regular) None
#8862
8863, 8864

This course focuses on architectural, residential, and commercial design (drawing) utilizing both hands-on and computerized technologies. The students will develop the skills needed to produce plans (blueprints) for residential and light commercial construction using basic drafting tools and computer software and hardware. The students will also learn model construction, community planning, illustrating, space planning, and research. This course will allow the student to compete in Technology Student Association and/or Skills USA VICA (Vocational Industrial Clubs of America) activities and competitions.

This is an Advanced Technical credit (statewide articulated) course.
COMMUNICATION GRAPHICS  
9,10,11,12  
1 Credit  
(Regular)  
None  

#8874  
8875, 8876  

This course focuses on design and technical-drawing skills and knowledge in areas related to basic communication systems (digital phones, satellites, videos, etc.) and imaging technology (photography, digital photography, laser discs, etc). Basic knowledge will be explored and hands-on activities will be implemented. This course will allow the student to compete in Technology Student Association and/or Skills USA VICA (Vocational Industrial Clubs of America) activities and competitions.

ENGINEERING GRAPHICS  
10,11,12  
1 Credit  
(Regular)  
Technology System’s if high recommended  

#8886  
8887, 8888  

This course introduces the student to a hands-on application of fundamental drafting techniques. The student will explore and practice techniques including symmetry, scale, geometric construction, and dimensioning (including tolerances.) This course also includes basic skills in CADD (computerized drafting) including coordinate systems, basic and intermediate commands, orthographic projections, and 3-D techniques. This course will allow the student to compete in Technology Student Association and/or Skills USA VICA (Vocational Industrial Clubs of America) activities and competitions.  

This is an Advanced Technical credit (statewide articulated) course.

PROBLEMS & SOLUTIONS IN TECHNOLOGY  
11,12  
1 Credit  
(Regular)  
2 Technology Ed. Graphics or systems courses  

#8032  
8033, 8034  

This course will involve the student in utilizing the technical skills developed in other technology-based courses in intensive problem-solving opportunities. The student will be required to thoroughly research a problem and to determine the appropriate technology or combination of technologies and systems to use in the solution of the problem. Communications, computer applications, construction energy, power and transportation, and/or manufacturing systems will be utilized in these solutions. This course will allow the student to compete in Technology Student Association and/or Skills USA VICA (Vocational Industrial Clubs of America) activities and competitions.

RESEARCH, DESIGN, & DEVELOPMENT  
11,12  
1 Credit  
(Regular)  
2 Technology Ed. graphics or systems courses  

#8865  
8866, 8867  

This course allows the learner to reinforce, apply, and transfer their academic knowledge and skills to the areas of graphic and systems technology in the solution of real-world problems through research, data collection, problem-solving, designing, developing prototypes and working modes, and evaluation. These solutions will involve the use of communications systems; computer applications systems; construction systems; energy, power, and transportation systems, and manufacturing systems. This course will allow the student to compete in Technology Student Association and/or Skills USA VICA (Vocational Industrial Clubs of America) activities and competitions.
### MANUFACTURING TECHNOLOGY
11,12  
**PREREQUISITE** Manufacturing Systems  
(Regular)  
#8833  
8834, 8835  
This technical course enhances the understanding of various metallic and nonmetallic materials, processes, and products. Materials studied may include polymers, ceramics, woods, composites, and metals. Experiences include safety and instruction of tools and machines association with manufacturing. Mathematical and scientific concepts are stressed as students study various processes used for transforming materials into products. Students study the design of products, quality, and control, design of production tooling, machine tool setups, and manufacturing systems.

### INTRODUCTION TO ENGINEERING DESIGN
9,10,11  
**PREREQUISITE**  
PROJECT LEAD THE WAY – CARVER ONLY  
1 Credit  
(AP)  
None  
#8014  
8015, 8016  
This Project Lead The Way course is an introductory course, which develops student problem solving skills, with emphasis placed upon the concept of developing a 3-D model or solid rendering of an object. Students focus on the application of visualization processes and tools provided by modern state-of-the-art computer hardware and software (AutoCAD Inventor). This modern computer-based process replaces the traditional hand drawing methods. The Course will emphasize the design development process of a product and how a model of that product is produced, analyzed, and evaluated, using Computer Aided Design System. Various design applications will be explored with discussion of possible career opportunities. Project Lead The Way courses receive advanced placement grade points.

*This is an Advanced Technical credit (statewide articulated) course.*

### PRINCIPLES OF ENGINEERING
10,11,12  
**PREREQUISITE**  
PROJECT LEAD THE WAY – CARVER ONLY  
1 Credit  
(AP)  
Introduction to Engineering Design  
#8020  
8021, 8022  
Principles of Engineering are a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved in post-secondary education programs and engineering careers. They will explore various engineering systems and manufacturing processes. They will also learn how engineers address concerns about the social and political consequences of technological change. The main purpose of this course is to experience through theory and hands-on problem-solving activities what engineering is all about. Project Lead The Way courses receive advanced placement grade points.

### DIGITAL ELECTRONICS
10,11,12  
**PREREQUISITE**  
PROJECT LEAD THE WAY – CARVER ONLY  
1 Credit  
(AP)  
None  
#8017  
8018, 8019  
Digital Electronics is a course of study in applied digital logic. The course is patterned after the first semester course in Digital Electronics taught in two and four year colleges. Students will study the application of electronic logic circuits and devices and apply Boolean logic to the solution of problems. Such circuits are found in watches, calculators, video games, computers and thousands of other devices. The use of smart circuits is present in virtually all aspects of our lives and its use is increasing rapidly, making digital electronics an important course of study for a student exploring a career in engineering/engineering technology. Using Electronics Workbench (EWB), the industry standard, students will test and analyze simple and complex digital circuitry. Students will design circuits, using EWB, export their designs to a printed circuit auto routing program that generates printed circuit boards to construct the design using chips and other components.

*This is an Advanced Technical credit (statewide articulated) course.*
<table>
<thead>
<tr>
<th>COURSE</th>
<th>GRADES</th>
<th>PREREQUISITE</th>
<th>CREDITS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGINEERING DESIGN &amp; DEVELOPMENT</td>
<td>12</td>
<td>PREREQUISITE</td>
<td>1</td>
<td>PROJECT LEAD THE WAY – CARVER ONLY&lt;br&gt;(AP)&lt;br&gt;Principles of Engineering, Computer Integrated Manufacturing #8026 8027, 8028&lt;br&gt;In this course, students will work in teams of two or four to design and construct the solution to an engineering problem, applying the principles developed in the preceding four courses. The problem may be selected from a database of engineering problems, be a recognized national challenge or be an original engineering problem identified by the team and approved by the teacher. The problems will involve a wide range of engineering applications, (e.g. a school robomascot, automated solar water heater, remote control hover craft). Students will maintain a journal as part of a portfolio of their work. Each team will be responsible for delivering progress reports and making final presentations of their project for an outside review panel. The completed portfolio will be invaluable as the students apply to college.</td>
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<tr>
<td><strong>TRADE &amp; INDUSTRIAL EDUCATION</strong></td>
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<tr>
<td>AUTOMOTIVE TECHNICIAN 1</td>
<td>10,11,12</td>
<td>PREREQUISITE</td>
<td>2</td>
<td>(Regular) &lt;br&gt;No None #8581 8582, 8583&lt;br&gt;This course is the first in a sequence of courses which will prepare the student for employment and certification in the automotive industry. The student will study safety, lab operation, fundamentals of the brake system and general electrical system with emphasis on diagnostics. Fundamentals of working with specialized tools and test equipment will be included. This course will prepare students for additional training in Automotive Technician II and for possible Automotive Service Excellence certification. Technology Systems is strongly recommended prior to enrolling in this course. Enrollment in this course allows the student to compete in Skills USA VICA activities and competitions.</td>
</tr>
<tr>
<td>AUTOMOTIVE TECHNICIAN 2</td>
<td>11,12</td>
<td>PREREQUISITE</td>
<td>2</td>
<td>(Regular) &lt;br&gt;Automotive Technician 1 #8586 8587, 8588&lt;br&gt;This course will offer the students hands on skills related to starting system diagnostic/repair and engine performance. Emphasis will be placed on the fuel/emission systems and the electronic control systems. Diagnostics and repair of drivability problems using test equipment, computers and manuals will be taught. Students will learn the use of electronic service manuals for wiring diagrams and computerized engine control. This course will prepare students for additional training in Automotive Technician III and for possible Automotive Service Excellence certification. Enrollment in this course allows the student to compete in Skills USA VICA activities and competitions.</td>
</tr>
<tr>
<td>AUTOMOTIVE TECHNICIAN 3</td>
<td>12</td>
<td>PREREQUISITE</td>
<td>2</td>
<td>(Regular) &lt;br&gt;Automotive Technician 2 #8591 8592, 8593&lt;br&gt;This course will offer the students hands on skills related to suspension and steering systems and school to work activities. Emphasis will be placed on front and rear suspension systems and wheel alignment. Fundamentals of working with specialized tools and test equipment will be included. This course will prepare students for the opportunity to seek Automotive Service Excellence certification and/or apprenticeship training in the automotive industry. Enrollment in this course allows the student to compete in Skills USA VICA competitions.</td>
</tr>
</tbody>
</table>
INTRO TO CONSTRUCTION TRADES  10,11,12  PREREQUISITE
2 Credits
(Regular)  
#8708  
8709, 8710

This course offers the opportunity to become familiar with job opportunities and training requirements in careers related to construction: carpentry, masonry, painting, air-conditioning and refrigeration; residential electricity; plumbing and pipe fitting. Entrepreneurship, safety, and leadership training are included in this course. Enrollment in this course will allow the student to compete in Skills USA VICA activities contests.

BUILDING TRADES 1  11,12  PREREQUISITE
2 Credits
(Regular)  
Introduction to Construction Trades is strongly recommended
#8715  
8716, 8717

This is a pre-employment, hands-on application course with job specific training for entry level employment in construction related careers, such as framing, roofing, foundations, cabinet making, painting and decorating, and cements finishing. It includes the study of entrepreneurship, leadership, and safety for personal and career development to meet the needs of industry. This course prepares the student for more advanced training in the second year of this program. Enrollment in this course will allow the student to compete in Skills USA VICA activities and contests. This course is a prerequisite for Building Trades II.

BUILDING TRADES 2  12  PREREQUISITE
2 Credits
(Regular)  
Building Trades 1
#8720  
8721, 8722

This course is the second year of a two year sequenced, occupationally specific, skills training program. It is a hands-on application course designed to advance the skills taught in Building Trade 1. All training in this course is completed utilizing the technology represented in industry today and is meant to prepare the student for the opportunity to seek certification and/or apprenticeship training in the construction industry. Enrollment in this course will allow the student to compete in Skills USA VICA activities and contests.

INTRO TO COMPUTER MAINTENANCE  10,11,12  PREREQUISITE
1 Credit
(Regular)  
None
#8645  
8646, 8647

This course focuses on the assembly and disassembly of modern computer systems. The study of electronic theory necessary to perform basic system maintenance is included. The operation and checkout of system board circuitry, monochrome and color monitors, disk drive systems, computer architecture, and schematic diagrams are presented. An introduction to DOS software installation and the use of DOS in troubleshooting system abnormalities will be integrated with basic electronics and hardware needed to properly diagnose malfunctions. This course will allow the student to compete in Skills USA VICA (Vocational Industrial Clubs of America) activities and competitions.

This is an Advanced Technical credit (statewide articulated) course.
### COMPUTER MAINTENANCE TECHNICIAN 1

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>11,12</td>
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</tbody>
</table>

**Regular**

Introduction to Computer Maintenance is strongly recommended

#8648
8649, 8650

This is the first of a two year program. It is designed to provide job-specific training for entry level employment in the rapidly expanding computer maintenance field. Instruction includes electricity/electronic theory, computer systems, data communications, digital electronics, installations, inspections, adjustments, and repair and maintenance. This course will allow the student to compete in Skills USA VICA (Vocational Industrial Clubs of America) activities and competitions.

*This is an Advanced Technical credit (statewide articulated) course.*

### COMPUTER MAINTENANCE TECHNICIAN 2

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

**Regular**

Computer Maintenance Technician 1

#8653
8654, 8655

This is the second year of the two year Computer Maintenance Technician course. The second year is designed to increase the hands-on portion of the program and to enhance the job specific training for entry level employment in the computer maintenance industry. This course will allow the student to compete in Skills USA VICA (Vocational Industrial Clubs of America) activities and competitions.

### COMPUTER CABLING & DESIGN

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,11,12</td>
</tr>
</tbody>
</table>

**Regular**

None

#8711
8712, 8713

This course will prepare students for gainful employment in computer cabling and other related fields. Students will have the opportunity to be placed in a vocational cooperative education program to continue in learning and using computer cabling and design skills. This course will allow the student to compete in Skills USA VICA activities and contests.

*This is an Advanced Technical credit (statewide articulated) course.*

### ELECTRICITY/ELECTRONICS TECHNOLOGY

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
</tr>
</tbody>
</table>

**Regular**

Technology Systems

#8070
8071, 8072

A technical course designed to introduce the concepts and application of electrical energy and electronics as a component of energy technology. In the electricity component, the focus is on the characteristics, generation, storage, distribution, and application of electrical energy. In the electronics component, the focus is on the design, construction, and application electronic devices and circuits. Practical applications include bread boarding, problem solving, and the use of test equipment.

*This is an Advanced Technical credit (statewide articulated) course.*

### ALTERNATING CURRENT ELECTRONICS

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>11,12</td>
</tr>
</tbody>
</table>

**Regular**

None

#8837
8838, 8839

In this course, the student will study the fundamentals of alternating current and circuits, including inductance, capacitance, reactance, impedance, resonance, tuned circuits, filters, and complex alternating current circuits. Emphasis is placed on the introduction of alternating circuit analysis in which time-varying electrical signals, particularly the sine wave, are presented. Emphasis will also be on a thorough study of the capacitor, indoor, and Q factors in circuits of varying frequencies.
### DIRECT CURRENT ELECTRONICS 11,12

1-2 Credits  
(Regular)  
#8843  
8844, 8845  

This course covers the fundamental relationship or current, voltage, resistance, capacitance, inductance, and power through an understanding of Ohm’s and Kirchhoff’s laws. The relationship between electricity and magnetism is discussed and network theorems are introduced as problem-solving tools.

### DIGITAL LOGIC ELECTRONIC CIRCUIT TECHNOLOGY 11,12

1 Credit  
(Regular)  
None  
#8840  
8841, 8842  

This course is intended to provide the student opportunities to become familiar with the essential parts of the digital field of electronics. It includes learning the base 2 and base 16 number system, and a fundamental comparison of the analog with digital electronics. Emphasis is placed on the practical aspects of digital electronics and component families in use today.

### SEMICONDUCTOR ELECTRONICS TECHNOLOGY 11,12

1 Credit  
(Regular)  
#8846  
8847, 8848  

This course begins with a brief history and description of vacuum tubes as a way to explore the ways transistors and related devices operate. Emphasis is placed on the introduction of semiconductor electronic devices, their operation and characteristics, and a familiarization of circuit schematic representations and actual circuit interconnections. Devices explored include vacuum tubes, transistors, latching devices, optical-electronic devices and the operations of each.

### COSMETOLOGY 1 11,12

3 Credits  
(Regular)  
#8755  
8756, 8757  

This course is the first of a two year path in the students’ professional training and certification as a cosmetologist. The students will be trained in haircutting design, make-up artistry, high-fashion color technique, and chemical relaxing, among many more technical applications, in a hands-on application program. Students will also participate in hairstyling and cutting contests, visit area salons, and in-house workshops by professional artists. Each student will have the opportunity to earn 500 hours toward state certification. There is a fee for this course. This course is a prerequisite for Cosmetology 2 enrollment in this course allows the student to compete in Skills USA VICA activities and competitions.

*This course can be used to waive the P.E. requirement.*
<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSMETOLOGY 2</td>
<td>12</td>
<td>(Regular) Cosmetology 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#8760, 8761, 8762</td>
</tr>
<tr>
<td>This course offers the second phase of the students’ preparation for state certification as a cosmetologist. The student will gain advanced training in all areas of cosmetology and continue to have the opportunity to earn an additional 500 hours toward the 1500 required for state certification. Additional hours are earned by successfully completing academic courses while in this program. The students will focus on the intense training in precision salon work and technical problem-solving required in this industry. Emphasis is placed on preparing the individual student to successfully complete the state board exam for professional certification. Enrollment in this course allows the student to compete in Skills USA VICA activities and competitions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is an Advanced Technical credit (statewide articulated) course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TECHNICAL INTRO TO CRIMINAL JUSTICE</td>
<td>1</td>
<td>(Regular) None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#8810, 8811, 8812</td>
</tr>
<tr>
<td>This course studies the history and philosophy of criminal justice and its ethical considerations; crime is defined, its nature and impact are explored; plus an overview of the criminal justice system; law enforcement and the court systems; a study of prosecution and defense; also trial processes and corrections and penal systems. This course can be part of a Tech-Prep coherent sequence in Criminal Justice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is an Advanced Technical credit (statewide articulated) course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRIME IN AMERICA</td>
<td>1</td>
<td>(Regular) Technical Introduction to Criminal Justice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#8813, 8814, 8815</td>
</tr>
<tr>
<td>This course will introduce the student to American crime problems in a historical perspective; social policy affecting crime; impact and crime trends; social characteristics of specific crimes; and prevention of crime. This course can be part of a Tech-Prep coherent sequence in Criminal Justice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is an Advanced Technical credit (statewide articulated) course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUNDAMENTALS OF CRIMINAL LAW</td>
<td>1</td>
<td>(Regular) Crime in America</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#8816, 8817, 8818</td>
</tr>
<tr>
<td>A study of nature of criminal law, its philosophical and historical development with major definitions and concepts. A study of the classifications of crime with the elements of crimes and penalties using Texas statutes as illustrations in addition to criminal responsibilities. This course can be part of a Tech-Prep coherent sequence in Criminal Justice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is an Advanced Technical credit (statewide articulated) course.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TECHNICAL INTRO TO COMPUTER AIDED DRAFTING (CAD) 10,11,12

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Grade Levels</th>
<th>PREREQUISITE</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Intro to Computer Aided Drafting (CAD)</td>
<td>10,11,12</td>
<td>None</td>
<td>1 Credit</td>
</tr>
</tbody>
</table>

- **#8693**
- 8694, 8695

This course provides students with an opportunity to explore various careers in the field of computer-aided drafting (CAD). The interrelated human, scientific, and technological dimensions of CAD are examined using the resources of mathematics, science, and design skills used commonly in the field of CAD.

*This is an Advanced Technical credit (statewide articulated) course.*

### ENGINEERING COMPUTER-AIDED DRAFTING (CAD) 1 11,12

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Grade Levels</th>
<th>PREREQUISITE</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering Computer-Aided Drafting (CAD) 1</td>
<td>11,12</td>
<td>Technology Systems or Architecture Graphics or Engineering Graphics or Technical Introduction to Computer-Aided Drafting</td>
<td>2 Credits</td>
</tr>
</tbody>
</table>

- **#8698**
- 8697, 8698

This course will give students the opportunity to start a career in computer-aided drafting, engineering graphics, or engineering by learning to draw orthographic views and developments using computer software.

*This course can be used to waive the P. E. requirement.*

### ENGINEERING COMPUTER-AIDED DRAFTING (CAD) 2 11,12

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Grade Levels</th>
<th>PREREQUISITE</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering Computer-Aided Drafting (CAD) 2</td>
<td>11,12</td>
<td>Engineering Computer-Aided Drafting (CAD) 1</td>
<td>2 Credits</td>
</tr>
</tbody>
</table>

- **#8726**
- 8727, 8728

A continuation of Computer-Aided Drafting (CAD) 1, this course will afford students the opportunity to learn computer software applications for architectural, electronic, and electromechanical drafting.

*This course can be used to waive the P.E. requirement.*

### ADVANCED COMPUTER-AIDED DRAFTING (CAD) 3 12

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Grade Levels</th>
<th>PREREQUISITE</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Computer-Aided Drafting (CAD) 3</td>
<td>12</td>
<td>Computer-Aided Drafting (CAD) 2</td>
<td>1-2 Credits</td>
</tr>
</tbody>
</table>

- **#8729**
- 8730, 8731

A continuation of Computer-Aided Drafting (CAD) 2, this course covers working detail drawings with proper dimensions and tolerances. Standard symbols, stock shapes and descriptions are covered and applied to fabrication and forming drawings.

*This course can be used to waive the P.E. requirement.*

### ARCHITECTURAL DRAFTING 1

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Grade Levels</th>
<th>PREREQUISITE</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural Drafting 1</td>
<td>10, 11</td>
<td>Engineering Computer-Aided Drafting (CAD) 1</td>
<td>1-2 Credits</td>
</tr>
</tbody>
</table>

- **#8749**
- 8750, 8751

This is the first year of an architecture cluster which offers students the opportunity to obtain pre-college training for the profession of architecture. The students are introduced to basic working drawings, freehand drawing, and design presentation. The students are also introduced to the realities of job pressures by meeting project deadlines in both individual and group problems.

*This course can be used to waive the P.E. requirement.*
INTRO TO ELECTRICAL/ELECTRONICS CAREERS  
1 Credit  
10,11,12  
PREREQUISITE  
(Regular)  
None

#8700  
8701, 8702

This course introduces the student to a variety of electrical/electronics careers and the training requirements of each. These careers may include biomedical technology, fiber optics, avionics, computer electronics, consumer, electronics, business electronics, telecommunications, and industrial electronics manufacturing. Safety, leadership, and business ownership are also studied. Enrollment in this course allows the student to compete in Skills USA VICA activities and competitions.

ELECTRONICS 1  
2 Credits  
11,12  
PREREQUISITE  
(Regular)  
Intro to Electrical/Electronics Careers is strongly recommended

#8775  
8776, 8777

This course is designed to provide career related, hands-on job specific training for entry-level employment in electronics. Instruction includes designing and building electronic circuits utilizing schematic diagrams, testing semiconductor devices, and working with digital electronic circuits and microprocessors. The student will study the physics of electronics, current and voltage, properties of electrical circuits, electrical measurement, Ohm’s Law, magnetism and reactive components. Safety in electronics will be emphasized throughout the program. This course is a prerequisite for Electronics II. Introduction to Electrical/Electronics Careers is strongly recommended prior to enrolling in this course. Enrollment in this course allows the student to compete in Skills USA VICA activities and competitions.

This course can be used to waive the P.E. requirement.

ELECTRONICS 2  
1-2 Credits  
12  
PREREQUISITE  
(Regular)  
Electronics I

#8780  
8781, 8782

This course is the second in a sequence of courses designed to prepare the student for entry level employment in the field of electronics. This course will allow students to advance in the career-related skills required for employment in professions with emphasis in the physics of semiconductors, diodes, and transistors, control devices such as burglar alarms, light sensitive devices, and amplifiers. Enrollment in this course allows the student to compete in Skills USA VICA activities and competitions.

This course can be used to waive the P.E. requirement.

INTRODUCTION TO MEDIA TECHNOLOGY  
1 Credit  
9,10,11  
PREREQUISITE  
(Regular)  

#8080  
8081, 8082

This course is a laboratory-oriented course that provides students with an understanding of the various careers in the media and communications field. Students are introduced to radio and television production, photography, advertising and computer generated graphics.
### INTRODUCTION TO DESKTOP PUBLISHING  
10,11,12  
1 Credit  
(R)  
Keyboarding or Computer Course recommended  
#8821  
8822, 8823  

This course provides an overview of the computers and software packages used for desktop publishing. Desktop publishing hardware and software are studied as they relate to publishing, drafting, and graphics. This course is also a study of the operation and use of desktop publishing software packages and how they fit together into the desktop publishing industry. Enrollment in this course allows the student to compete in Skills USA VICA activities and competitions.

### DESKTOP DESIGN  
10,11,12  
1 Credit  
(R)  
Technical Intro to Desktop Publishing  
#8824  
8825, 8826  

This course will provide students with the opportunity to design graphics using a computer and a variety of graphics software. It will give the student the opportunity to evaluate current trends in graphic design, appreciate the value of good designs, appraise the design level related to the printing process, paper, ink, and associated elements. This course can be a part of a Tech-Prep coherent sequence in Graphic Communications.

### HEATING, VENTILATION, A/C, AND REFRIGERATION 1  
11,12  
1-2 Credits  
(R)  
None  
#8735  
8736, 8737  

This course will train students in the maintenance, repair, and electrical and mechanical theory related to heating, air conditioning, and refrigeration systems. Specific application will involve working with window units and automobile A/C systems. Grade level language arts, mathematics, and science skills will help to ensure the students success in this course. This course is a two part, two year, career skills specific course which prepares students for entry level employment in the HVAC industry. This is a prerequisite for Heating, Ventilation, Air-Conditioning, and Refrigeration 2. Enrollment in this course allows the student to compete in Skills USA VICA activities and competitions.

*This is a local articulated course with Lone Star North Harris when taken for a full credit.*

*This course can be used to waive the P.E. requirement.*

### HEATING, VENTILATION, A/C, AND REFRIGERATION 2  
12  
1-2 Credits  
(R)  
Heating, Ventilation, A/C, & Refrigeration 1  
#8740  
8741, 8742  

This course continues the students’ hands-on, skill-specific training in the HVAC industry by concentrating on applications including residential and commercial refrigeration units and central heating and cooling units. Both HVAC 1 and 2 taken successfully in sequence help the student work toward licensing and will prepare the student for future entry level employment opportunities with licensed HVAC professionals. Enrollment in this course allows the student to compete in Skills USA VICA activities and competitions.

*This is an Advanced Technical credit (statewide articulated) course.*

*This course can be used to waive the P.E. requirement.*
MACHINE SHOP 1 DUAL CREDIT
LONE STAR COLLEGE
1-2 Credits
(Regular) The student must pass the Texas Higher Education Assessment #8661, 8662, 8663
Instruction is designed to provide job specific training for entry level employment skills in metal machinist and leads to certification through Lone Star Harris College and Mazak. Instruction includes precision measuring, blueprint reading, drilling, turning, coring, milling, broaching, reaming, with instruction in numerically controlled machining. The student will learn to: recognize orthogonal and pictorial views used in technical drawings; sketch views of objects; identify symbols used in creating drawings; identify and explain tolerance symbols and terminology; explain welding symbols; convert numbers with English to metric and/or metric to English; solve basic math problems using fractions and decimal numbers; solve right triangle and oblique triangle problems using trigonometry functions; identify various types of wear patterns on inserts and perform corrective action; identify materials and select speeds and feeds for various tooling; identify metal cutting tools for the mill and lathe; and understand and define terminology and formulas for metal cutting. This course will allow the student to compete in Skills USA VICA (Vocational Industrial Clubs of America) activities and competitions.

This is an Advanced Technical credit (statewide articulated) course.

This course can be used to waive the P.E. requirement.

MACHINE SHOP 2 DUAL CREDIT
LONE STAR COLLEGE
1-2 Credits
(Regular) The student must pass the Texas Higher Education Assessment #8666, 8667, 8668
Instruction to design to provide job specific training for entry level employment skills in metal machinist careers and leads to certification through Lone Star North Harris College and Mazak. Instruction enhances job specific training begun in Machine Shop 1. The student will learn to: define the components of a CAM workstation; initialize a new work file; initialize a new drawing; generate basic geometric entities; manipulate entities; apply precision input in creating and locating entities; develop orthographic views; archive and retrieve a work file; demonstrate basic computer equipment knowledge; demonstrate basic milling machine usage; demonstrate basic lathe machine usage; construct views used in milling operations; construct views used in lathe operations; utilize machining programming codes; and apply matching software usage in making parts. This course will allow the student to compete in Skills USA NICA (Vocational Industrial Clubs of America) activities and competitions.

This is an Advanced Technical credit (statewide articulated) course.

This course can be used to waive the P.E. requirement.

METAL TRADES 1
LONE STAR COLLEGE
1-2 Credits
(Regular) None
#8671, 8672, 8673
This course is designed to provide job related training for entry level employment in metal trades careers. The emphasis in this course will be machining and welding. Instruction includes precision measuring, blueprint reading, drilling, turning, coring, milling, broaching, and reaming with instruction in numerically controlled machining. This course will allow the student to compete in Skills USA VICA (Vocational Industrial Clubs of America) activities and competitions.

This course can be used to waive the P.E. requirement.
METAL TRADES 2
1-2 Credits
(Regular) Metal Trades 1
#8676
8677, 8678

This course is the second of a two year program which is designed to prepare the student for entry level jobs in the area of Machining. The student will learn to: define the components of a CAM workstation; initialize a new work file; initialize a new drawing; generate basic geometric entities; manipulate entities; apply precision input in creating and locating entities; develop orthographic views; archive and retrieve a work file; demonstrate basic computer equipment knowledge; demonstrate basic milling machine usage; demonstrate basic lathe machine usage; construct views used in milling operations; construct views in lathe operations; utilize machine programming codes; and apply machine software usage in making parts. This course will allow the student to compete in Skills USA VICA (Vocational Industrial Clubs of America) activities and competitions.

This course can be used to waive the P.E. requirement.

TRADE & INDUSTRIAL CAREER PREP 1
2-4 Credits
(Regular) (Off Campus) 16 yrs. Of age
#8785 16 yrs. Of age
#8790 Own transportation
8786, 8787 8791, 8792

This course provides both classroom and on-the-job training in careers related to skilled trades and industry. The students will be employed in an approved training site under the direction of a supervisor who is a practicing professional in the career for which the student is preparing. Business ownership, safety, leadership, human relations, applied academic skills, and career opportunities are developed in the classroom setting and are practiced on the job site. Students entering this course must be 16 years of age as of September 1 of that year. This course is a prerequisite for Trade and Industrial Career Prep 2. Enrollment in this course allows the student to compete in Skills USA VICA activities and competitions.

This course can be used to waive the P.E. requirement.

TRADE & INDUSTRIAL CAREER PREP 2
2-4 Credits
(Regular) (Off Campus) Trade & Industrial Career Prep 1
#8795 16 yrs. Of age
#8800 Own transportation
8796, 8797 8801, 8802

This course expands both the classroom instruction and on-the-job training in approved, skilled occupations from Industrial Cooperative Training 1. Focus is placed on increased individualized instruction, cooperative learning, and career advancement. Students are prepared for entry into certification and/or post-secondary training opportunities required for advancement in the career for which they are training. Enrollment in this course allows the student to compete in Skills USA VICA activities and competitions.

This course can be used to waive the P.E. requirement.

TRADE & INDUSTRIAL EDUCATION INDEPENDENT STUDY
12
½ Credit
(Regular) Two Trade & Industrial Education Courses in a coherent sequence
#8691

This course requires a school-based independent study project developed by the student and conducted under the supervision of the teacher and a mentor from an industry related to the project focus. The project provides opportunities for the student to apply multiple skills to plan and conduct research in a trade and industrial area that they have chosen. The project will include the application of the scientific method of investigation data collection, and data analysis. The project is to be presented to a review panel that will include professionals in the field of project focus. The student’s ability to utilize a variety of resources, technologies, reporting formats, interpersonal skills, and communication skills will be demonstrated in the development and presentation of the project.
INTRODUCTION TO APPRENTICESHIP TRAINING

1 Credit

11,12

PREREQUISITE

Completion of introductory course in appropriate system

#8804
8805, 8806

This course is a follow-up to an introductory course appropriate to the student’s chosen career pathway. Each student will receive trade specific training in the careers covered in the introductory course. Completion of the course will give the student apprenticeship credit in the appropriate trade or career leading to certification in programs either approved by the Bureau of Apprenticeship Training or other such business/industry sponsored programs.

This course can be used to waive the P. E. requirement.

EMERGENCY TELECOMMUNICATIONS

PREREQUISITE

This course is a study of the history of public safety communications and of the federal and state laws affecting public safety communications. In addition, telephone and radio communications systems are studied as are communications documentation: emergency management: 911: stress and crisis management.

COMPETITION/TESTING – ACADEMIC

ACADEMIC DECATHLON/OCTATHLON

1 Credit

10,11,12

PREREQUISITE

Teacher approval

#5181  #5178
5182, 5183  5179, 5180

Each year the Decathlon/Octathlon coach receives a new study outline for that year’s competition. The outline covers: composition of a speech, interview techniques, essay development, and topics in economics, social studies, math, science, language arts, fine arts, and Super Quiz. The students taking the Decathlon course will research and develop outlines and papers for these topics. The class will utilize independent research skills and whole group, small group and individual presentation skills. Decathlon students will practice speech and interview techniques. Field trips are encouraged and teachers are encouraged to find mentors for the decathlon students in order to study specialize in depth a particular topic so that they can be the “teachers” or “experts” for that topic. In addition to required research data (papers, annotated bibliographies) students will develop an original product designed to be a teaching tool for the other decathlon team members. Instruction should be highly individualized and diagnostic with student choice.

SAT/ACT PREPARATION

½ Credit

9,10,11,12

PREREQUISITE

None

#5204

This course is a combined math and language arts course designed to give students the skills and practice necessary to maximize their performance and the SAT, ACT, and similar tests. It is designed for college-bound students who are preparing to take the SAT, ACT, or similar tests. This course is for local credit.
### ENGLISH

#### ENGLISH 1 REGULAR

<table>
<thead>
<tr>
<th>Credit</th>
<th>Grade</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
<td>English/Language Arts, grade 8</td>
</tr>
</tbody>
</table>

(Regular)

#5104, 5105, 5106
#6104, 6105, 6106 (Co-Teach)
#6107, 6108, 6109 (Support Facilitation)

This course includes state-mandated essential knowledge and skills in four areas: writing, language, literature, and reading. Embedded in these four areas are speaking and listening and viewing and representing. Through the writing process, students are given a variety of writing experiences and learn to produce writing in various forms. Language usage and mechanics (skills) are emphasized within the writing process and integrated with writing and reading. Literature is used as a basis for generating writing and reading, as well as learning literary concepts, a variety of genre, and strategies to improve reading comprehension, using Co-Teach and Support Facilitation models, modifications and accommodations may be based upon the individual student’s needs and their IEPs.

#### ENGLISH 1 TECH PREP

<table>
<thead>
<tr>
<th>Credit</th>
<th>Grade</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9,10,11,12</td>
<td>Enrollment in Tech Prep Program &amp; English taken in sequence</td>
</tr>
</tbody>
</table>

(Regular)

#8890
8891, 8892

This course includes state-mandated essential knowledge and skills taught in a real-world, hands-on, career format, in four areas: writing, language, literature, and reading. Embedded in these four areas are speaking and listening. Through the writing process, students are given a variety of writing experiences and will learn to produce to writing in various forms related to the technical and business world. Language usage and mechanics (skills) are emphasized within the writing process and integrated with writing and reading. Literature is used as a basis for generating writing and reading, as well as learning literary concepts, a variety of genre, and strategies to improve reading comprehension.

#### ENGLISH 1 FOR SPEAKERS OF OTHER LANGUAGES

<table>
<thead>
<tr>
<th>Credit</th>
<th>Grade</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9,10</td>
<td>Placement by ESL LPAC meeting</td>
</tr>
</tbody>
</table>

(Regular)

#7200
7201, 7202

This course includes a state-mandated essential knowledge and skills in four areas: writing, language, literature, and reading. Embedded in these four areas are speaking and listening. Through the writing process, students are given a variety of writing experiences and learn to produce writing in various forms. Language usage and mechanics (skills) are emphasized within the writing process and integrated with writing and reading. Literature is used as a basis for generating writing and reading, as well as learning literary concepts, a variety of genre, and strategies to improve reading comprehension. This course will meet the instructional needs of the ESL students at their level or English language proficiency.
ENGLISH 1 MC
1 Credit

Prerequisite
English 8 (MC) in middle school and/or ARD committee placement

#9100
9101, 9102

This course includes state-mandated essential knowledge and skills in four areas: writing, language, literature, and reading. Embedded in these four areas are speaking and listening and viewing and representing. Through the writing process, students are given a variety of writing experiences and learn to produce writing in various forms. Language usage and mechanics (skills) are emphasized within the writing process and integrated with writing and reading. Literature is used as a

ENGLISH 1 PRE-AP
9
1 Credit

(Honors)

Prerequisite
English/Language Arts, grade 8; Honors approval

#7551
7552, 7553

This course is designed for those students who are highly motivated to go beyond the regular English program. This course will emphasize the writing process, addressing grammar and mechanics through that process; conducting primary and secondary research; and emphasize vocabulary development, analogies, and critical analysis of genre, including world literature.

ENGLISH 1 G/T ENCOUNTERS*
9
1 Credit

(G/T)

Prerequisite
English/Language Arts, grade 8
G/T Encounters Identification

#5110
5111, 5112

This course provides for students who have been admitted to the district’s G/T program. The gifted and talented students are provided more opportunities for in-depth and complex development of broad-based themes through the analysis of a variety of authors’ works. In addition to the mastery of objectives in reading, writing, listening, speaking, language, literature, and visual literacy in the context of broad-based thematic units, emphasis is placed on student products that demonstrate higher level thinking skills, advanced writing, and vocabulary development. This course prepares the student for Advanced Placement English courses by providing opportunities for the student to prepare effective literary criticism papers and improve analysis, and problem solving skills.

*Specific entry and continued eligibility criteria exist for this section.

ENGLISH 2 REGULAR
10
1 Credit

(Regular)

Prerequisite
English 1

#5117, 5118, 5119
#6113, 6114, 6115 (Co-Teach)
#6116, 6117, 6118 (Support Facilitation)

This course includes state-mandated essential knowledge and skills in four areas: writing, language, literature, and reading. Embedded in these four areas are speaking and listening and viewing and representing. Through the writing process, students are given a variety of writing experiences and learn to produce writing in various forms. Language usage and mechanics (skills) are emphasized within the writing process and integrated with writing and reading. Literature is used as a basis for generating writing and reading, as well as learning literary concepts, a variety of genre, and strategies to improve reading comprehension. Using Co-Teach and Support Facilitation models, modifications and accommodations may be made based upon the individual student’s needs and their IEPs.
## ENGLISH 2 TECH PREP

**1 Credit**

(Regular)  
English I and enrollment in Tech Prep program

#8893  
8894, 8895

This course is designed to prepare the student both academically and technically for the success in future careers, whether college oriented or not. Through cooperative learning, independent study, and the use of various technologies, students are able to use literature as a platform for exploring careers that may be interested in. This course includes state-mandated essential knowledge and skills in four areas: writing, language, literature, and reading. Embedded in these four areas are speaking and listening. Through the writing process, students are given a variety of writing experiences and learn to produce writing in various forms. Language usage and mechanics (skills) are emphasized within the writing process and integrated with reading. Literature is used as a basis for generating writing and reading, as well as learning literary concepts, a variety of genre, and strategies to improve reading comprehension.

## ENGLISH 2 FOR SPEAKERS OF OTHER LANGUAGES

**1 Credit**

(Regular)  
Placement by ESL LPAC meeting  
Immigrant students only

#7203  
7204, 7205

This course includes state-mandated essential knowledge and skills in four areas: writing, language, literature, and reading. Embedded in these four areas are speaking and listening. Through the writing process, students are given a variety of writing experiences and learn to produce writing in various forms. Language usage and mechanics (skills) are emphasized within the writing process and integrated with writing and reading. Literature is used as a basis for generating writing and reading, as well as learning literary concepts, a variety of genre, and strategies to improve reading comprehension. This course will meet the instructional needs of the ESL students at their level of English language proficiency.

## ENGLISH 2 MC

**1 Credit**

English I (MC) in high school and/or ARD committee placement

#9105  
9106, 9107

This course includes state-mandated essential knowledge and skills in four areas: writing, language, literature, and reading. Embedded in these four areas are speaking and listening and viewing and representing. Through the writing process, students are given a variety of writing experiences and learn to produce writing in various forms. Language usage and mechanics (skills) are emphasized within the writing process and integrated with writing and reading. Literature is used as a basis for generating writing and reading, as well as learning literary concepts, a variety of genre, and strategies to improve reading. Accommodations are made depending on the individual student and their English 2 (MC) IEPs. Students taking this course do not receive regular grade points.

## ENGLISH 2 PRE-AP

**1 Credit**

(Honors)  
English I  
Honors approval

#7554  
7555, 7556

This course is designed for those students who are highly motivated to go beyond the regular English program. This course emphasizes the writing process, addressing grammar and mechanics through that process; conducting primary and secondary research; and emphasizing vocabulary development, analogies, and critical analysis of genre, including world literature.
ENGLISH 2 G/T ENCOUNTERS* 10 PREREQUISITE
1 Credit

(G/T) English 1
#5123
5124, 5125

This course provides for students who have been admitted to the district’s G/T program. The gifted and talented students are provided more opportunities for in-depth and complex development of broad-based themes through the analysis of a variety of authors’ work. In addition to the mastery of objectives in reading, writing, listening, speaking, language, literature, and visual literacy in the context of broad-based thematic units, emphasis is placed on student products that demonstrate higher level thinking skills, advanced writing and vocabulary development. This course prepares the student for Advanced Placement English courses by providing opportunities for the student to prepare effective literacy criticism papers and improve analysis, and problem solving skills.

*Specific entry and continued eligibility criteria exist for this section.

ENGLISH 3 REGULAR 11 PREREQUISITE
1 Credit

(Regular) English 2
#5126, 5127, 5128
#6122, 6123, 6124 (Co-Teach)
#6125, 6126, 6127 (Support Facilitation)

This course includes state-mandated essential knowledge and skills in four areas: writing, language, literature, and reading. Embedded in these four areas are speaking and listening and reviewing and representing. Through the writing process, students are given a variety of writing experiences and learn to produce writing in various forms. Language skills are taught through writing. American literature is taught along with the literature of many cultures making up the United States of today and serves to generate writing. Reading strategies are taught to improve comprehension. Using Co-Teach and Support Facilitation models, modifications and accommodations may be made based upon the individual student’s needs and their IEPs.

ENGLISH 3 TECH PREP 11,12 PREREQUISITE
1 Credit

(Regular) Enrollment in Tech Prep Program
#8896
8897, 8898

This course is taught in an intense, high tech, career oriented, lab based format for the student whose goal is to enter college or the job market upon graduation from high school. It includes state-mandated essential knowledge and skills in four areas: writing, language, literature, and reading. Embedded in these four areas is speaking and listening in relation to success in a career. Through the writing process, students are given a variety of real-world experiences and learn to produce writing in various forms related to the technical or business world. American literature is taught along with the literature of many cultures making up the United States of today. Reading strategies are taught to improve comprehensive and real-world problem solving.

ENGLISH 3 MC 1 Credit

(Regular) English 2 (MC) in high school and/or ARD committee placement
#9110
9111, 9112

This course includes state-mandated essential knowledge and skills in four areas: writing, language, literature, and reading. Embedded in these four areas are speaking and listening and viewing and representing. Through the writing process, students are given a variety of writing experiences and learn to produce writing in various forms. Language usage and mechanics (skills) are emphasized within the writing process and integrated with writing and reading. Literature is used as a basis for generating writing and reading, as well as learning literary concepts, a variety of genre, and strategies to improve reading. Accommodations are made depending on the individual student and their English 3 IEPs. Students taking this course do not receive regular grade points.
### ENGLISH 3 DUAL CREDIT*

<table>
<thead>
<tr>
<th>Credit</th>
<th>PREREQUISITE</th>
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<tbody>
<tr>
<td>1</td>
<td>English 2</td>
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</tbody>
</table>

(Honors)  
Pre-AP approval; Entry/Exit requirements  

#5020  
5021, 5022

This course is college-level writing course offered in cooperation with Lone Star College System & Aldine ISD. In order to meet state requirements, this course emphasizes American literature. This course presupposes a certain level of knowledge, writing skill, and general preparedness in writing. The focus of the course is expository writing with a persuasive, argumentative edge. Central to the course is the reading and writing of essays that help the student to think and write critically. **Students must meet entrance requirements and exit competencies** of this course before receiving credit.

*Testing is required prior to enrollment in class*

### ENGLISH 3 PRE-AP*

<table>
<thead>
<tr>
<th>Credit</th>
<th>PREREQUISITE</th>
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<tbody>
<tr>
<td>1</td>
<td>English 2</td>
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</tbody>
</table>

(Honors)  
Pre-AP approval  

#7557  
7558, 7559

This course is designed for those students who are capable of doing college-level work and who will devote the time and energy necessary to complete this rigorous and demanding course. This course will emphasize study of a variety of texts and writing tasks, along with study of the evolution of English prose style since the Middle Ages. Students will develop an awareness of the expressive potential of language, along with the ability to utilize some degree of that potential. Students will be prepared to take the AP Language and Composition exam. Summer reading is required.

### ENGLISH 3 G/T ENCOUNTERS*

<table>
<thead>
<tr>
<th>Credit</th>
<th>PREREQUISITE</th>
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<tbody>
<tr>
<td>1</td>
<td>English 2</td>
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</table>

(G/T)  
G/T Encounters Identification  

#5132  
5133, 5134

This course provides for students who have been admitted to the districts G/T program. The gifted and talented students are provided more opportunities for in-depth and complex development of broad-based themes through the analysis of a variety of authors’ works. In addition to the mastery of objectives in reading, writing, listening, speaking, language, literature, and visual literacy in the context of broad-based thematic units, emphasis placed on student products that demonstrate higher level thinking skills, advanced writing and vocabulary development. This course prepares the student for Advanced Placement English courses by providing opportunities for the student to prepare effective literary criticism papers and improve analysis, and problem solving skills.

*Specific entry and continued eligibility criteria exist for this section.*

### ENGLISH 3 AP*

<table>
<thead>
<tr>
<th>Credit</th>
<th>PREREQUISITE</th>
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<tbody>
<tr>
<td>1</td>
<td>English 2</td>
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</tbody>
</table>

(AP)  
AP approval; Entry/Exit requirements  

#6960  
6961, 6962

This course is designed for students who are capable of doing college-level work and who will devote the time and energy necessary to complete this rigorous and demanding course. This course emphasizes language and composition, along with American and world literature. Students will study a variety of texts, language, and writing tasks in order to prepare for the Advanced Placement Language and Composition test in May. Summer reading is required. AP courses are appropriate program services for identified gifted and talented students. The AP teachers must have 30 hours of G/T training and the G/T students are provided opportunities for a differentiated curriculum.

*Specifics entry and continued eligibility criteria exist for this section.  
*Students are expected to take the AP exam.*
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Prerequisite</th>
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</thead>
<tbody>
<tr>
<td><strong>ENGLISH 3 AP EXAM PREPARATION</strong></td>
<td>½ Credit</td>
<td>English 3 AP</td>
</tr>
<tr>
<td>(Regular-Local)</td>
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<td>#5060</td>
</tr>
<tr>
<td>This course is designed to prepare students who have taken English AP3 for the Language and Composition AP test in May. Students will be engaged in numerous timed literary responses and will practice objective AP tests. Students are expected to take the AP test.</td>
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<tr>
<td><strong>ENGLISH 4 REGULAR</strong></td>
<td>1 Credit</td>
<td>English 3</td>
</tr>
<tr>
<td>(Regular)</td>
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<td>#5138, 5139, 5140</td>
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<tr>
<td>#6131, 6132, 6133 (Co-Teach)</td>
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<tr>
<td>#6134, 6135, 6136 (Support Facilitation)</td>
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<tr>
<td>This course includes state-mandated essential knowledge and skills in four areas: writing, language, literature, and reading. Embedded in these four areas are speaking and listening and viewing and representing. Students are given a variety of writing experiences and will learn to produce writing in various forms. Language skills are taught through the writing process. British literature serves as the focus for generating writing. Using Co-Teach and Support Facilitation models, modifications and accommodations may be made based upon the individual student’s needs and their IEPs.</td>
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<tr>
<td><strong>ENGLISH 4 TECH PREP</strong></td>
<td>1 Credit</td>
<td>English 1 through 3 &amp; enrollment in Tech Prep Program</td>
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<tr>
<td>(Regular)</td>
<td></td>
<td>#8899</td>
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<td>8900, 8901</td>
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<tr>
<td>This course is designed to offer preparation for both college and the work place. It is an intense integration of academic and career oriented technologies. Through cooperative learning, high-level presentation, individual studies, and career oriented research, students perform at a level beyond that of a regular student. This course includes state-mandated essential knowledge and skills in four areas: writing, language, literature, and reading. Embedded in these four areas are speaking and listening. Students are given a variety of writing experiences and will learn to produce writing in various forms. Language skills are taught through the writing process. English literature serves as the focus for career oriented writing.</td>
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<tr>
<td><strong>ENGLISH 4 MC</strong></td>
<td>1 Credit</td>
<td>English 3 (MC) in high school and/or ARD committee placement</td>
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<td></td>
<td></td>
<td>#9115</td>
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<tr>
<td>9116, 9117</td>
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</tr>
<tr>
<td>This course includes state-mandated essential knowledge and skills in four areas: writing, language, literature, and reading. Embedded in these four areas are speaking and listening and viewing and representing. Through the writing process, students are given a variety of writing experiences and learn to produce writing in various forms. Language usage and mechanics (skills) are emphasized within the writing process and integrated with writing and reading. Literature is used as a basis for generating writing and reading, as well as learning literary concepts, a variety of genre, and strategies to improve reading. Accommodations are made depending on the individual student and their English 4 IEPs. Students taking this course do not receive regular grade points.</td>
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</tbody>
</table>
ENGLISH 4 G/T ENCOUNTERS* 12 PREREQUISITE

1 Credit

(G/T) G/T Encounters Identification

#5144
5145, 5146

This course provides for students who have been admitted to the district’s G/T program. The Gifted and Talented students are provided more opportunities for in-depth and complex development of broad-based themes through the analysis of a variety of authors’ works. In addition to the mastery of objective in reading, writing, listening, speaking, language, literature, and visual literary in the content of broad-based thematic units, emphasis is placed on student products that demonstrate higher level thinking skills, advanced writing and vocabulary development. This course prepares the student for Advanced Placement English courses by providing opportunities for the student to prepare effective literary criticism papers and improve analysis, and problem solving skills.

*Specific entry and continued eligibility criteria exist for this section.

ENGLISH 4 DUAL CREDIT 12 PREREQUISITE

1 Credit

(Honors) Entry/Exit requirements

#5023
5024, 5025

This course is a college-level survey of British literature offered by Lone Star College System and Aldine ISD. This course will provide the student with an understanding and appreciation of the earliest and most influential British writers and their effects on Western thought and language. Certain common threads will be explored: the concept of the hero, the depiction of the social order, the relationship of the writer to the world, and the characteristics of the prevailing genres in each period. Students must meet the entrance requirements and exit competencies of this course before receiving credit. Testing is required prior to enrollment in class.

ENGLISH 4 AP* 12 PREREQUISITE

1 Credit

(AP) English 3; AP approval

#6963
6964, 6965

This course is designed for students who are capable of doing college-level work and who will devote the time and energy necessary to complete this rigorous and demanding course. Works in translation, especially in British and world drama, and the novel will be included in this course, along with critical reading and imaginative and discursive literature and writing about literature and related ideas. Students will be prepared to take the AP Literature and Composition test in May. Summer reading is required. AP courses are appropriate program services for identified gifted and talented students. The AP teachers must have 30 hours of G/T training and the G/T students are provided opportunities for a differentiated curriculum.

*Specific entry and continued eligibility criteria exist for this section.

*Students are expected to take the AP exam.

ENGLISH 4 AP EXAM PREP 1/2 Credit

1/2 Credit

(Regular – Local) English 4 AP

#5061

This course is designed to prepare students who have taken English 4 AP for the Literature and Composition AP test in May. Students will be engaged in numerous timed literary responses and will practice objective AP tests. Students are expected to take the AP test.
CREATIVE WRITING 10,11,12 PREREQUISITE

½ Credit (Regular) None

#5198

This course is designed for the students who are interested in writing and have a sincere desire to write. The format is writing workshop approach and will offer the student an opportunity to have fun with words, create short works of fiction, poetry, and expository writing. How to develop character, plot, suspense, as well as, elements of creating poetry will be taught. Individual student conferencing with the teacher will be emphasized. Students will have the opportunity to submit their work to be published. This creative writing course may be used to provide the Encounters Gifted & Talented students with opportunities to design, develop, and defend an English project to meet the requirements of the original research component of the distinguished Achievement Plan. Please refer to the Distinguished Achievement Plan requirements.

HUMANITIES 12 PREREQUISITE

1 Credit (Regular) English 3

#6977

6978, 6979

This course teaches students to recognize major historical and cultural movements as they are reflected in various art forms and in literature. It gives students the unique opportunity to explore the ways in which we perceive beauty and form in painting, sculpture, architecture, music and dance. Students briefly look at how the forms of literacy expression possess common characteristics with the other fine arts. They learn about the fundamentals of painting, view slides extensively, and apply what they learn from the viewing to analyze paintings from prints. Students also study the fundamentals of music in order to understand the forms of music: concentrated listening activities strengthen their ability to listen and also allow them to analyze musical compositions for melody, rhythm, and form. The students also learn about dance and architecture styles as time allows. The course culminates with a review of the historical periods and how art, music, and literature developed and were affected by social, political, and cultural milieu.

HUMANITIES DUAL CREDIT 12 PREREQUISITE

½ Credit (Regular) English 3

#7004

This course teaches students to recognize major historical and cultural movements as they are reflected in various art forms in literature. It gives students the unique opportunity to explore the ways in which we perceive beauty and form in painting, sculpture, architecture, music and dance. Students briefly look at how the forms of literary expression possess common characteristics with the other fine arts. They learn about the fundamentals of painting, view slide extensively, apply what they learn from the viewing to analyze paintings from prints. Students also study the fundamentals of music in order to understand the forms of music: concentrated listening activities strengthen their ability to listen and also allow them to analyze musical compositions for melody, rhythm, and form. The students also learn about dance and architecture styles as time allows. The course culminates with a review of the historical periods and how art, music, and literature developed and were affected by social, political, and cultural milieu.
### INDEPENDENT STUDY IN ENGLISH

**1 Credit**

(Regular)

#5151

5152, 5153

This course provides for independent study in English, individually designed for high-achieving students, and gives students an opportunity to develop an advanced skill and to study in a specific area of English. Students are required to conduct extensive research, using both primary and secondary sources, and to produce original work in print or in another medium.

This independent study course may be used to provide the Encounters Gifted & Talented students with opportunities to design, develop, and defend an English project to meet the requirements of the original research component of the distinguished Achievement Plan. Please refer to the Distinguished Achievement Plan requirements.

### ANALYSIS OF VISUAL MEDIA

**½ Credit**

(Regular)

#5211

Students need to be critical viewers, consumers, and producers of media texts. The ability to access, analyze, evaluate, and produce communication in a variety of forms in an important part of language development. Students enrolled in Analysis of Visual Media will interpret various media forms for a variety of purposes.

### LITERARY GENRES

**1 Credit**

(Regular)

#5207

5208, 5209

Students enrolled in Literary Genres will spend time analyzing the fictional and poetic elements of literary texts and read to appreciate the writer’s craft. Students will discover how well written literary texts can serve as a model for their own writing. Students will respond to texts through such varied avenues as talk, print, and electronic formats to connect their knowledge of the world with the text being used.

### PRACTICAL WRITING SKILLS

**1 Credit**

(Regular)

#5194

5195, 5196

This course is designed for those students who require more extensive study in writing skills: multi-paragraphing, grammar, mechanics. Various purposes and types of writing will be emphasized, along with skills in outlining, summarizing, and note taking.

### PRACTICAL WRITING SKILLS FOR SOL

**1 Credit**

(Regular)

Placement by ESL LPAC meeting

#7230, 7231

This course is designed for those ESL students who require more extensive study in writing skills: multi-paragraphing, grammar, mechanics. Various purposes and types of writing will be emphasized, along with skills in outlining, summarizing, and note taking.
RESEARCH/TECHNICAL WRITING 10,11,12 PREREQUISITE
½ Credit
(Regular) English 2
#5202

This course is designed for developing investigative skills and the ability to use information. Skills such as paraphrasing, note taking, interpreting charts and graphics, relating disparate information, reaching conclusions and citing sources will be emphasized to produce research-based projects, literary research, the position paper, abstract and defense of these. This course will also focus on the opportunities in careers requiring skills in technical writing.

ENGLISH TAKS REMEDIATION 10,11,12 PREREQUISITE
½ Credit
(Regular – Local) Failed part of Exit TAKS
#5205

This course is designed for those students who have failed the reading and/or writing portion of the TAKS EXIT Level test. The course will concentrate on the items failed, as well as the total portion of the test. Students will be assigned to the class in the spring semester of the year in which they failed the test.

TEACHING EXPERIENCES 1 11,12 PREREQUISITE
1 Credit
(Regular – Local) Teacher approval
#5184
5185, 5186

Teaching Experiences is a local credit on-hour course offered to interested juniors, seniors during the spring term of the senior year. Students spend the first several weeks in the classroom learning the terminology and procedures associated with the teaching profession. During the latter half of the course, students report to an adjacent elementary or middle school, where they have the opportunity to observe and to practice what they have learned.

TEACHING EXPERIENCES 2 12 PREREQUISITE
1 Credit
(Regular – Local) Teaching Experiences 1
#5190
5191, 5192

Teaching Experience 2 is a local credit one-hour course offered to senior students that have successfully completed the Teaching Experience 1 course. Students will continue in a practice teaching field experience, but in a different grade level and subject than in Teaching Experience I. Students will also study current educational issues and the history of education in our state and nation.

GRADUATION PREP LANGUAGE ARTS 9,10,11 PREREQUISITE
½ Credit
(Regular – Local) None
#6402 – 9th Grade
#6406 – 10th Grade
#6410 – 11th Grade

This course is designed to help students build skills and learn concepts necessary to be successful on the Language Arts portion of the exit level Texas Assessment of Knowledge and Skills (TAKS) exam. Students who have tested and demonstrated to have low skills in Language Arts will be scheduled for this course. Students must pass the Exit Level TAKS exam to receive a high school diploma.
**ENGLISH ESL**

**ENGLISH LANGUAGE INSTITUTE E.L.I.**

<table>
<thead>
<tr>
<th>9,10,11,12</th>
<th>1-2 Credits</th>
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</thead>
<tbody>
<tr>
<td>(Regular – Local)</td>
<td>Placement by ESL LPAC meeting</td>
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<tr>
<td>#7180</td>
<td>Recent Arrival/Preliterate</td>
</tr>
<tr>
<td>7181, 7182 (2 Periods)</td>
<td>Must Score Non-English Speaker on OLPT</td>
</tr>
</tbody>
</table>

This course includes essential knowledge and skills in four areas: listening, speaking, reading, and writing. Students will be given numerous opportunities to develop and practice oral language skills in English. Students will be introduced to phonics, vocabulary development, basic reading skills, and basic writing skills in English appropriate to their level or English proficiency. Exit from class is based on students’ progress and reading ability. The LPAC committee may place this student in either Language Lab 1 for SOL or English 1 for SOL if the student is prepared to move.

**LANGUAGE LAB 1 FOR SOL**

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<tr>
<th>9,10,11,12</th>
<th>1 Credit</th>
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<tbody>
<tr>
<td>(Regular – Local)</td>
<td>Placement by ESL LPAC meeting</td>
</tr>
<tr>
<td>#7206</td>
<td>7207, 7208</td>
</tr>
</tbody>
</table>

This course includes essential knowledge and skills in four areas: listening, speaking, reading, and writing. Embedded in these four areas are language and literature. Through different writing strategies, students are given a variety of writing experiences and learn to produce writing in various forms. Language usage and mechanics are emphasized within the writing process and attention is given to integrating reading and writing at each student’s level of English proficiency. Literature is used as a basis for generating writing and reading, learning about literary works, and improving reading comprehension. It is an extension of the English Language Institute and will serve as a preparation for those students not yet ready for English 1 for SOL.

**LANGUAGE LAB 2 FOR SOL**

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<th>9,10,11,12</th>
<th>1 Credit</th>
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<tbody>
<tr>
<td>(Regular – Local)</td>
<td>Placement by ESL LPAC meeting</td>
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<tr>
<td>#7209</td>
<td>7210, 7211</td>
</tr>
</tbody>
</table>

This course includes essential knowledge and skills in four areas: listening, speaking, reading, and writing. Embedded in these four areas are language and literature. Through different writing strategies, students are given a variety of writing experiences and learn to produce writing in various forms. Language usage mechanics are emphasized within the writing process and attention is given to integrating reading and writing at each student’s level of English proficiency. Literature is used as a basis for generating writing and reading, learning about literary works, and improving reading comprehension. Language Lab all is an extension of English 1 for SOL and will serve as a preparation for those students not yet ready for English 2 for SOL.
LANGUAGE LAB 3 FOR SOL  
9,10,11,12  
1 Credit  
(Regular – Local)  
Placement by ESL LPAC meeting  
#7212  
7213, 7214  

This course includes essential knowledge and skills in four areas: listening, speaking, reading and writing. Embedded in these four areas are language and literature. Through different writing strategies, students are given a variety of writing experiences and learn to produce writing in various forms. Language usage and mechanics are emphasized within the writing process and attention is given to integrating reading and writing at each student’s level of English proficiency. Literature is used as a basis for generating writing and reading, learning about literary works, and improving reading comprehension. Language Lab 3 is an extension of English 2 for SOL and will serve as a preparation for those students not yet ready for English 3.

LANGUAGE LAB 4 FOR SOL  
10,11,12  
1 Credit  
(Regular – Local)  
Placement by ESL LPAC meeting  
#7220  
7221, 7222  

This course includes essential knowledge and skills in four areas: listening, speaking, reading, and writing. Embedded in these four areas are language and literature. Through different writing strategies, students are given a variety of writing experiences and learn to produce writing in various forms. Language usage and mechanics are emphasized within the writing process and attention is given to integrating reading and writing at each student’s level of English proficiency. Literature is used as a basis for generating writing and reading, learning about literary works, and improving reading comprehension. Language Lab 4 is an extension of English III and will serve as a preparation for those students not yet ready for English 4.

LANGUAGE LAB 5 FOR SOL  
10,11,12  
1 Credit  
(Regular – Local)  
Placement by ESL LPAC meeting  
#7224  
7225, 7226  

This course includes essential knowledge and skills in four areas: listening, speaking, reading, and writing. Through different writing strategies, students are given a variety of writing experiences and learn to produce writing in various forms. Language usage and mechanics are emphasized within the writing process and attention is given to integrating reading and writing at each student’s level of English proficiency. Literature is used as a basis for generating writing and reading, learning about literary works, and improving reading comprehension. Language Lab 5 is an extension of English 4.

JOURNALISM

JOURNALISM 1  
9,10,11,12  
1 Credit  
(Regular)  
None  
#5154  
5155, 5156  

This course introduces students to basic journalism and reporting concepts. The contemporary role of mass print media in the United States will be studied. In addition, journalistic writing, purposes and characteristics of newspaper pages, current trends in format, publishing techniques, graphics, design, layout, and the printing process will be covered.
### JOURNALISM 1 – YEARBOOK OR LITERARY MAGAZINE PRODUCTION

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Levels</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Credit</strong></td>
<td>10,11,12</td>
<td></td>
</tr>
<tr>
<td><strong>(Regular)</strong></td>
<td></td>
<td>Journalism 1; B average or better in English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher approval</td>
</tr>
<tr>
<td>#5157</td>
<td></td>
<td>#5158, 5159</td>
</tr>
</tbody>
</table>

This course provides students with study in the elements and processes of magazine journalistic products, including the school yearbook and the literary magazine. Students will observe deadlines, fulfill assignments, plan and implement an advertising and circulation campaign, write and edit copy, produce graphic arts, and write effective headlines and outlines.

### JOURNALISM 2: YEARBOOK OR LITERARY MAGAZINE PRODUCTION

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Levels</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Credit</strong></td>
<td>10,11,12</td>
<td></td>
</tr>
<tr>
<td><strong>(Regular)</strong></td>
<td></td>
<td>Journalism 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher approval</td>
</tr>
<tr>
<td>#5160</td>
<td></td>
<td>#5161, 5162</td>
</tr>
</tbody>
</table>

This course provides students with study in the elements and processes of magazine journalistic products, including the school yearbook and the literary magazine. Students will observe deadlines, fulfill assignments, plan and implement an advertising and circulation campaign, write and edit copy, produce graphic arts, write effective headlines and outlines, and edit and proofread copy, pages and entire issues.

### JOURNALISM 3: YEARBOOK OR LITERARY MAGAZINE PRODUCTION

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Levels</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Credit</strong></td>
<td>11,12</td>
<td></td>
</tr>
<tr>
<td><strong>(Regular)</strong></td>
<td></td>
<td>Journalism 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher approval</td>
</tr>
<tr>
<td>#5163</td>
<td></td>
<td>#5164, 5165</td>
</tr>
</tbody>
</table>

This course provides students with study in the elements and processes of magazine journalistic products, including the school yearbook and the literary magazine. Students will observe deadlines, fulfill assignments, plan and implement an advertising and circulation campaign, write and edit copy, produce graphic arts, write effective headlines and outlines, and edit and proofread copy, pages, and entire issues of the publication.

### JOURNALISM 1 – NEWSPAPER PRODUCTION

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Levels</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Credit</strong></td>
<td>10,11,12</td>
<td>Teacher approval</td>
</tr>
<tr>
<td><strong>(Regular)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#5166</td>
<td></td>
<td>#5167, 5168</td>
</tr>
</tbody>
</table>

This course provides students with study in the elements and processes used in producing a school newspaper. Students will cooperate with other persons in developing and producing a product: planning and pasting up pages, writing effective headlines and outlines, and editing and proofreading. An advertising and circulation campaign will be planned and implemented.

### JOURNALISM 2 – NEWSPAPER PRODUCTION

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Levels</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Credit</strong></td>
<td>10,11,12</td>
<td>Journalism 1</td>
</tr>
<tr>
<td><strong>(Regular)</strong></td>
<td></td>
<td>Teacher approval</td>
</tr>
<tr>
<td>#5169</td>
<td></td>
<td>#5170, 5171</td>
</tr>
</tbody>
</table>

This course provides students with a laboratory-style course in which they will continue to apply basic journalistic skills to the production of a quality student newspaper.
<table>
<thead>
<tr>
<th>Course Name</th>
<th>Grade</th>
<th>Prerequisite</th>
<th>Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOURNALISM 3 – NEWSPAPER PRODUCTION</td>
<td>11,12</td>
<td>Journalism 2</td>
<td>1</td>
<td>This course provides students with a laboratory-style course in which they will continue to apply basic journalistic skills to the production of a quality student newspaper.</td>
</tr>
<tr>
<td>(Regular)</td>
<td></td>
<td>Teacher approval</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#5172, 5173</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INDEPENDENT STUDY IN JOURNALISM</td>
<td>12</td>
<td>Journalism 3</td>
<td>1</td>
<td>This course is designed for high-achieving students, with activities individually developed for them. Students will conduct research, produce and original work in print or in some other medium, and study in a specific area of individual interest.</td>
</tr>
<tr>
<td>(Regular)</td>
<td></td>
<td>Teacher approval</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#5175, 5176</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORAL INTERPRETATION 1</td>
<td>9,10,11,12</td>
<td>Taken in sequence; Teacher approval</td>
<td>1</td>
<td>These courses consist of defining interpretation, literary merit, individual styles of authors, literary types, and analyzing literature as to the author’s intent and purpose. Competition should be encouraged and performances of various interpretations will be done.</td>
</tr>
<tr>
<td>(Regular)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9835, 9836</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORAL INTERPRETATION 2</td>
<td>9,10,11,12</td>
<td>Taken in sequence; Teacher approval</td>
<td>1</td>
<td>These courses consist of defining interpretation, literary merit, individual styles of authors, literary types, and analyzing literature as to the author’s intent and purpose. Competition should be encouraged and performances of various interpretations will be done.</td>
</tr>
<tr>
<td>(Regular)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9839, 9840</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORAL INTERPRETATION 3</td>
<td>9,10,11,12</td>
<td>Taken in sequence; Teacher approval</td>
<td>1</td>
<td>These courses consist of defining interpretation, literary merit, individual styles of authors, literary types, and analyzing literature as to the author’s intent and purpose. Competition should be encouraged and performances of various interpretations will be done.</td>
</tr>
<tr>
<td>(Regular)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#9843, 9844</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DEBATE 1
1 Credit

(Regular) Taken in sequence; Teacher approval

#9847
9848, 9849

These courses provide students the opportunity to learn the structure of different forums of debate, analyze approaches, examine diverse sources, and increase critical reading skills through research and preparation of material. Instruction will include resolution, interpretation, single-issue briefs, affirmative and negative case construction, and active listening techniques. Competition should be encouraged.

DEBATE 2
1 Credit

(Regular) Taken in sequence; Teacher approval

#9851
9852, 9853

These courses provide students the opportunity to learn the structure of different forums of debate, analyze approaches, examine diverse sources, and increase critical reading skills through research and preparation of material. Instruction will include resolution interpretation, single-issue briefs, affirmative and negative case construction, and active listening techniques. Competition should be encouraged.

DEBATE 3
1 Credit

(Regular) Taken in sequence; Teacher approval

#9855
9856, 9857

These courses provide students the opportunity to learn the structure of different forums of debate, analyze approaches, examine diverse sources, and increase critical reading skills through research and preparation of material. Instruction will include resolution interpretation, single-issue briefs, affirmative and negative case construction, and active listening techniques. Competition should be encouraged.

READING

READING 1   9.10,11,12
1 Credit

(Regular) None

#5082, 5083, 5084
#6431, 6432, 6433 (Co-Teach)
#6434, 6435, 6436 (Support Facilitation)

This course is designed for students reading below grade level. Students will read a variety of materials including current adolescent fiction, nonfiction, and classical literature. Critical reading and thinking skills and be stressed. This course will build reading competence by teaching a developmental sequence of reading skills beginning at the student’s level of reading. Study skills will comprise a part of this course. Using Co-Teach and Support Facilitation models, modifications and accommodations may be made based upon the individual student’s needs and their IEPs.
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Level</th>
<th>PREREQUISITE</th>
<th>Credit</th>
<th>(Regular)</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING 2</td>
<td>9,10,11,12</td>
<td>None</td>
<td>1 Credit</td>
<td>#5085, 5086, 5087</td>
<td>#6437, 6438, 6439 (Co-Teach) #6440, 6441, 6442 (Support Facilitation)</td>
</tr>
<tr>
<td>This course is designed for students reading below grade level. Students will read a variety of materials including current adolescent fiction, nonfiction, and classical literature. Students will learn reading skills and strategies, vocabulary and response strategies through the process of reading and applying these skills in practical situations. Using Co-Teach and Support Facilitation models, modifications and accommodations may be made based upon the individual student’s needs and their IEPs.</td>
<td></td>
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</tr>
<tr>
<td>READING 3</td>
<td>9,10,11,12</td>
<td>None</td>
<td>1 Credit</td>
<td>#5088, 5089, 5090</td>
<td>#6443, 6444, 6445 (Co-Teach) #6446, 6447, 6448 (Support Facilitation)</td>
</tr>
<tr>
<td>This course is designed for students reading below grade level. Students will read a variety of materials including current adolescent fiction, nonfiction, and classical literature. Students will learn reading skills and strategies, vocabulary and response strategies through the process of reading and applying these skills in practical situations. Using Co-Teach and Support Facilitation models, modifications and accommodations may be made based upon the individual student’s needs and their IEPs.</td>
<td></td>
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</tr>
<tr>
<td>READING 1 EII</td>
<td>9,10,11,12</td>
<td>None</td>
<td>1 Credit</td>
<td>#7236, 7237, 7238</td>
<td></td>
</tr>
<tr>
<td>This course is designed for ESL students reading below grade level. Students will read a variety of materials including current adolescent fiction, nonfiction, and classical literature. Critical reading and thinking skills will be stressed. This course will build reading competence by teaching a developmental sequence of reading skills beginning at the student’s level of reading.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>READING 2 EII</td>
<td>9,10,11,12</td>
<td>None</td>
<td>1 Credit</td>
<td>#7239</td>
<td>7240, 7241</td>
</tr>
<tr>
<td>This course is designed for ESL students reading below grade level. Students will read a variety of materials including current adolescent fiction, nonfiction, and classical literature. Critical reading and thinking skills will be stressed. This course will build reading competence by teaching a developmental sequence of reading skills beginning at the student’s level of reading.</td>
<td></td>
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</tr>
</tbody>
</table>
LIFE SKILLS  
½ Credit  

#9560, 9561, 9562 – (Year 1)  
#9565, 9566, 9567 – (Year 2)  
#9570, 9571, 9572 – (Year 3)  
#9575, 9576, 9577 – (Year 4)  

Functional Reading at the middle school and/or ARD committee placement in the Life Skills or Autistic program. May be repeated.

This course includes some state-mandated Essential Knowledge and Skills in three areas: writing, language, and reading and/or functional reading skills. Embedded in these three areas are pre-emergent, emergent, novice, experimenting, and conventional levels of skills. Language usage and mechanics (skills) are emphasized through daily life skills areas, along with integration with writing and reading. Reading skills are based on life skills areas along with strategies to improve reading. Modification to the curriculum and accommodations are made depending on the individual student needs and their Functional Reading IEPs. Students taking this course do not receive regular grade points.

READING APPLICATION & STUDY SKILLS  
10,11,12  

½ Credit  

#5091  

Reading Application & Study Skills

This course is designed for students that require additional instruction in reading skills. In this course, students will learn strategies for learning from various texts, including studying word meanings, producing effective summaries, identifying and relating key ideas, drawing and supporting inferences, and reviewing study skills.

SUCCESSMAKER

SUCCESS MAKER – LANGUAGE ARTS  
1 Credit  

#6970, 6971  

Success Maker Language Arts

The Success Maker Language Arts course will enrich and/or remediate 9th and 10th grade students to TEKS objectives targeting first-time Exit testers in order to raise the percentage of students passing the language arts portions of standardized tests.

Using 8th and 9th grade test results, students will be:

1. identified as System, Bubble, Reteach/Retest, or Foundation in reading and/or writing
2. instructed in specific areas of weakness
3. enrolled in an individual program of teacher-directed skill-lessons and computer-generated skills support for enrichment and/or remediation.
## MATHEMATICS

### ALGEBRA 9,10,11,12

1 Credit

(Regular)  

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Levels</th>
<th>Prerequisite</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>8th grade math placement criteria</td>
<td></td>
</tr>
</tbody>
</table>

#5216, 5217, 5218  
#6452, 6453, 6454 (Co-Teach)  
#6455, 6456, 6457 (Support Facilitation)

This is the on-level course for entering freshmen. Algebra 1 extends the algebraic concepts developed in grades K-8, covering: the real number system; algebraic representation of problem situations; graphing as a tool to interpret linear relations, functions, and inequalities; quadratic equations; polynomials; rational equations; and square roots. Using Co-Teach and Support Facilitation models, modifications, and accommodations may be made based upon the individual student’s needs and their IEPs.

### ALGEBRA 1 EII 9,10,11,12

1 Credit

(Regular)  

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Levels</th>
<th>Prerequisite</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>8th grade math placement criteria</td>
<td></td>
</tr>
</tbody>
</table>

#7256  
7257, 7258

Students in EII Algebra are provided with reading and vocabulary strategies, and materials targeted to allow second language learners to access and master on-grade level content of Algebra EII courses are designed for immigrant students who are in their second or third year in the country, or for students who are reading below grade level and would benefit from the strategies and materials utilized in the EII classroom.

### ALGEBRA 1 TECH PREP 9,10,11,12

1 Credit

(Regular)  

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Levels</th>
<th>Prerequisite</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>8th grade math</td>
<td>Enrollment in Tech Prep program</td>
</tr>
</tbody>
</table>

#8908  
8909, 8910

This is the on-level mathematics course for entering freshmen. Tech Prep Algebra 1 extend the algebraic concepts developed in grades K-8 through a hands-on, work-related environment. It extends the algebraic concepts covering: the real number system, algebraic representations of problem situations; graphing as a tool to interpret linear relations, functions, and inequalities; quadratic equations; polynomials; rational equations; and square roots. Students in this course will take the same final examination as students who take regular Algebra.

### ALGEBRA 1 PRE-AP 9

1 Credit

(Honors)  

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Levels</th>
<th>Prerequisite</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>8th grade math placement criteria: Approval</td>
<td>Specific entry &amp; continued eligibility criteria exists for this section.</td>
</tr>
</tbody>
</table>

#7563  
7564, 7565

This course provides a foundation for higher level mathematics courses. It is a standard course for students functioning on or above grade level in mathematics as a middle school student. Algebra 1 PreAP extends the algebraic concepts developed in K-8 covering: the real number system; algebraic representation of problem situations; graphing as a tool to interpret linear relations, functions, and inequalities; quadratic equations; polynomials; rational equations; and square roots. Students will be required to study more in-depth topics not covered in regular Algebra 1.
GEOMETRY  9,10,11,12  
1 Credit  
(Regular)  
Algebra 1 or concurrent enrollment in Algebra 1B

#5240, 5241, 5242  
#6467, 6468, 6469 (Co-Teach)  
#6470, 6471, 6472 (Support Facilitation)

Geometry provides experiences that help students develop understanding of shapes and their properties. It enables students to solve relevant problems and to apply geometric properties to real-world situations. The course builds on the conceptual foundation provided in grades K-8. The topics covered include: lines, segments, and angles; triangles; other polygons; circles; solid geometry; and measurement. The content of Geometry is also used as a forum to teach the concept of mathematical proof. Using Co-Teach and Support Facilitation models, modifications and accommodations may be made based upon the individual student’s needs and their IEPs.

GEOMETRY EII  9,10,11,12  
1 Credit  
(Regular)  
Algebra I or concurrent enrollment in Algebra 1B

#7260  
7261, 7262

Students in EII Geometry are provided with reading and vocabulary strategies, and materials targeted to allow second language learners to access and master on-grade level content of Geometry. The course builds on the conceptual foundation provided in grades K-8. The topics covered include: lines, segments, and angles; triangles; other polygons; circles; solid geometry; and measurement. The content of Geometry is also used as a forum to teach the concept of mathematical proof. EII courses are designed for immigrant students who are in their second or third year in the country, or for students who are reading below grade level and would benefit from the strategies and materials utilized in the EII classroom.

GEOMETRY TECH PREP  9,10,11,12  
1 Credit  
(Regular)  
Algebra 1 or Algebra 1 Tech Prep
Enrollment in Tech Prep Program

#8914  
8915, 8916

Tech Prep Geometry provides hands-on, work-related experiences that help students develop on understanding of shapes and their properties. Designed on the same format as Tech Prep Algebra I, it enables students to solve relevant problems and to apply geometric properties to real-world situations. The topics covered include: lines, segments, and angles; triangles; other polygons; circles; solid geometry; and measurement. The content of Geometry is also used as a forum to teach the concept of mathematical proof. Students in this course will take the same final examination as students who take regular Geometry.

GEOMETRY MC  10,11,12  
1 Credit  
Algebra 1 (MC), or concurrent Enrollment in Algebra 1B (MC),  
and/or ARD committee placement

#9218  
9219, 9220

Geometry provides experiences that help students develop understanding of shapes and their properties. It enables students to solve relevant problems and to apply geometric properties to real-world situations. The course builds on the conceptual foundation provided in grades K-8. The topics covered include: lines, segments, and angles; triangles; other polygons; circles; solid geometry; and measurement. The content of Geometry is also used as a forum to teach the concept of mathematical proof. Accommodations are made depending on the individual student and their Geometry (MC) IEPs. Students taking this course do not receive regular grade points.
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade(s)</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometry Pre-AP</td>
<td>9,10,11,12</td>
<td>Pre-AP Algebra 1; Approval Specific entry &amp; continued eligibility criteria exists for this section.</td>
</tr>
<tr>
<td>(Honors)</td>
<td>1 Credit</td>
<td>#7569, 7570, 7571</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-AP Geometry provides experiences that help students develop an understanding of shapes and their properties. It enables students to solve relevant problems and to apply geometric properties to real-world situations. The course builds on the conceptual foundation provided in grades K-8. The topics covered include: lines, segments, and angles; triangles; other polygons; circles; solid geometry; and measurement. The content of Pre-AP Geometry is also used as a forum to teach the concept of mathematical proof. Projects, investigations, and additional topics not covered in regular Geometry may be required of students in this section.</td>
</tr>
</tbody>
</table>

| Encounters Geometry G/T     | 9,10,11,12 | Algebra 1; G/T Identification Specific entry & continued eligibility criteria exists for this section. |
| (G/T)                      | 1 Credit  | #5246, 5247, 5248                                  |
|                            |          | Encounters Geometry provides experiences that help students develop understanding of shapes and their properties. It enables students to solve relevant problems and to apply geometric properties to real-world situations. The course builds on the conceptual foundation provided in Algebra and provides the student opportunities to integrate Algebra and Geometry. The topics covered include: lines, segments, and angles; triangles; other polygons; circles; solid geometry; and measurement. The content of Encounters Geometry is also used as a forum to teach a variety of concept of mathematical proof using inductive and deductive reasoning. More in-depth and complex development in projects, investigations, and additional topics not covered in Pre-AP Geometry are required of students in this section. |

| Algebra 2                   | 10,11,12 | Algebra 1                                         |
| (Regular)                  | 1 Credit | #5222, 5223, 5224                                 |
|                            |          | #6458, 6459, 6460 (Co-Teach)                      |
|                            |          | #6461, 6462, 6463 (Support Facilitation)          |
|                            |          | Algebra 2 prepares the high school student for the study of higher mathematics. It extends the algebraic topics begun in Algebra 1 through the study of: mathematical structure; quadratic functions and relations; systems of equations; higher degree polynomials; exponential and logarithmic functions; rational algebraic functions; and data handling and analysis. Using Co-Teach and Support Facilitation models, modifications and accommodations may be made based upon the individual student’s needs and their IEPs. |

| Algebra 2 Tech Prep         | 10,11,12 | Algebra 1 or Algebra 1 Tech Prep Enrollment in Tech Prep Program |
| (Regular)                  | 1 Credit | #8911, 8912, 8913                                    |
|                            |          | This course offers math concepts taught through continuous use of real world applications for both the college and career oriented student. It uses mathematical connections, interdisciplinary connections, and problem solving skills, communication skills, and reasoning skills to make algebraic and trigonometric concepts relevant to everyday life. Algebra II prepares the high school student for the study of higher mathematics. It extends the algebraic topics begun in Algebra I through the study of: mathematical structure; quadratic functions and relations; systems of equations; higher degree polynomials; exponential and logarithmic functions; rational algebraic functions; sequences and series; and data handling and analysis. Students in this course will take the same final examination as students who take regular Algebra II. |
Pre-AP Algebra 2 prepares the high school student for the study of higher mathematics. It extends the algebraic topics begun in Algebra 1 through the study of: mathematical structure; quadratic functions and relations; systems of equations; higher degree polynomials; exponential and logarithmic functions; rational algebraic functions; sequences and series; and data handling and analysis. Projects, investigations, and additional topics not covered in regular Algebra 2 will be required of students in this section.

Algebra 2 prepares the high school student for the study of higher mathematics. It extends the algebraic topics begun in Algebra 1 through the study of: mathematical structure; quadratic functions and relations; systems of equations; higher degree polynomials; exponential and logarithmic functions; rational algebraic functions; and data handling and analysis. Accommodations are made depending on the individual student and their Algebra 2 (MC) IEPs. Students taking this course do not receive regular grade points.

Encounters Algebra 2 prepares the high school student for the study of higher mathematics. This course provides the student opportunities to integrate Algebra and Elementary Analysis and assists the student in making a transition to the Pre-Calculus course. It extends the algebraic topics begun in Algebra 1 though the study of: mathematical structure; quadratic functions and relations; systems of equations; higher degree polynomials; exponential and logarithmic functions; rational algebraic functions; sequences and series; and data handling and analysis. More in-depth and complex thinking for projects, investigations, and additional topics not covered in Pre-AP Algebra 2 are required of students in this section.

This course is designed primarily to prepare students for the study of calculus, whether in high school or in college. Topics studied include: relations, functions, and their graphs; polynomial functions; rational and radical functions; exponential and logarithmic functions; circular trigonometric functions; computer numbers and polar coordinates; vectors and parametric equations; and sequences and series.
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Prerequisite</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRE-CALCULUS PRE-AP</strong></td>
<td>10,11,12</td>
<td>Pre-AP Algebra 2 &amp; Geometry; Pre-AP Approval</td>
<td>1</td>
</tr>
<tr>
<td>(Honors)</td>
<td></td>
<td>Specific entry &amp; continued eligibility criteria exists for this section.</td>
<td></td>
</tr>
<tr>
<td>#7572</td>
<td>7573, 7574</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course is designed primarily to prepare students for the study of calculus, whether in high school or in college. Topics studied included: relations, functions, and their graphs; polynomial functions; rational and radical functions; exponential and logarithmic functions, circular trigonometric functions; complex numbers; vectors and sequences and series. More in-depth and complex thinking for projects, investigations, and additional topics not covered in regular Pre-Calculus are required of students in this section.

| **ENCOUNTERS PRE-CALCULUS G/T**          | 10,11,12 | Algebra 2 & Geometry; G/T Identification | 1      |
| (G/T)                                     |       | Specific entry and continued eligibility criteria exists for this section. |        |
| #5261                                      | 5262, 5263 |                        |        |

This course is designed primarily to prepare students for the study of calculus, whether in high school or in college. Topics studied include: relations, functions, and their graphs; polynomial functions; rational and radical functions; exponential and logarithmic functions, circular trigonometric functions; complex numbers and polar coordinates; vectors and parametric equations, and sequences and series. The student is required to demonstrate understanding through work that reflects more in-depth and complex applications and process levels.

| **CALCULUS**                              | 11,12 | Pre-Calculus            | 1      |
| (Regular – Local)                         |       |                         |        |
| #5284                                      | 5285, 5286 |                        |        |

This course covers the major topics in beginning calculus, such as limits and continuity, derivatives and applications of derivatives, definite and indefinite integrals, and their applications, and the calculus of transcendental functions. The purpose of this course is to better prepare a student for the study of the calculus at the university level.

| **AP CALCULUS AB**                        | 11,12 | Pre-AP Pre-Calculus     | 1      |
| (AP)                                      |       |                         |        |
| #7103                                      | 7104, 7105 |                        |        |

This course is designed to prepare students for the Advanced Placement AP Calculus examination given by the College Board. The content for this course is taken from columns A and B of the AP course information book on AP Calculus. Curriculum differentiation is provided for those identified gifted and talented students who select to take the course.

*Students are expected to take the AP exam.*

| **AP CALCULUS BC**                        | 11,12 | Pre-Calculus or equivalent or AP Calculus AB | 1      |
| (AP)                                      |       |                                         |        |
| #7106                                      | 7107, 7108 |                         |        |

This course is designed to prepare students for the Advanced Placement BC Calculus examination given by the College Board. The content for this course is taken from columns B and C of the AP course information book on AP Calculus. Curriculum differentiation is provided for those identified students who choose to select this course.

*Students are expected to take the AP exam.*
<table>
<thead>
<tr>
<th>Course Description</th>
<th>11, 12</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALCULUS AP EXAM PREPARATION</td>
<td>½ Credit</td>
<td></td>
</tr>
<tr>
<td>(Regular – Local)</td>
<td>Calculus AP</td>
<td></td>
</tr>
<tr>
<td>#5062</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course follows Calculus AP and is designed for those students who are preparing to take Calculus AB or Calculus BC examinations. The course may be taken for one semester. Students study calculus topics in depth and practice working problems similar to those on the AP exams.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| INDEPENDENT STUDY IN MATHEMATICS | 12 | PREREQUISITE |
| COLLEGE MATHEMATICS PREP CLASS* | 1 Credit |  |
| (Regular) | Algebra 2 |
| #5287 | |
| 5288, 5289 | |
| Students will study Algebraic topics in depth and survey applications for linear and nonlinear functions, review K-8 Algebraic concepts as they apply to rational expressions and rational equations, explore laws of exponents, and explore real world applications that pertain to Algebraic and Geometric concepts. Students will address topics from College Algebra and current college entrance exams. |

*Students are expected to take the COMPASS Exam.*

| AP STATISTICS* | 1 Credit |  |
| (AP) | Algebra 2 |
| #7109 | |
| 7110, 7111 | |
| This course covers the content of the AP Statistics curriculum and prepares students for the AP Statistics examination given by the College Board Curriculum differentiation is provided for those identified gifted and talented students who choose to select this course. |

*Students are expected to take the AP exam.*

| STATISTICS AP EXAM PREPARATION | ½ Credit |  |
| (Regular – Local) | AP Statistics |
| #5074 | |
| This course follows AP Statistics and is designed for those students who are preparing to take the AP Statistics examination. The course may be taken for one semester. Students study statistics topics in depth and practice working problems similar to those on the AP exam. |
MATHEMATICAL MODELS WITH APPLICATIONS 10,11  
1 Credit  
(Regular)  
Algebra 1, Geometry and/or concurrent enrollment in Geometry B  
#7124, 7125, 7126  
#6476, 6477, 6478 (Co-Teach)  
#6479, 6480, 6481 (Support Facilitation)

In Mathematical Models with Applications, students continue to build on the K-8 and Algebra 1 foundations as they expand their understanding through other mathematical experiences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use mathematical models from algebra, geometry, probability, and statistics and connections among these to solve problems from a wide variety of advanced applications in both mathematical and non-mathematical situations. Students use a variety of representations (concrete, numerical, algorithmic, graphical), tools, and technology to link modeling techniques and mathematical concepts to solve applied problems. Using Co-Teach and Support Facilitation models, modifications and accommodations may be made based upon the individual student’s needs and their IEPs.

MATHEMATICAL MODELS WITH APPLICATIONS (MC) 10, 11, 12  
1 Credit  
Algebra 1 (MC) and/or ARD committee placement  
#9224, 9225, 9226

In Mathematical Models with Applications, students continue to build on the K-8 and Algebra 1 foundations as they expand their understanding through other mathematical experiences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use mathematical models from algebra, geometry, probability, and statistics and connections among these to solve problems from a wide variety of advanced applications in both mathematical and non-mathematical situations. Students use a variety of representations (concrete, numerical, algorithmic, and graphical), tools, and technology to link modeling techniques and mathematical concepts to solve applied problems. Accommodations are made depending on the individual student and their Mathematical Models with Applications (MC) IEPs. Students taking this course do not receive regular grade points.

INDEPENDENT STUDY IN MATHEMATICS (Number Theory) 11,12  
½ Credit  
(Regular)  
(G/T)  
Algebra 2; Geometry  
#5277, 5282

This independent study course provides a variety of topics (in such areas as integers, primes divisibility, and congruence) beyond the content of traditional courses. It is designed for students whose needs may not be addressed in traditional courses. This independent study course may be used to provide Encounters Gifted and Talented students with opportunities to design, develop, and defend a mathematical project to meet the requirements of the original research component of the Distinguished Achievement Plan. Please refer to the Distinguished Achievement Plan requirements.

INDEPENDENT STUDY IN MATHEMATICS (Linear Algebra) 11,12  
½ Credit  
(Regular)  
(G/T)  
Pre-Calculus or Trig. & Elem. Analysis  
#5278, 5283

This course provides a variety of topics (such as linear equations and matrices, determinants, vectors, and vector spaces, and linear transformation) that are beyond the scope of traditional math courses. It is designed for students with an interest and strong background in Algebra 1 and 2 and Geometry. This independent study course may be used to provide Encounters Gifted and Talented students with opportunities to design, develop, and defend a mathematical project to meet the requirements of the original research component of the Distinguished Achievement Plan. Please refer to the Distinguished Achievement Plan requirements.
INDEPENDENT STUDY IN MATHEMATICS (Linear Programming) 11,12 PREREQUISITE
½ Credit
(Regular) (G/T) Linear Algebra
#5279 #5293

This course provides a variety of topics (such as mathematical modeling and the Simplex method) beyond the scope of traditional math courses. It is designed for students with an interest and strong background in Algebra 1 and 2 and Geometry. This independent study course may be used to provide Encounters Gifted and Talented students with opportunities to design, develop, and defend a mathematical project to meet the requirements of the original research component of the Distinguished Achievement Plan. Please refer to the Distinguished Achievement Plan requirements.

SUCCESS MAKER – MATHEMATICS 9,10 PREREQUISITE
1 Credit
(Regular – Local) Students’ previous tests results will indicate specific skill deficiencies.
#7101, 7102

The Success Maker Mathematics course will enrich and/or remediate 9th and 10th grade students in TEKS objectives targeting first time Exit testers in order to raise the percentage of students passing the mathematics portion standardized tests.

Using 8th and 9th grade test results, students will be:
(1) identified as System, Bubble, Reteach/Retest, or Foundation in mathematics
(2) instructed in specific areas of weakness
(3) enrolled in an individualized program of teacher-directed skill lessons and computer-generated skills support for enrichment and/or remediation.

SUCCESS MAKER – LANGUAGE ARTS/MATHEMATICS 9,10 PREREQUISITE
1 Credit
(Regular – Local) Students’ previous tests results will indicate specific skill deficiencies.
#6972, 6973

The Success Maker Language Arts/Mathematics course will enrich and/or remediate 9th and 10th grade students in TEKS objectives targeting first time Exit testers in order to raise the percentage of students passing the language arts & mathematics portions of standardized tests.

Using 8th and 9th grade test results, students will be:
(1) identified as System, Bubble, Reteach/Retest, or Foundation in mathematics
(2) instructed in specific areas of weakness
(3) enrolled in an individualized program of teacher-directed skill lessons and computer-generated skills support for enrichment and/or remediation.

MATH TAKS REMEDIATION 10,11,12 PREREQUISITE
½ Credit
(Regular – Local) Failed part of Exit TAKS
#5251

This course is a combined math and language arts course designed solely to help students learn the concepts they missed on the Exit Level TAKS tests. Students who have failed one or more sections of the Exit Levels of these tests are required to take this local credit course to satisfy graduation requirements.
GRADUATION PREP MATHEMATICS  9,10,11  PREREQUISITE
(Regular – Local)  None

#6403, 6423 – 9th Grade
#6407 – 10th Grade
#6411 – 11th Grade

This course is designed to help students build skills and learn concepts necessary to be successful on the mathematics portion of the exit level Texas Assessment of Knowledge and Skills (TAKS) exam. Students who have tested and demonstrated to have low skills in mathematics will be scheduled for this course. Students must pass the Exit Level TAKS exam to receive a high school diploma.

GRADUATION REVIEW MATHEMATICS  11,12  PREREQUISITE
½ Credit
(Regular – Local)

#6415

This course is designed solely to help students learn the concepts they missed on the mathematics portion of the Exit Level Texas Assessment of Knowledge and Skills (TAKS) exam. Students who failed the mathematics portion of the Exit Level TAKS are required to take this local credit course. Students must pass the Exit Level TAKS exam to receive a high school diploma.
### OTHER LANGUAGES

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Levels</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPANISH FOR SPANISH SPEAKERS 1 AND 2</strong></td>
<td>9,10,11,12</td>
<td>(Regular)</td>
<td>Native Spanish speaker; Pass diagnostic entrance exam; Teacher approval #5601, 5602</td>
</tr>
<tr>
<td><strong>SPANISH 1</strong></td>
<td>9,10,11,12</td>
<td>(Regular)</td>
<td>None #5603 5604, 5605</td>
</tr>
<tr>
<td><strong>SPANISH 2 REGULAR</strong></td>
<td>9,10,11,12</td>
<td>(Regular)</td>
<td>Spanish 1 #5606 5607, 5608</td>
</tr>
<tr>
<td><strong>SPANISH FOR SPANISH SPEAKERS 3 PRE-AP-4 AP</strong></td>
<td>9,10,11,12</td>
<td>(Honors)</td>
<td>Placement Exams; Teacher approval #5612, 5613</td>
</tr>
<tr>
<td><strong>SPANISH 3 PRE-AP</strong></td>
<td>9,10,11,12</td>
<td>(Honors)</td>
<td>Spanish 2 or placement exam for native speakers; Honors approval #5615 5616, 5617</td>
</tr>
</tbody>
</table>

This course is designed for the native Spanish-speaking student who is conversant in the Spanish language, but who needs improvement in the grammatical and writing skills. Emphasis will be place on reading, writing, and higher order thinking skills. **Course work will be done at an accelerated pace, covering two year’s work in one year and receiving two high school credits.**

This course will provide basic skills and concepts that result in understanding most routine questions, statements, and commands of everyday conversation. It includes the basic sounds, structures, and vocabulary necessary for developing conversation and comprehension skills.

This course will provide a program that emphasizes proficiency in oral communication, written communication, the syntax of language, reading of edited material, listening comprehension, and understanding of the culture of Spanish speaking countries.

This course is designed for the native Spanish – speaking student and will provide an extensive study of all skills: listening, speaking, reading and writing along with a beginning a survey of history and literature. Gaining college credit by scoring 3 or higher on the AP language exam will be the ultimate goal. **Course work will be done at an accelerated pace, covering two year’s work in one year and receiving two high school credits.**

This course will provide a review of grammar in correct usage in both oral and written expression with the goal of mastery of grammatical structures. Emphasis will be placed on developing listening comprehension and speaking skills. Students will also develop their composition skills. Spanish speakers may take the AP language test at the end of this course.

*Specific entry and continued eligibility criteria exist for this section.
SPANISH 3 DUAL CREDIT 10,11,12 PREREQUISITE
1 Credit
(Honors) Spanish 2
#6207
6208, 6209

This course provides students with an opportunity to receive both high school and college credit. Completion of this course, according to college standards, will result in credit for college Spanish 1411 the first semester and Spanish 1412 the second semester. Emphasis will be placed on a complete grammar review, oral proficiency, increasing vocabulary, and reading comprehension.

*Testing is required before enrollment in the class.
*Specific entry and continued eligibility criteria exist for this section.

SPANISH 4 PRE-AP 10,11,12 PREREQUISITE
1 Credit
(Honors) Spanish 3; Pre-AP approval
#5618
5619, 5620

This course provides a review of grammar as needed with correct usage in both oral and written expression. It includes the reading of abridged and annotated works as well as original works from Spanish literature and covers the history and literature of Spain and Latin America up until the mid 19th century. At least one novel and one play are read. Textual materials are used for analysis and vocabulary building. Culture is an integral part of the course.

*Specific entry and continued eligibility criteria exist for this section.

SPANISH 4 DUAL CREDIT 10,11,12 PREREQUISITE
1 Credit
(Honors) Spanish 3; Pre-AP approval
#6210
6211, 6212

This course provides students with an alternate way to gain college credit besides the AP exam. Completion of this course, according to college standards, will result in credit for college Spanish 1411, 1412, and 2311. Emphasis will be placed on a complete grammar review, increasing vocabulary, oral proficiency, and beginning history and literature surveys.

*Specific entry and continued eligibility criteria exist for this section.

SPANISH 4 (LANGUAGE) AP/GT 10,11,12 PREREQUISITE
1 Credit
(AP) Spanish 3 Pre-AP; AP/GT approval
#5621
5622, 5623

This course provides opportunities for learning beyond the difficulty level for Spanish 4 Pre-AP. It provides extensive review and drill of all skills: listening, speaking, reading and writing with the ultimate purpose of gaining college credit for passing the AP exam. It provides a comprehensive study of the history and literature of Spain and Latin America up until the mid 19th century. At least one novel and one play are read. Textual materials are used for analysis and vocabulary building. Culture is an integral part of this course.

*In an effort to identify and serve those students who are exceptionally proficient in foreign languages, differentiation in curriculum process and product will be provided for Gifted and Talented students at levels four and five in Spanish, French, German and Latin.

*Students are expected to take the AP exam.
*Specific entry and continued eligibility criteria exist for this section.
## SPANISH 5 PRE-AP

**1 Credit**  
(Honors) Spanish 4 Pre-AP or Spanish 4 AP; Pre-AP approval  
#5624  
5625, 5626

This course provides a thorough review of grammar as needed with correct usage in both oral and written expression. It includes the reading of mainly original works of Spanish and Spanish American authors of the 19th and 20th centuries. Novels, plays, short stories, essays and poetry are read and studied. Textual materials are used for analysis and vocabulary building. Students may take the AP language test at the end of this course if they did not pass it in Spanish 4.

*Specific entry and continued eligibility criteria exist for this section.*

## SPANISH 5 DUAL CREDIT

**1 Credit**  
(Honors) Spanish 4 Pre-AP  
#6213  
6214, 6215

This course provides students with an alternate way to gain college credit besides the AP exam. Completion of this course, according to college students, will result in the awarding of college credit.

## SPANISH 5 (LITERATURE) AP/GT*

**1 Credit**  
(AP) Spanish 4; AP/GT approval  
#5627  
5628, 5629

This course is designed for college-bound students to become prepared to take AP Literature exam. It provides an overview of the literary movements of the 18th, 19th, and 20th centuries, by reading many of the original works of the authors of the period. Then the works of the five AP authors are studied in depth. These authors are: Jorge Luis Borges, Gabriel Garcia Marquez, Federico Garcia Lorca, Ana Maria Matute, and Miguel de Unamuno. Emphasis is placed on understanding and comparing the authors with regard to their themes and narrative techniques. Summer reading is required. Students who can pass the practice AP language test with a 4 or a 5 at the beginning of the fall term can take Spanish 5 AP and take both tests in the spring.

In an effort to identify and serve those students who are exceptionally proficient in foreign languages, differentiation in curriculum process and product will be provided for Gifted and Talented students at levels four and five in Spanish, French, German and Latin.

*Students are expected to take the AP exam.*

*Specific entry and continued eligibility criteria exist for this section.*

## SPANISH 6 HONORS

**1 Credit**  
(Honors) Spanish 5 AP/GT  
#5731  
5732, 5733

This course provides the students with an anthological approach to the literature of Spain and Latin America. The students will analyze literature in all forms including: drama, poetry, prose and novel. Students will be required to know literary techniques, epochs of the works and the styles of the authors.

*Specific entry and continued criteria exist for this section.*
### FRENCH 1
1 Credit  
**9,10,11,12**  
**PREREQUISITE**  
(Regular)  
None  
#5630  
5631, 5632  
This course provides an opportunity for the development of listening and speaking skills. It is designed to enable the student to use French as a communicative tool. French reading and writing skills are introduced. Students will gain general knowledge of French as a language and its culture.

### FRENCH 2 REGULAR
1 Credit  
**9,10,11,12**  
**PREREQUISITE**  
(Regular)  
French 1  
#5633  
5634, 5635  
This course provides students with an opportunity to further develop oral communication skills, accompanied by more emphasis on reading and writing. More verb tenses and grammatical principles are introduced. Culture is an integral part of this course.

### FRENCH 3 PRE-AP
1 Credit  
**9,10,11,12**  
**PREREQUISITE**  
(Honors)  
French 2; Pre-AP approval  
#5642  
5643, 5644  
This course provides the student with an opportunity for continued development of speaking skills and concepts for conversational situations using literary materials. It also includes a more detailed study of French culture.  

*Specific entry and continued eligibility criteria exist for this section.*

### FRENCH 3 DUAL CREDIT
1 Credit  
**10,11,12**  
**PREREQUISITE**  
(Honors)  
French 2 Pre-AP  
#6216  
6217, 6218  
This course provides students with an opportunity to receive both high school and college credit. Completion of this course, according to college standards, will result in credit for college French 1411 and 1412. Emphasis will be placed on a complete grammar view, oral proficiency, increasing vocabulary, and reading and writing skills.  

*Testing is required before enrollment in this class.*  
*Specific entry and continued eligibility criteria exist for this section.*

### FRENCH 4 PRE-AP
1 Credit  
**10,11,12**  
**PREREQUISITE**  
(Honors)  
French 3; Pre-AP approval  
#5645  
5646, 5647  
This is a survey course of French history and literature designed to provide comprehensive practice in oral and written communication. It includes reading of major literary works and excerpts.  

*Specific entry and continued eligibility criteria exist for this section.*
FRENCH 4 (LANGUAGE) AP/GT 10,11,12 PREREQUISITE
1 Credit
(AP) French 3; Pre-AP/GT approval

#5648
5649, 5650

This course provides a comprehensive program in language, history and literature. Through a variety of instructional strategies, students will develop language skills beyond the scope of French 3 Pre-AP. Culture is an integral part of this course.

In an effort to identify and serve those students who are exceptionally proficient in foreign languages, differentiation in curriculum process and product will be provides for Gifted and Talented students at levels four and five in Spanish, French, German and Latin.

*Students are expected to take the AP exam.

*Specific entry and continued eligibility criteria exist for this section.

FRENCH 4 DUAL CREDIT 10,11,12 PREREQUISITE
1 Credit
(Honors) French 3; AP/GT approval

#6219
6220, 6221

This course provides students with an alternate way to gain college credit besides the AP exam. Completion of this course, according to college standards, will result in credit for college French 1411, 1412, and 2311. Emphasis will be placed on a complete grammar review, oral and listening proficiency, increasing vocabulary, and beginning surveys of history and literature.

*Testing is required before enrollment in this class.

FRENCH 5 (LITERATURE) AP/GT 10,11,12 PREREQUISITE
1 Credit
(AP) French 4; AP/GT approval

#5651
5652, 5653

This course provides a sequential program developing reading skills and concepts using a literary approach. Excerpts and readings are viewed within the scope of the times in which the literary works studied were written.

*In an effort to identify and serve those students who are exceptionally proficient in foreign languages, differentiation in curriculum process and product will be provided for Gifted and Talented students at levels four and five in Spanish, French, German and Latin.

*Students are expected to take the AP exam.

*Specific entry and continued eligibility criteria exist for this section.
FRENCH 5 DUAL CREDIT  9,10,11  PREREQUISITE

1 Credit
(Honors)  French 4; AP/GT approval

#6222
6223, 6224

This course provides students with an alternate way to gain college credit besides the AP exam. Completion of this course, according to college standards, will result in credit for college French 1411, 1412, 2311, and 2312. Emphasis will be placed on a complete grammar review, oral and listening proficiency, increasing vocabulary, and a continuation of surveys of literature and history.

*Testing is required before enrollment in the class.

*Specific entry and continued eligibility criteria exist for this section.

GERMAN 1  9,10,11,12  PREREQUISITE

1 Credit
(Regular)  None

#5654
5655, 5656

This course provides a program introducing students to German language and culture. Students will have an opportunity to develop listening and speaking skills, as well as concepts such as pronunciation, oral comprehension, vocabulary and basic grammar. Students should be able to conduct a simple conversation and read a simple passage in German.

GERMAN 2 REGULAR  9,10,11,12  PREREQUISITE

1 Credit
(Regular)  German 1

#5657
5658, 5659

This course provides students with a continuation of the skills and concepts introduced in German 1. Grammatical concepts, vocabulary review and communication skills along with the student’s knowledge of the German language and culture will be expanded.

GERMAN 3 PRE-AP  10,11,12  PREREQUISITE

1 Credit
(Honors)  German 2; Pre-AP approval

#5666
5667, 5668

This course provides students with a continuation of skills developed in German 2 with emphasis on oral and written discussion of literary works. Culture is an integral part of this course.

*Specific entry and continued eligibility criteria exist for this section.

GERMAN 4 PRE-AP  10,11,12  PREREQUISITE

1 Credit
(Honors)  German 3; Pre-AP approval

#5669
5670, 5671

This is a survey course of literature reinforcing reading skills and concepts using various selected materials. Culture is an integral part of this course.

*Specific entry and continued eligibility criteria exist for this section.
GERMAN 4 (LANGUAGE) AP/GT 10,11,12 PREREQUISITE
1 Credit
(AP) German 3; Pre-AP/GT approval
#5672
5673, 5674

This course is designed to extend vocabulary, grammatical structures, and cultural information beyond the scope of German 3 Pre-AP. This course provides students with an opportunity to reinforce their reading skills using various selected materials. Culture is an integral part of this course. In an effort to identify and serve those students who are exceptionally proficient in foreign languages, differentiation in curriculum process and product will be provided for Gifted and Talented students at levels four and five in Spanish, French, German and Latin.

*Students are expected to take the AP exam.
*Specific entry and continued eligibility criteria exist for this section.

GERMAN 5 HONORS* 111,12 PREREQUISITE
1 Credit
(Honors) German 4; Pre-AP/GT approval
#5675
5676, 5677

This course includes a literary approach to the study of language and culture. Studies will have an opportunity to refine their oral and written skills.

In an effort to identify and serve those students who are expected proficient in foreign languages, differentiation in curriculum process and product will be provided for Gifted and Talented students at levels four and five in Spanish, French, German, and Latin.

*Specific entry and continued eligibility criteria exist for this action.

LATIN 1 9,10,11,12 PREREQUISITE
1 Credit
(Regular) None
#5678
5679, 5680

This course introduces the study of the language and culture of the Roman Empire. The primary goal of this course is grammar through translation.

LATIN 2 REGULAR 9,10,11,12 PREREQUISITE
1 Credit
(Regular) Latin 1
#5681
5682, 5683

This course provides a review of the basic grammatical structures and word origin learned in Latin 1. The primary goal of this course is grammar through translation.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Grade Levels</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LATIN 3 PRE-AP</td>
<td>10,11,12</td>
<td>Latin 2; Pre-AP approval</td>
<td>This course provides students with objectives beyond the scope of Latin 2. This course provides students with an opportunity for a more advanced study of the language and culture of the Roman Empire. In addition, students will be engaged in composing original prose/poetry using selected classical works as models for their creators. <em>Specific entry and continued eligibility criteria exist for this section.</em></td>
</tr>
<tr>
<td>LATIN 4 PRE-AP</td>
<td>10,11,12</td>
<td>Latin 3; Pre-AP/GT approval</td>
<td>This course offers a more advanced study of the language and culture of the Roman Empire. This Level is normally conducted on an individual basis and requires readings from Virgil and the Aeneid. <em>Specific entry and continued eligibility criteria exist for this section.</em></td>
</tr>
<tr>
<td>LATIN 4 (VERGIL) AP/GT</td>
<td>10,11,12</td>
<td>Latin 3; Pre-AP/GT approval</td>
<td>This course provides students with objectives beyond the scope of the Latin 3 honors Course. Special emphasis will be given to a more profound study of classical works through selected readings. In addition, students will compose original prose/poetry using descriptive or expository patterns. In an effort to identify and serve those students who are exceptionally proficient in foreign languages, differentiation in curriculum process and product will be provided for Gifted and Talented students at levels four and five in Spanish, French, German and Latin. <em>Students are expected to take the AP exam.</em> <em>Specific entry and continued eligibility criteria exist for this section.</em></td>
</tr>
<tr>
<td>AMERICAN SIGN LANGUAGE 1</td>
<td>9,10,11,12</td>
<td>None</td>
<td>This course will provide manual and receptive proficiency on a basic level. Students will be involved in signed conversation, basic principles of grammar, simple exercises, and easy reading including cultural material.</td>
</tr>
<tr>
<td>Course</td>
<td>Grade</td>
<td>Credit</td>
<td>Prerequisite</td>
</tr>
<tr>
<td>--------------------------------------------</td>
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</tr>
<tr>
<td>American Sign Language 2</td>
<td>9,10,11,12</td>
<td>1</td>
<td>ASL 1</td>
</tr>
<tr>
<td>American Sign Language 3</td>
<td>9,10,11,12</td>
<td>1</td>
<td>ASL 2</td>
</tr>
<tr>
<td>American Sign Language 1</td>
<td>9,10,11,12</td>
<td>Dual</td>
<td>ASL 1</td>
</tr>
<tr>
<td>American Sign Language 2</td>
<td>9,10,11,12</td>
<td>Dual</td>
<td>ASL 1</td>
</tr>
<tr>
<td>American Sign Language 3</td>
<td>9,10,11,12</td>
<td>Dual</td>
<td>ASL 2</td>
</tr>
</tbody>
</table>
**PERFORMING ARTS**

<table>
<thead>
<tr>
<th>DANCE CHOREOGRAPHY 1</th>
<th>9,10,11,12</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARVER</td>
<td></td>
<td>(Regular)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Regular)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher approval</td>
</tr>
</tbody>
</table>

#9944  
9945, 9946

In this course, students expand their movement vocabulary through various class improvisation assignments. Rhythmical awareness and visual sensitivity will be tested with assorted sound and visual stimuli. The course explores basic factors that influence movement, focus, level, direction, dynamics, dimension, and contour. An awareness of qualities of movement (percussive, sustained, suspended, swinging, and vibratory) and dance styles are emphasized. Students are introduced to elementary music theory for dancers, involving counting, rhythmic phrase writing and execution. Students are expected to participate and perform in-group composition assignments. A course in dance technique must be taken concurrently.

<table>
<thead>
<tr>
<th>DANCE CHOREOGRAPHY 2</th>
<th>9,10,11,12</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARVER</td>
<td></td>
<td>(Regular)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dance Choreography 1, Teacher approval</td>
</tr>
</tbody>
</table>

#9947  
9948, 9949

Dance Choreography 2 is a continuation of Dance Choreography 1 and its exploration of principles, but with a stronger emphasis on group forms, phrasing, and more highly structured dance studies. Use of time, space, and force are studied for their aesthetic possibilities for choreography. Students are introduced to sequential composition forms and rhythmic devices (syncopation, resultant, and cumulative forms). A course in dance technique must be taken concurrently.

<table>
<thead>
<tr>
<th>DANCE CHOREOGRAPHY 3</th>
<th>9,10,11,12</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARVER</td>
<td></td>
<td>(Regular)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dance Choreography 2, Teacher approval</td>
</tr>
</tbody>
</table>

#9950  
9951, 9952

Dance Choreography 3 is a continuation of Dance Choreography 1 and 2 and students are expected to demonstrate an understanding of the concepts covered in those levels. Level 3 introduces contrapuntal compositions, effort-shape, and sequential compositional forums. Emphasis is placed on individual choreographic development as well as the development of critical skills through group discussion. A course in dance technique must be taken concurrently.
BALLET 1-4
CARVER
1 Credit
(Regular)
#9926, 9927, 9928 – (Year 1)
#9929, 9930, 9931 – (Year 2)
#9932, 9933, 9934 – (Year 3)
#9935, 9936, 9937 – (Year 4)

Primary focus will be placed on the developmental program in the principals and techniques of classical dance including 
bare and center floor work, body conditioning, and application of structural and technical correction. The dance curriculum 
is comprehensive in its study of the classical medium. Courses presented relate directly to Romantic, Classical, 
Neoclassical, and Contemporary ballet as used by major companies and choreographers worldwide.

This course provides an opportunity for students to be involved in the study of ballet works by faculty and guest artists.
There will be a series of ballet technique classes, lecture demonstrations regarding the technique process, and an 
opportunity to learn a wide variety of movement styles. And opportunity will be available to perform these works in a 
formal and informal setting.

DANCE TECHNOLOGY 1
CARVER
1 Credit
(Regular)
#9938
9939, 9940

This course is designed to provide focus on the use of media in dance. Upon completion of level 1 the student will now be 
able to produce through varied activities on the use of photography, video recording and editing, music recording and 
editing, video critique and analysis, video documentation, web page development the students will be able to explore ideas 
and develop skills and techniques at a level appropriate to their special needs and level of talent. The students will enhance 
their level of skill and competence through the development of a DVD portfolio, instructional manual and journal.

DANCE TECHNOLOGY 2
CARVER
1 Credit
(Regular)
#9941
9942, 9943

This course is a continuation of Dance Technology 1. Advanced technology instruction within the dance curriculum to 
include: dance graphics, sound design, dance video, and performance technologies. Students may attend dance 
documentation workshops where their work is guided by both technical and aesthetic issues in capturing the art of motion. 
Technology coursework will be offered in advanced video editing, camera techniques for video dance, and projection 
design for the mediated stage. Additionally, the student will apply Dance Technology 1 skills in audio recording facilities, a 
DVD production studio, and a technology-enhanced black box studio will allow students, faculty, and visiting artist’s 
access to a full range of experiences integrating technology and dance. Students will enhance their level of skill and 
competence through the development of a DVD portfolio, instructional manual and journal.
### PREP MIXED CHOIR 1-4

**9,10,11,12**  
**1 Credit**  
(Regular)  
Screening; Teacher approval  

#9615, 9616, 9617 – (Year 1)  
#9619, 9620, 9621 – (Year 2)  
#9623, 9624, 9625 – (Year 3)  
#9627, 9628, 9629 – (Year 4)  

This class provides the musical and performing background necessary for participation in an advanced choir. Basis elements of music theory are presented and music is sung which illustrates the theory content. Emphasis is also placed on the four content strands of the Texas Essential Knowledge and Skills for Music: Expression, Perception, Historical, and Evaluation. This choir performs at the fall and spring concerts and may, with district approval, participate in University Interscholastic League activities.

### ADVANCED MIXED CHOIR 1-4

**9,10,11,12**  
**1 Credit**  
(Regular)  
Audition; Teacher approval  

#9599, 9600, 9601 – (Year 1)  
#9603, 9604, 9605 – (Year 2)  
#9607, 9608, 9609 – (Year 3)  
#9611, 9612, 9613 – (Year 4)  

This advanced mixed choir is a musical ensemble of mixed voices designed to provide experience in performance for various audiences. Rehearsing and performing a variety of styles and types of music provides each member with a wide background in basic choral literature and popular music. Emphasis is also placed on the four content strands of the Texas Essential Knowledge and Skills for Music: Expression, Perception, Historical, and Evaluation. Performing often during the school year, this choir sings at fall and spring concerts and at University Interscholastic League contests.

### TREBLE CHOIR 1-4

**9,10,11,12**  
**1 Credit**  
(Regular)  
Audition; Teacher approval  

#9631, 9632, 9633 – (Year 1)  
#9635, 9636, 9637 – (Year 2)  
#9639, 9640, 9641 – (Year 3)  
#9643, 9644, 9645 – (Year 4)  

This treble choir provides an opportunity for students singing together in ensemble to perform various types and styles of music unlike mixed choir literature. The literature of this choir includes popular, contemporary, and classical selections, providing each student with a wide range and variety of musical experiences. Emphasis is also placed on the four content strands of the Texas Essential Knowledge and Skills for Music Expression, Perception, Historical, and Evaluation. Included in their performance schedule are fall and spring concerts and the University Interscholastic League contest in the spring.

### TENOR-BASS CHOIR 1-4

**9,10,11,12**  
**1 Credit**  
(Regular)  
Audition; Teacher approval  

#9647, 9648, 9649 – (Year 1)  
#9651, 9652, 9653 – (Year 2)  
#9655, 9656, 9657 – (Year 3)  
#9659, 9660, 9661 – (Year 4)  

The tenor-bass choir performs at the fall and spring concerts and enters University Interscholastic League contests in the spring. This group sings various types and styles of music ranging from the classics to barbershop to popular. Composed of students participating in other school choir groups, membership in the choir is also open to any student in the school upon the director’s approval. Emphasis is also placed on the four content strands of the Texas Essential Knowledge and Skills for Music: Expression, Perception, Historical, and Evaluation.
VOCAL ENSEMBLE 1-4  
9,10,11,12  
1 Credit  
(Regular)  
Teacher approval  

#9671, 9672, 9673 – (Year 1)  
#7678, 7679, 7680 – (Year 2)  
#7681, 7682, 7683 – (Year 3)  
#7684, 7685, 7686 – (Year 4)

This course is designed to provide students an opportunity to study their University Interscholastic League music on a more individual and small group basis. Because of its size, the learning of music phrasing, interpretation, intonation, etc. is intensified.

SYMPHONIC BAND 1-4  
9,10,11,12  
1 Credit  
(Regular)  
Audition  

#9679, 9680, 9681 – (Year 1)  
#9683, 9684, 9685 – (Year 2)  
#9687, 9688, 9689 – (Year 3)  
#9691, 9692, 9693 – (Year 4)

The symphonic band is designed to challenge those students who have achieved the highest musical standards. Students in this ensemble are exposed to the ultimate in band literature and orchestral transcriptions. Emphasis is placed on technical achievement, interpretation, and style of the music under study. Emphasis is also placed on the four content strands of the Texas Essential Knowledge and Skills for Music: Expression, Perception, Historical, and Evaluation. As an extension of this course, students will perform in numerous concerts, march at all football games, and compete in University Interscholastic League contests.

CONCERT BAND 1 (1-4)  
9,10,11,12  
1 Credit  
(Regular)  
Audition  

#9695, 9696, 9697 – (Year 1)  
#9699, 9700, 9701 – (Year 2)  
#9703, 9704, 9705 – (Year 3)  
#9707, 9708, 9709 – (Year 4)

Literature ranging from medium to difficult is studied and performed by this band. The concert band, along with the symphonic band, performs concerts during the school year, marches at all football games, and competes in University Interscholastic League contests. Emphasis is also placed on the four content strands of the Texas Essential Knowledge and Skills for Music: Expression, Perception, Historical, and Evaluation.

CONCERT BAND 2 (1-4)  
9,10,11,12  
1 Credit  
(Regular)  
Audition  

#9711, 9712, 9713 – (Year 1)  
#9715, 9716, 9717 – (Year 2)  
#9719, 9720, 9721 – (Year 3)  
#9723, 9724, 9725 – (Year 4)

The primary goal of this class is to prepare the student for future membership in one of the top two bands. Emphasis is placed on expanding basic musical concepts rather than performance. Emphasis is also placed on the four content strands of the Texas Essential Knowledge and Skills for Music: Expression, Perception, Historical, and Evaluation. However, with the director’s approval, students may participate in University Interscholastic League activities and performances.
### PREP BAND 1-4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Grade(s)</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>#9727, 9728, 9729</td>
<td>9,10</td>
<td>(Regular) Audition</td>
</tr>
<tr>
<td>#9731, 9732, 9733</td>
<td>Year 1</td>
<td></td>
</tr>
<tr>
<td>#9735, 9736, 9737</td>
<td>Year 2</td>
<td></td>
</tr>
<tr>
<td>#9739, 9740, 9741</td>
<td>Year 3</td>
<td></td>
</tr>
</tbody>
</table>

The prep band is designed for those students with limited musical experience. Emphasis is placed on the student developing basic skills through the study of music in the easy to medium range and by concentrating on basic rhythms and scales. Emphasis is also placed on the four content strands of the Texas Essential Knowledge and Skills for Music: Expression, Perception, Historical, and Evaluation. During the year, the prep band is called on to perform concerts and may, with the director’s approval, participate in University Interscholastic League concert and sight reading contest.

### STAGE BAND 1-4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Grade(s)</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>#9743, 9744, 9745</td>
<td>9,10,11,12</td>
<td>(Regular) Teacher approval</td>
</tr>
<tr>
<td>#9747, 9748, 9749</td>
<td>Year 1</td>
<td></td>
</tr>
<tr>
<td>#9751, 9752, 9753</td>
<td>Year 2</td>
<td></td>
</tr>
<tr>
<td>#9755, 9756, 9757</td>
<td>Year 3</td>
<td></td>
</tr>
</tbody>
</table>

The objective of the course is to familiarize students with common practices of popular music, jazz, and big band (stage band) idioms. Members of the symphonic and concert bands are eligible to take stage band. However, exceptions can be made if it becomes necessary to balance the instrumentation or use those students who perform on instruments not in the regular band program (i.e. guitar, piano, trap drums, etc.).

### INSTRUMENTAL ENSEMBLE 1-4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Grade(s)</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>#9675, 9676, 9677</td>
<td>9,10,11,12</td>
<td>(Regular) Teacher approval</td>
</tr>
<tr>
<td>#7690, 7691, 7692</td>
<td>Year 1</td>
<td></td>
</tr>
<tr>
<td>#7693, 7694, 7695</td>
<td>Year 2</td>
<td></td>
</tr>
<tr>
<td>#7696, 7697, 7698</td>
<td>Year 3</td>
<td></td>
</tr>
</tbody>
</table>

This course is designed to provide students an opportunity to study their University Interscholastic League music on a more individual and small group basis. Because of its size, the learning of music phrasing, interpretation, intonation, etc. is intensified.

### STRING ORCHESTRA 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Grade(s)</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>#9808</td>
<td>9</td>
<td>(Regular) 1 year prior strings training; teacher approval</td>
</tr>
<tr>
<td>9809, 9810</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course is for violin, viola, cello, or double bass players. String orchestra will provide students the opportunity to refine the technical and musical skills that were learned in middle school and to perform orchestra literature from classical to popular through group concerts or solo/ensemble experiences.

Learning experiences will be enhanced through integration with other arts and disciplines. Emphasis is also placed on the four content strands of the Texas Essential Knowledge and Skills for Music: Expression, Perception, Historical, and Evaluation. Students are expected to attend the after-school rehearsals, perform at concerts, and participate in University Interscholastic League contests.
### String Orchestra 2

**Carver**  
1 Credit  
(Regular)  
Teacher approval  
#9812  
9813, 9814

This course is for violin, viola, cello, or double bass player. String orchestra will provide students the opportunity to refine the technical and musical skills that were learned in middle school and to perform orchestra literature from classical to popular through group concerts or solo/ensemble experiences.

Learning experiences will be enhanced through integration with other arts and disciplines. Emphasis is also placed on the four content strands of the Texas Essential Knowledge and Skills for Music: Expression, Perception, Historical, and Evaluation. Students are expected to attend after-school rehearsals, perform at concerts, and participate in University Interscholastic League contests.

### String Orchestra 3

**Carver**  
1 Credit  
(Regular)  
Teacher approval  
#9816  
9817, 9818

Third year high school orchestra will continue to challenge string students to develop musical and technical skills while performing a variety of literature. Students will also participate in UIL and TMEA contests as well as experience integration with other arts and disciplines.

### String Orchestra 4

**Carver**  
1 Credit  
(Regular)  
Teacher approval  
#9820  
9821, 9822

Fourth year high school orchestra will continue to challenge string students to develop musical and technical skills while performing a variety of literature. Students will also participate in UIL and TMEA contests as well as experience integration with other arts and disciplines.

### Steel Pan Band 1-2

**Carver**  
1 Credit  
(Regular)  
Teacher approval  
#9824, 9825, 9826 – (Year 1)  
#9828, 9829, 9830 – (Year 2)

The Steel Pan Drums course, offered only at Carver High School, is designed for those students who enjoy performing literature of the steel pans which include popular, calypso, reggae, and classical selections. Membership is very limited and only with director approval. Emphasis is also placed on the four content strands of the Texas Essential Knowledge and Skills for Music: Expression, Perception, Historical, and Evaluation.
<table>
<thead>
<tr>
<th>COURSE</th>
<th>CODE</th>
<th>CREDITS</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTRUMENTAL ENSEMBLE 1 – PIANO</td>
<td>9792</td>
<td>1 Credit</td>
<td>(Regular) Two years of prior piano study; teacher approval</td>
</tr>
<tr>
<td>INSTRUMENTAL ENSEMBLE 2 – PIANO</td>
<td>9796</td>
<td>1 Credit</td>
<td>(Regular) Piano level one</td>
</tr>
<tr>
<td>INSTRUMENTAL ENSEMBLE 3 – PIANO</td>
<td>9800</td>
<td>1 Credit</td>
<td>(Regular) Piano level two</td>
</tr>
<tr>
<td>INSTRUMENTAL ENSEMBLE 4 – PIANO</td>
<td>9804</td>
<td>1 Credit</td>
<td>(Regular) Piano level three</td>
</tr>
</tbody>
</table>

In level one group piano class, offered only at Carver High School, students will review the basics of music reading, keyboard topography, fingering techniques and exercises, beginning piano theory, and perform simple first year solos to establish eye-hand coordination with rhythmic accuracy. Students will also perform in class recitals, festivals, open house, and end of the semester recitals. Emphasis is also placed on the four content strands of the Texas Essential Knowledge and Skills for Music: Expression, Perception, Historical, and Evaluation.

In level two group piano class, students will review skills learned in level one piano in addition to performing second year piano theory and technique. Students will perform solos from the level three UIL Piano Guild Repertory list as well as have the opportunity to participate in UIL competitions and Guild Auditions. Students will be required to perform in class recitals, festivals, open house, and end of the semester recitals.

In piano level 3, offered only at Carver High School, students will continue to master skills learned in levels one and two as they continue to develop expertise in piano theory and technique at the third year level. Students will work on solos from the level 2 UIL prescribed music list as well as from the Piano Guild Repertory list. Students will also be required to perform in class recitals, festivals, open house, and end of the semester recitals.

In piano level 4, exclusively available at Carver High School, advanced piano students are expected to continue to extend their skills on piano and music theory while preparing and performing solos from the level 1 UIL list of selections and the Piano Guild Repertory list. Students at this level will also present a senior recital during their last semester prior to graduation.
<table>
<thead>
<tr>
<th>Course</th>
<th>Grades</th>
<th>Prerequisite</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MUSIC THEORY 1</strong></td>
<td>9,10,11,12</td>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>(Regular)</td>
<td></td>
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<tr>
<td>#9663</td>
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<td>9664, 9665</td>
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</tbody>
</table>

Music theory exposes the high school student to the fundamentals of music. Understanding the total effort involved in producing music for the listener’s ear is of prime importance. Each component of melody, harmony, and rhythm is studied in order to find what comprises each part. The history of music is also included to help the student understand the development of these components.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grades</th>
<th>Prerequisite</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MUSIC THEORY 2</strong></td>
<td>9,10,11,12</td>
<td>Music Theory 1</td>
<td>1</td>
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<tr>
<td>(Regular)</td>
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<tr>
<td>#9667</td>
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<td>9668, 9669</td>
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</tbody>
</table>

The purpose of this course is to provide the college-bound student an intense program in college level theory. Simple melodic dictation from the piano, rhythmic dictation, singing of diatonic melodies, and functional keyboard harmonization of triads and simple cadences will be emphasized.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grades</th>
<th>Prerequisite</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AP MUSIC THEORY</strong></td>
<td>11,12</td>
<td>Currently enrolled in instrumental program, pass Pre-AP music theory test with 80% mastery or higher, have competed the 10th grade and band director approval.</td>
<td>1</td>
</tr>
<tr>
<td>(AP)</td>
<td></td>
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<tr>
<td>#7069</td>
<td></td>
<td>7070, 7071</td>
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</tr>
</tbody>
</table>

The AP Music Theory course is designed to prepare college bound music students with the skills to be successful in freshman level music theory. The course will instill mastery of the rudiments of music notation using available technology. The goal is to develop each student’s ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. This is achieved by integrated approaches to the student’s development of certain skills: aural, sight-singing, writing, composition, and analytical skills through exercises in listening, performance, writing, creativity and analysis.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grades</th>
<th>Prerequisite</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MUSIC HISTORY 1</strong></td>
<td>11,12</td>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>Carver</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Regular)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>#9920</td>
<td></td>
<td>9921, 9922</td>
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</tbody>
</table>

This course, available only at Carver High School, includes during the first semester the significant individuals and cultural events in music from the Middle Ages to 1900. The second semester will be focused on the music, composers, and events from 1900 until the present. Types and forms of all music during these periods will be presented.
Dance is a course designed to provide students with opportunities to develop skills that can be used to create visual impressions. The learning of values and attitudes of oneself is also a very important part of the dance course. The nature of the course offers the cultivation of such behavior as self-discipline, creativity, working with others, leadership, fellowship, responsibility, self-pride and appearance. Students will be placed in classes based on their abilities. During the course of the year, students of all levels of dance can be called on to participate in extracurricular activities.

DANCE DUAL CREDIT

1/2 Credit

(Regular)

Entry /Exit Requirements; Counselor approval

#6183

This course is a college-level dance course offered in cooperation with North Harris College and Aldine ISD. Students must meet entrance requirements and exit competencies of this course before receiving credit. This course is designed to provide students with opportunities to develop skills that can be used to create visual impressions. The nature of the course offers the cultivation of such behavior as self-discipline, creativity, working with others, leadership, fellowship, responsibility, self-pride and appearance. The learning of values and attitudes of oneself is also a very important part of this dance course.

INTRO. TO THEATER ARTS

1 Credit

(Regular – Local)

Taken in sequence; teacher approval

#9900

9901, 9902

The beginning advanced theater arts course will develop the students’ expressive use of the body, voice, and self-expression. Students will learn acting concepts and skills. They will learn to analyze and interpret scripts and characters. Exploration of theatrical production concepts and skills will be provided for the students. They will grow through an appreciation of theatrical events.

This course does not meet the Fine Arts requirement for the Recommended or Distinguished Graduation plans.
THEATER ARTS 1  9,10,11,12  PREREQUISITE
1 Credit
(Regular)                 Taken in sequence
#9859
9860, 9861

This course gives students instruction in acting concepts and skills, theater production, and expressive use of the body and voice. It will enable students to grow aesthetically through an appreciation of theatrical events.

THEATER ARTS 2, 3, & 4  10,11,12  PREREQUISITE
1 Credit
(Regular)                 Taken in sequence; Teacher approval
#9863, 9864, 9865 – (Year 2)
#9867, 9868, 9869 – (Year 3)
#9871, 9872, 9873 – (Year 4)

These courses instruct students in exploring specialized theatrical styles, directing and play writing techniques, along with acting, exploring contemporary production styles, and analyzing and evaluating theatrical events attended.

THEATER PRODUCTION 1, 2, 3, 4  9,10,11,12  PREREQUISITE
1 Credit
(Regular)                 Taken in sequence; Teacher approval
#9883, 9884, 9885 – (Year 1)
#9887, 9888, 9889 – (Year 2)
#9891, 9892, 9893 – (Year 3)
#9895, 9896, 9897 – (Year 4)

These courses provide instruction in acting concepts and skills, and theater production concepts and skills that allow the students to perform, attend live events, and evaluate theatrical experiences.

ADVANCED THEATER ARTS 1  9,10,11,12  PREREQUISITE
1 Credit
(Regular)                 Taken in sequence; Teacher approval
#9903
9904, 9905

Students will explore specialized theatrical styles, directing and play writing techniques. They will have the opportunity to attend live theatrical events and analyze/evaluate theatrical experiences. Mime, dance drama, theater for children, musical theater, puppetry, and masked theater are the major theatrical styles students will study.

ADVANCED THEATER ARTS 2  9,10,11,12  PREREQUISITE
1 Credit
(Regular)                 Taken in sequence; Teacher approval
#9906
9907, 9908

Students will further develop stagecraft skills, practice theater safety, and explore scenery, properties, lighting, costumes, make-up, sound, public relations, research, design, and recognize career opportunities. Students will grow in appreciation of the theater arts through performing in and attending live theatrical events.
### ADVANCED THEATER ARTS 3

**9,10,11,12**  
1 Credit  
(Regular)  
Taken in sequence; Teacher approval

#9909  
9910, 9911

Students will develop acting concepts and skills through auditions, rehearsing, and performing. Student’s theater production concepts and skills will develop through research and design, work on technical crews, public performance, participation in striking sets, lighting and sound setups, and recognition of career opportunities and theater safety. Students will be provided opportunities to develop an appreciation of the theater, practice audience etiquette, participate in and attend live performances, and evaluate theatrical experiences.

### TECHNICAL THEATER 1

**10,11,12**  
1 Credit  
(Regular)  
None

#9875  
9876, 9877

Students in Technical Theater focus on the fundamental construction and design of sets and scenery. Students apply principles of theatrical design, such as unity, balance, proportion, and color with “hands-on” applications in both class and production work. Students also learn the job responsibilities of traditional crew and support staff.

### TECHNICAL THEATER 2

**10,11,12**  
1 Credit  
(Regular)  
Technical Theater 1

#9879  
9880, 9881

Technical Theater 2 builds on the skills learned in Tech Theater 1 involving construction and design of sets and scenery. Students apply principles of theatrical design, such as unity, balance, proportion, and color with “hands-on” applications both in class and production work. Students are involved in all aspects of production leadership roles such as costume design, wardrobe, makeup, sound, lighting, set design, and stage management.

### COMMUNICATIONS APPLICATIONS

**9,10,11,12**  
½ Credit  
(Regular)  
None

#5011

Students enrolled in Communication Applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.
## PHYSICAL EDUCATION/WELLNESS

### FOUNDATIONS OF PERSONAL FITNESS

<table>
<thead>
<tr>
<th>Level</th>
<th>Credit</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>½</td>
<td>None</td>
</tr>
</tbody>
</table>

(Regular) #5943

This course is designed to inform and motivate students to achieve lifetime personal fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as developing a plan that will enhance each student’s personal level of fitness. Students will apply physiological and biomechanical principles related to exercise as they develop lifetime fitness program. An Aldine physical education uniform (shirt and shorts) is required. Students are also required to wear tennis shoes.

### FOUNDATIONS OF PERSONAL FITNESS DUAL CREDIT

<table>
<thead>
<tr>
<th>Level</th>
<th>Credit</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>½</td>
<td>None</td>
</tr>
</tbody>
</table>

(Regular) #6172

This course is a college-level personal fitness class offered in cooperation with North Harris College and Aldine ISD. Students must meet entrance requirements and exit competencies of this course before receiving credit. This course is designed to inform and motivate students to achieve lifetime personal fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as developing a plan that will enhance each student’s personal level of fitness. Students will apply physiological and biomechanical principles related to exercise as they develop their personal lifetime fitness program. Appropriate fitness wear is required. Students are also required to wear tennis shoes.

### HEALTH

<table>
<thead>
<tr>
<th>Level</th>
<th>Credit</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,11,12</td>
<td>½</td>
<td>None</td>
</tr>
</tbody>
</table>

(Regular) #5942

This course covers personal health, family health, consumer and environmental health, injury prevention and safety, human disease prevention, self-responsibility related to alcohol, drug abuse, smoking and abstinence. This is a co-ed class. The Texas Essential Knowledge and Skills (TEKS) are met through the varied topics studied.

### ADVENTURE/OUTDOOR EDUCATION

<table>
<thead>
<tr>
<th>Level</th>
<th>Credit</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,11,12</td>
<td>½</td>
<td>None</td>
</tr>
</tbody>
</table>

(Regular) #5944

Students enrolled in this course will develop competency in outdoor education activities that provide opportunities for enjoyment and personal challenge. Activities such as on entering, ROPES, camping, outdoor cooking, hiking, water safety, kayaking, rock climbing and in-line skating will provide opportunities for new experiences to be enjoyed in the outdoors. An Aldine physical education uniform (shirt and shorts) is required. Students are also required to wear tennis shoes.
## ADVENTURE/OUTDOOR EDUCATION DUAL CREDIT

**10,11,12**  
**½ Credit**  
(Regular)  
None  
#6173

This course is a college-level outdoor adventure class offered in cooperation with North Harris College and Aldine ISD. Students must meet entrance requirements and exit competencies of this course before receiving credit. Students enrolled in this course will develop competency in outdoor education activated that provide opportunities for enjoyment and personal challenge. Activities such as on entering, ROPES, camping, outdoor cooking, hiking, water safety, kayaking, rock climbing and in-line skating will provide opportunities for new experiences to be enjoyed in the outdoors. Appropriate fitness wear is required. Students are also required to wear tennis shoes.

## AEROBIC ACTIVITIES

**10,11,12**  
**½ Credit**  
(Regular)  
None  
#5945 – 1st  
#5949 – 2nd  
#5953 – 3rd

Students enrolled in this course will be exposed to a variety of activities that promote health-related fitness. Activities such as aerobic dance, step bench aerobics, water aerobics, power walking, cycling, and line dancing may be just a few of the activities that a student may enjoy while enhancing cardiovascular fitness and motor skills. An Aldine physical education uniform (shirt and shorts) is required. Students are also required to wear tennis shoes.

## AEROBIC ACTIVITIES DUAL CREDIT

**10,11,12**  
**½ Credit**  
(Regular)  
None  
# 6174

This course is a college level aerobics course offered in cooperation with North Harris County College and Aldine ISD. Students must meet entrance requirements and exit competencies of this course before receiving credit. Students enrolled in this course will be exposed to a variety of activities that promote health-related fitness. Activities such as aerobic dance, step bench aerobics, water aerobics, power walking, cycling, and line dancing may be just a few of the activities that a student may enjoy while enhancing cardiovascular fitness and motor skills. Appropriate fitness wear is required. Students are also required to wear tennis shoes.

## INDIVIDUAL SPORTS

**9,10,11,12**  
**½ Credit**  
(Regular)  
None  
#5946 – 1st  
#5950 – 2nd  
#5954 – 3rd

Students enrolled in this course will participate in a wide range of individual sports that can be pursued for a lifetime. The activities may include swimming, archery, badminton, bicycling, bowling, golf, handball, self-defense, table tennis, weight training and track and field. Participation in this course will promote a physically active lifestyle that improves health and provides opportunities for enjoyment and personal challenge. An Aldine physical education uniform (shirt and shorts) is required. Students are also required to wear tennis shoes.
### Individual Sports Dual Credit

<table>
<thead>
<tr>
<th>9,10,11,12</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>½ Credit</td>
<td>None</td>
</tr>
</tbody>
</table>

This course is a college-level individual sports course offered in cooperation with North Harris County College and Aldine ISD. Students must meet entrance requirements and exit competencies of this course before receiving credit. Students enrolled in this course will participate in a wide range of individual sports that can be pursued for a lifetime. The activities may include swimming, archery, badminton, bicycling, bowling, golf, handball, self-defense, table tennis, weight training, and track and field. Participation in this course will promote a physically active lifestyle that improves health and provides opportunities for enjoyment and personal challenge. Appropriate fitness wear is required. Students are also required to wear tennis shoes.

### Team Sports

<table>
<thead>
<tr>
<th>9,10,11,12</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>½ Credit</td>
<td>None</td>
</tr>
</tbody>
</table>

This course is a college-level personal fitness class offered in cooperation with North Harris County College and Aldine ISD. Students enrolled in Team Sports will develop health-related fitness and an appreciation for team work and fair play. The activities may include basketball, flag football, in-line hockey, soccer, softball, team handball, and volleyball. Through participation in team sports the student will exhibit a physically active lifestyle that will improve health and provide opportunities for enjoyment and personal challenge. An Aldine physical education uniform (shirt and shorts) is required. Students are also required to wear tennis shoes.

### Team Sports Dual Credit

<table>
<thead>
<tr>
<th>9,10,11,12</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>½ Credit</td>
<td>None</td>
</tr>
</tbody>
</table>

### Life Skills Health & Science

<table>
<thead>
<tr>
<th>1, 2, 3, 4</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Credit</td>
<td>Science 8 (LS) in middle school and/or ARD committee placement in Life Skills or Autistic program. May be repeated.</td>
</tr>
</tbody>
</table>

Functional Health & Science 1-4 may include some mandated essential knowledge and skills, along with extending the health and science skills developed in grades K-8, covering: meal preparation, clothing care, housekeeping, calendar, plant life, temperature, body parts, animal life, feeding, toileting, dressing, grooming, safety, nutrition, wellness, self-concept, ecology, human growth, and other strategies to improve health and science skills. Modifications to the curriculum and accommodations are made depending on the individual student’s needs and their Functional Health & Science IEPs. Students taking this course do not receive regular grade points.
### INTEGRATED PHYSICS & CHEMISTRY

**9,10**

<table>
<thead>
<tr>
<th>PREREQUISITE</th>
<th>1 Credit</th>
</tr>
</thead>
</table>

(Regular)  
Concurrent Algebra 1

#5306, 5307, 5308  
#6606, 6607, 6608 (Co-Teach)  
#6609, 6610, 6611 (Support Facilitation)

In Integrated Physics and Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. This course integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy transformations, properties of matter, change in matter, and solution chemistry. The emphasis for IPC for IPC A is Chemistry and IPC B is Physics Concepts. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(c) of this title (relating to Description of a required Secondary Curriculum). Using Co-Teach and Support Facilitation models, modifications and accommodations may be made based upon the individual student’s needs and their IEPs.

### INTEGRATED PHYSICS & CHEMISTRY TECH PREP

**9,10**

<table>
<thead>
<tr>
<th>PREREQUISITE</th>
<th>1 Credit</th>
</tr>
</thead>
</table>

(Regular)  
Tech Prep Identification

#7318  
7319, 7320

In Integrated Physics and Chemistry, students conduct field and laboratory investigations, use specific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. This course integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy transformations, properties of matter, change in matter, and solution chemistry. Instructional strategies will emphasize school to work simulations, guest speakers and extended learning experiences to various businesses and industries in Houston. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

### INTEGRATED PHYSICS & CHEMISTRY EII

**1 Credit**

(Regular)  
Counselor approval

#7248  
7249, 7250

Students in EII Integrated Physics and Chemistry are provided with reading and vocabulary strategies, and materials targeted to allow second language learners to access and master on-grade level content of Integrated Physics and Chemistry. EII courses are designed for immigrant students who are in their second or third year in the country, or for students who are reading below grade level and would benefit from the strategies and materials utilized in the EII classroom. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).
INTEGRATED PHYSICS & CHEMISTRY 9,10

GT ENCOUNTERS*

1 Credit

(G/T) Pre-Algebra or Concurrent Algebra I

#5312

5313, 5314

This course provides these identified gifted and talented students with a more in-depth study and participation in the scientific method. Students will develop the foundation skills for Advanced Placement courses. In Integrated Physics and Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. This course integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy transformations, properties of matter, change in matter, and solution chemistry. During the course of study, students will participate in a variety of independent and team research projects and develop innovative products and solutions that are advanced in relation to students of similar age, experience, or environment. The emphasis for IPC for 1st semester is Chemistry and 2nd semester is Physics Concepts. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

*Specific entry and continued eligibility criteria exists for this.

BIOLOGY 9,10,11

1 Credit

(Regular) None

#5318, 5319, 5320

#6615, 6616, 6617 (Co-Teach)

#6618, 6619, 6620 (Support Facilitation)

In Biology, students conduct field and laboratory investigations, use scientific methods during investigations and make informed decisions using critical-thinking and scientific problem-solving. Students in Biology study a variety of topics that include structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystem; and plants and the environment. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum). Using Co-Teach and Support Facilitation models, modifications and accommodations may be made based upon the individual student’s needs and their IEPs.

BIOLOGY TECH PREP 9,10,11

1 Credit

(Regular) Tech Prep Identification

#8923

8924, 8925

In Biology, students conduct field and laboratory investigations, use scientific methods during investigations and make informed decisions using critical-thinking and scientific problem-solving. Students in Biology study a variety of topics that include structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystem; and plants and the environment. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).
BIOLOGY EII
1 Credit

(Regular)  Counselor approval

#7252, 7253, 7254

Students in EII Biology are provided with reading and vocabulary strategies, and materials targeted to allow second language learners to access and master on-grade level content of Biology. EII courses are designed for immigrant students who are in their second or third year in the country, or for students who are reading below grade level and would benefit from the strategies and materials utilized in EII classroom. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

ENGLISH LANGUAGE INSTITUTE BIOLOGY
1 Credit

(Local)  Counselor approval

#7193, 7194, 7195

Students in this course will study a variety of topics that include: structure and functions of cells and viruses; growth and development of organisms; cell, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment.

This course should be taken by students enrolled in the English Language Institute as a prerequisite to Biology. This course will provide students with the foundational vocabulary and concepts needed to be successful in Biology. Through ESL strategies, teachers will use concrete strategies to teach abstract concepts. Field and laboratory investigations will exceed 40% of instructional time. Students will be engaged in project-based learning which will reinforce concepts taught.

BIOLOGY – PRE-AP
1 Credit

(Honors)  None

#7578, 7579, 7580

In Biology, students conduct field and laboratory investigations, use scientific methods during investigations and make informed decisions using critical-thinking and scientific problem-solving. Students in Biology study a variety of topics that include structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystem; and plants and the environment. During the course of study, students will participate in a variety of independent and team research projects. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

BIOLOGY – DUAL CREDIT
1 Credit

(Honors)  Entry/Exit requirements

#7289, 7290, 7291

In Biology Dual Credit, students conduct field and laboratory investigations use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students will participate in 4 case studies (one per unit) using different methods of presenting research. This course will emphasize active learning: Inquiry-based/investigative studies. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).
**BIOLOGY – GT ENCOUNTERS**  
9,10,11  
1 Credit  
(G/T)  
(G/T) Encounters Identification  
#5324  
5325, 5326  

This course provides these identified gifted and talented students with a more in-depth study and participation in the scientific process. Students will develop the foundation skills for Advance Placement course participation. In Biology, students conduct field and laboratory investigations, use specific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystem; plants and the environment. During the course of study, students will participate in a variety of independent and team research projects and develop innovative products and solutions that are advanced in relation to students of similar age, experience, or environment. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

**AP BIOLOGY**  
11,12  
1 Credit  
(AP)  
Suggested prerequisites: Biology and Chemistry  
#5327  
5328, 5329  

Content Requirements for Advanced Placement (AP) Biology are prescribed in the College Board Publication *Advanced Placement Course Description: Biology*, published by The College Board. Curriculum differentiation is provided for those gifted and talented students who select to take this course. Students are expected to take the AP exam. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

*Students are expected to take the AP Exam.*

**AP BIOLOGY EXAM PREPARATION**  
11,12  
½ Credit  
(Regular-Local)  
AP Biology  
#5064  

This course allows AP Biology and is designed for those students who are preparing to take the AP Biology examination. Students will study Biology topics in depth. Content requirements for Advanced Placement (AP) Biology are prescribed in the College Board Publication *Advanced Placement Course Description: Biology*, published by The College Board. Students are expected to take AP exam. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

**CHEMISTRY**  
10,11,12  
1 Credit  
(Regular)  
Biology, Algebra 1,  
Completion of or concurrent enrollment in a second year of math  
#5339, 5340, 5341  
#6624, 6625, 6626 (Co-Teach)  
#6627, 6628, 6629 (Support Facilitation)  

In Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding nuclear fission, oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Student will investigate how chemistry is an integral part of our daily live. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum). Using Co-Teach and Facilitation models, modifications and accommodations may be made based upon the individual student’s needs and their IEPs.
CHEMISTRY EII
10
1 Credit
(Regular) Biology, Algebra 1, Completion or concurrent enrollment in a second year of math and Tech Prep identification #7244, 7245, 7246

Students in EII Chemistry are provided with reading and vocabulary strategies and making targeted to allow second language learners to access and master on-grade level content in chemistry. EII courses are designed for immigrant students who are in their second or third year in the country or for student who are reading below grade level and would benefit from the strategies and materials utilized in the EII classroom. To receive credit in science, students must meet the 40% laboratory and field work requirement identified in the TEKS.

CHEMISTRY TECH PREP
10,11,12
1 Credit
(Regular) Biology, Algebra 1, Completion of or concurrent enrollment in a second year of math and Tech Prep identification #8926, 8927, 8928

In Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding nuclear fission, oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily lives. Instructional strategies will emphasize school to work simulations, guest speakers and extended learning experiences to various businesses and industries in Houston. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

CHEMISTRY DUAL CREDIT
10,11,12
1 Credit
(Honors) Biology, Algebra 1 and Completion of or concurrent enrollment in a second year of math #7280, 7281, 7282

In Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding nuclear fission, oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily lives. Student investigations will emphasize basic and advanced principles of experimental designs and data analysis. During the course of study, students will participate in a variety of independent and team research projects. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

CHEMISTRY – PRE-AP
10,11,12
1 Credit
(Honors) Biology, Algebra 1 and Completion of or concurrent enrollment in a second year of math #7581, 7582, 7583

In Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics of matter, energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily lives. Student investigations will emphasize basic and advanced principles in a variety of independent and team research project. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of required Secondary Curriculum).
## CHEMISTRY – G/T ENCOUNTERS

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade(s)</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEMISTRY – G/T ENCOUNTERS</td>
<td>10,11,12</td>
<td>1 Credit</td>
</tr>
</tbody>
</table>

(G/T)

#5393
5394, 5395

G/T Encounters Biology and Completion of or concurrent enrollment in a second year of math with G/T Encounters Identification

This course provides these identified gifted and talented students with a more in-depth study and participation in the scientific process. Students will develop the foundation skills for Advanced Placement courses. In Chemistry, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. During the course of study, students will participate in a variety of independent and team research projects and develop innovative products and solutions that are advanced in relation to students of similar age, experience, or environment. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of required Secondary Curriculum).

## AP CHEMISTRY

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade(s)</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP CHEMISTRY</td>
<td>11,12</td>
<td>1 Credit</td>
</tr>
</tbody>
</table>

(AP)

Recommended prerequisites: Chemistry & Algebra 2

#5345
5346, 5347

Content requirements for Advanced Placement (AP) Chemistry are prescribed in the College Board Publication *Advanced Placement Course Description: Chemistry*, published by The College Board. Curriculum differentiation is provided for those gifted and talented students who select to take this course. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

*Students are expected to take the AP exam.*

## AP CHEMISTRY EXAM PREPARATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade(s)</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP CHEMISTRY EXAM PREPARATION</td>
<td>11,12</td>
<td>½ Credit</td>
</tr>
</tbody>
</table>

(Regular – Local)

AP Chemistry

#5065

This course follows AP Chemistry and is designed for those students who are preparing to take the AP Chemistry examination. Students will study Chemistry topics in depth. Content requirements for Advanced Placement (AP) Chemistry are prescribed in the College Board Publication *Advanced Placement Course Description: Chemistry*, published by The College Board. Students are expected to take AP exam. TO receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

## PHYSICS

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade(s)</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYSICS</td>
<td>10,11,12</td>
<td>1 Credit</td>
</tr>
</tbody>
</table>

(Regular)

Algebra 1, Biology, Chemistry and Completion of or concurrent enrollment in a second year of math

#5351
5352, 5353

In Physics, students’ conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).
### PHYSICS – PRE-AP

1 Credit

(Honors)  
Algebra 1, Biology, Chemistry and  
Completion of or concurrent enrollment in a second year of math

#7584  
7585, 7586

In Physics, students’ conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills. Student investigations will emphasize basic and advanced principles of experimental designs and data analysis. During the course of study, students will participate in a variety of independent and team research projects. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

### PHYSICS DUAL CREDIT

1 Credit

(Honors)  
Algebra 1, Biology, Chemistry,  
Completion of or concurrent enrollment in a second year math

#7283  
7284, 7285

In Physics, students’ conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills. Student investigations will emphasize basic and advanced principles of experimental designs and data analysis. During the course of study, students will participate in a variety of independent and team research projects. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

### AP PHYSICS

1 Credit

(AP)  
Recommended Physics, Algebra 1, Algebra 2  
Geometry, Completion of or concurrent enrollment in calculus

#5357  
5358, 5359

Content requirements for Advanced Placement (AP) Physics are prescribed in the College Board Publication *Advanced Placement Course Description: Physics* published by The College Board. Curriculum differentiation is provided for those gifted and talented students who select to take this course. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

*Students are expected to take the AP exam.*

### AP PHYSICS EXAM PREPARATION

½ Credit

(Regular – Local)  
AP Physics

#5066

This course follows AP Physics and is designed for those students who are preparing to take the AP Physics examination. Students will study Physics topics in depth. Content requirements for Advanced Placement (AP) Physics are prescribed in The College Board Publication *Advanced Placement Course Description: Physics*, published by The College Board. Students are expected to take the AP exam. To receive credit, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).
### PHYSICS – G/T ENCOUNTERS  
**1 Credit**  

(G/T) Biology, Chemistry and Algebra 1, Completion of or concurrent enrollment in a second year of math GT Encounters identification  

#5396  
5397, 5398  

This course provides these identified gifted and talented students with a more in-depth study and participation in the scientific process. Students will develop the foundation skills for Advanced Placement courses. In Physics, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills. During the course of study, students will participate in a variety of independent and team research projects, and develop innovative products and solutions that are advanced in relation to students of similar age, experience, or environment. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

### PHYSICS TECH PREP  
**1 Credit**  

(Regular) Biology, Chemistry, Algebra 1, Completion of or concurrent enrollment in a second year of math Teacher approval  

#5361  
5362, 5363  

This course offers an innovative format that comprehensively reviews and supplements the study of physics as a one-year introductory physics course for college-bound students. The content of this course is divided into five main units: mechanics, energy, electricity and magnetism, wave phenomena, and modern physics. Students will participate in a variety of learning activities that will explore six optional units: motion in a plane, internal energy, geometric optics, nuclear energy, and solid state physics. Many of the independent projects for this course will evaluate issues, impact of science and technology on society, the environment, and their lives. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

### AQUATIC SCIENCE  
**1 Credit**  

(Regular) Integrated Physics & Chemistry, and Biology or Biology and Chemistry  

#7309  
7310, 7311  

In Aquatic Science, students conduct field and laboratory 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: components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment, adaptations of aquatic organisms; changes within aquatic environments; geological phenomena and fluid dynamics effects; and origin and use of water in a watershed. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).
### Astronomy

1 Credit

(Regular) Integrated Physics & Chemistry, and Biology or Biology and Chemistry
#7312, 7313, 7314

In Astronomy, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: information about the universe; scientific theories of the evolution of the universe; characteristics and the life cycle of stars; exploration of the universe; role of the Sun in our solar system; planets; and the orientation and placement of the Earth. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

### Environmental Systems

1 Credit

(Regular) Integrated Physics & Chemistry, and Biology or Biology and Chemistry
#5382, 5383, 5384

In Environmental Systems, students conduct field and laboratory 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. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

### AP Environmental Systems

1 Credit

(Regular) Recommended prerequisites: Algebra 1 two years of high school laboratory science
#5386, 5387, 5388

Content requirements for Advanced Placement (AP) Environmental Science are prescribed in the College Board Publication Advanced Placement Course Description: Environmental Science, published by The College Board. Curriculum differentiation is provided for those gifted and talented students who select to take this course. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

*Students are expected to take the AP exam.*

### AP Environmental Systems Exam Prep

½ Credit

(Regular – Local) AP Environmental Systems
#5076

This course follows AP Environmental Systems and is designed for those students who are preparing to take the AP Environmental Science examination. Students will study Environmental Science topics in depth. Content requirements for Advanced Placement (AP) Environmental Science are prescribed in the College Board Publication Advanced Placement Course Description: Environmental Science, published by The College Board. Students are expected to take the AP exam. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).
GEOLOGY, METEOROLOGY, OCEANOGRAPHY  
11,12  
1 Credit  
(Regular)  
Integrated Physics & Chemistry, and Biology, or Biology & Chemistry  
#7315  
7316, 7317  

In Geology, Meteorology, and Oceanography, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics and conditions of the Earth; formation and history of the Earth; plate tectonics; origin and composition of minerals and rocks and the rock cycle; processes and products of weathering; natural energy resources; interactions in a watershed; characteristics of oceans, characteristics of the atmosphere; and the role of energy in weather and climate. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

ANATOMY & PHYSIOLOGY OF HUMAN SYSTEMS  
11,12  
1 Credit  
(Regular)  
Biology, Algebra 1, & Chemistry  
#8248  
8249, 8250  

Students will have opportunities to participate in a variety of individual as well as team classroom and field investigations using scientific methods. Students will study topics such as: the effects of energy deficiencies in malabsorption disorders survey and report the uses of various diagnostic and therapeutics technologies, evaluate the application of advanced technologies such as electroencephalogram, electrocardiogram, bionics, transcutaneious electrical nerve stimulation, and cardio version. Students will also research and evaluate measures to minimize harmful environmental factors on body systems. This is a Science and a Career & Technology Education course under the Health Science Technology Education program. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

ANATOMY & PHYSIOLOGY OF HUMAN SYSTEMS  
11,12  
1 Credit  
(G/T)  
G/T Encounters Identification  
Biology, Chemistry, & Algebra 1  
#8251  
8252, 8253  

This course provides these identified gifted and talented students with a more in-depth study and participation in the scientific process as it relates to the study of anatomy and physiology. Students will develop the foundation skills for Advanced Placement courses. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum). This is a Texas Essential Knowledge and Skills for Technology Education/Industrial Technology Education course. During the course of study, students will participate in a variety of independent and team research projects and develop innovative products.

MEDICAL MICROBIOLOGY  
11,12  
½ Credit  
(Regular)  
Biology, Chemistry, & Algebra 1  
#8254  

Students will have opportunities to participate in a variety of individual as well as team classroom and field investigations using scientific methods. Students will study topics such as calculations involving probability, dilutions, conversions, exponential growth, microbes and health maintenance and microbes in infectious diseases. This is a Science and a Career & Technology Education course under the Health Science Technology Education program.

To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).
### PATHOPHYSIOLOGY 11,12

**1/2 Credit**

(Regular)  
Prerequisite: Algebra 1, Biology, Chemistry, Anatomy & Physiology of Human Systems

#8255

Students will have opportunities to participate in a variety of individual, team classroom, and field investigations using scientific methods. Students will study topics such as the mechanisms of pathology, process of pathogenesis and the effects of disease prevention and control. This is a Science and a Career & Technology Education course under the Health Science Technology Education program. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

### PRINCIPLES OF TECHNOLOGY 1 10,11,12

**1 Credit**

(Regular)  
Prerequisite: Biology or Integrated Physics & Chemistry; Chemistry & Algebra 1

#8868

8869, 8870

To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum). This is an Essential Knowledge and Skills for Technology Education/Industrial Technology Education course.

### PRINCIPLES OF TECHNOLOGY 2 10,11,12

**1 Credit**

(Regular)  
Prerequisite: Biology or Integrated Physics & Chemistry; Chemistry, Algebra 1, & Principles of Technology 1

#8871

8872, 8873

To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum). This is an Essential Knowledge and Skills for Technology Education/Industrial Technology Education course.

### SCIENTIFIC RESEARCH & DESIGN 11,12

**1 Credit**

(Regular)  
Prerequisite: Biology or Integrated Physics & Chemistry; Chemistry & Algebra 1

#8265

8266, 8267

Students will have opportunities to participate in a variety of individual as well as team classroom and field investigations using scientific and engineering methods. Some of the themes that students will study are: properties, patterns and models, systems, constancy and change, form and function as it relates to various science disciplines and principles. This is a Science and a Career & Technology Education course under the Health Science Technology Education program. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).
### SCIENTIFIC RESEARCH & DESIGN G/T ENCOUNTERS

**1 Credit**

**(G/T)**

Biology or Integrated Physics & Chemistry
Chemistry & Algebra 1
Encounters Gifted & Talented Identification

#8268, 8269

This course provides these identified gifted and talented students with a more in-depth study and participation in the scientific process. This course is designed for students who have exhibited a high degree of excellence, aptitude, and desire in science. During the course of study, students will participate in a variety of independent and team research projects and develop innovative products and solutions that are advanced in relation to students of similar age, experience, or environment. This course provides gifted students the opportunity to meet the research requirements for the Distinguished Achievement Plan. (Please refer to the completion requirements for the Distinguished Achievement Plan). To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

### GRADUATION PREP SCIENCE

**½ Credit**

(Regular – Local)

#6405 – 9th Grade
#6409 – 10th Grade
#6413 – 11th Grade

This course is designed to help students build skills and learn concepts necessary to be successful on the Science portion of the exit level Texas Assessment of Knowledge and Skills (TAKS) exam. Students who have tested and demonstrated to have low skills in Science will be scheduled for this course. Students must pass the Exit Level TAKS exam to receive a high school diploma. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).

### GRADUATION REVIEW SCIENCE

**½ Credit**

(Regular – Local)

#6417

This course is designed solely to help students learn the concepts they missed on the science portion of the Exit Level Texas Assessment of Knowledge and Skills (TAKS) exam. Students who failed the science section of the Exit level TAKS are required to take this local credit course. Students must pass the Exit Level TAKS exam to receive a high school diploma. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in §74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).
SOCIAL STUDIES

WORLD GEOGRAPHY STUDIES REGULAR 9,10,11,12
1 Credit
(Regular)

#5409, 5410, 5411
#6709, 6710, 6711 (Co-Teach)
#6712, 6713, 6714 (Support Facilitation)

This course includes a study of the following: comparisons of physical and cultural geography, analysis of the physical setting of the earth and interaction of physical environments, including the influence of geography on events of the past and present; urban analysis, including understanding of the movements of people, goods, and services in urban environment; and environmental and technological issues associated with urban growth. Using Co-Teach and Support Facilitation models, modifications and accommodations may be made based upon the individual student’s needs and their IEPs.

WORLD GEOGRAPHY STUDIES EII 9,10,11,12
1 Credit
(Regular)

#7264
7265, 7266

Students in EII World Geography Studies are provided with reading and vocabulary strategies, and materials targeted to allow second language learners to access and master on-grade level content of World Geography Studies. EII courses are designed for immigrant students who are in their second or third year in the country, or for students who are reading below grade level and would benefit from the strategies and materials utilized in the EII classroom.

WORLD GEOGRAPHY STUDIES PRE-AP* 9,10,11,12
1 Credit
(Honors)

#7593
7594, 7595

This course includes a study of the following: comparisons of physical and cultural geography; analysis of the physical setting of the earth and interaction of physical environments, including the influence of geography on events of the past and present; urban analysis, including understanding of the movements of people, goods, and services in an urban environment; and environment and technological issues associated with urban growth. Students are encouraged to take Pre-AP courses in the subject they wish to take Advanced Placement courses as the Pre-AP subject courses are aligned with the AP subject courses. Students who participate in Pre-AP sections are expected to practice good study skills, work independently, and appreciate the challenge of an accelerated pace of curriculum, in-depth learning, product development, and above grade level responses. GT students will in addition to the requirements of the honors students engage in research skills and differentiated curriculum strategies. Courses designated as Pre-AP have a teacher who is trained in Pre-AP strategies.
### WORLD GEOGRAPHY STUDIES G/T ENCOUNTERS*  
**1 Credit**  
**PREREQUISITE**  
10,11,12  

| (G/T) | G/T Encounters Identification |  
| #5415 |  
| 5416, 5417 |  

This course is designed for identified gifted and talented students. This course includes a study of the following: comparisons of physical and cultural geography; analysis of the physical setting of the earth and interaction of physical environments, including the influence of geography on events of the past and present; urban analysis, including understanding the movements of people, goods, and services in an urban environment; and environmental and technological issues associated with urban growth.

Building on the regular curriculum, this course will provide these identified gifted and talented students with a more in-depth study to a variety of historical themes and/or topics. This course will provide students with opportunities for independent research and self-directed learning. During this course, these students will develop products at an original and advanced level. The teacher must have a minimum of 30 hours of G/T training to serve G/T students.

### WORLD HISTORY STUDIES REGULAR  
**1 Credit**  
**PREREQUISITE**  
10,11,12  

| (Regular) | World Geography Studies preferred |  
| #5418, 5419, 5420 |  
| #6718, 6719, 6720 (Co-Teach) |  
| #6721, 6722, 6723 (Support Facilitation) |  

This course includes the opportunity to investigate significant individuals, issues, and events in the history of the world from the early civilizations through current times; the study of the development of capitalism, socialism, and communism; geographic influences upon world history; and political, social, economic, and scientific/technological changes and their impact upon the world. Using Co-Teach and Support Facilitation models, modifications and accommodations may be made based upon the individual student’s needs and their IEPs.

### WORLD HISTORY EII  
**1 Credit**  
**PREREQUISITE**  
9,10,11,12  

| (Regular) | Counselor approval |  
| #7268 |  
| 7269, 7270 |  

Students in EII World History are provided with reading and vocabulary strategies, and materials targeted to allow second language learners to access and master on-grade level content of World History. EII courses are designed for immigrant students who are in their second or third year in the country, or for students who are reading below grade level and would benefit from the strategies and materials utilized in the EII classroom.

### WORLD HISTORY STUDIES PRE-AP  
**1 Credit**  
**PREREQUISITE**  
10,11,12  

| (Honors) | World Geography Studies preferred |  
| #7596 |  
| 7597, 7598 |  

This course includes the opportunity to investigate significant individuals, issues, and events in the history of the world from the early civilizations through current times; the study of the development of capitalism, socialism, and communism; geographic influences upon world history; and political, social, economic and scientific/technological changes and their impact upon the world. Students are encouraged to take Pre-AP courses in the subject they wish to take Advanced Placement courses as the Pre-AP subject courses are aligned with the AP subject courses. Students who participate in Pre-AP sections are expected to practice good study skills, work independently, and appreciate the challenge of an accelerated pace of curriculum, in-depth learning, product development, and above grade level responses. GT students will in addition to the requirements of the honors students engage in research skills and differentiated curriculum strategies. Courses designated as Pre-AP have a teacher who is trained in Pre-AP strategies.
### WORLD HISTORY STUDIES G/T ENCOUNTERS* 10,11,12

1 Credit

(G/T)  
#5424  
5425, 5426  

This course is designed for identified gifted and talented students. This course includes the opportunity to investigate significant individuals, issues, and events in the history of the world from the early civilizations through current times; the study of the development of capitalism, socialism, and communism; geographic influences upon world history; and political, social, economic and scientific/technological changes and their impact upon the world.

*Building on the regular curriculum, this course will provide these identified gifted and talented students with a more in-depth study to a variety of historical themes and/or topics. This course will provide students with opportunities for independent research and self-directed learning. During this course, these students will develop products at an original and advanced level.

The teacher must have a minimum of 30 hours of G/T training to serve G/T students.

### ADVANCED PLACEMENT (AP) WORLD HISTORY* 10,11,12

1 Credit

(AP)  
#5461  
5462, 5463  

This course is to develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. It highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Focused primarily on the past thousand years of global experience, the course builds on an understanding of cultural, institutional, and technological precedents that set the human stage prior to 1,000 C.E.

The study of extended topics, as well as independent study and research, are required. This course may be taken in lieu of World History Studies. This course is an appropriate service for gifted and talented students. The AP teacher must have 30 hours of G/T training and provide curriculum differentiation for the G/T student. During the course, the G/T student will initiate independent research on topics of choice.

*Students are expected to take the AP exam.

### UNITED STATES HISTORY STUDIES SINCE RECONSTRUCTION REGULAR 10,11,12

1 Credit

(Regular)  
#5400, 5401, 5402  
#6700, 6701, 6702 (Co-Teach)  
#6703, 6704, 6705 (Support Facilitation)  

This course includes the following: significant, individuals, issues and events in U.S. history since Reconstruction to the present; geographic influences upon the historical and economic development and growth of the U.S., and social, cultural, political and technological developments of the E.S. through current times. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Using Co-Teach and Support Facilitation models, modifications and accommodations may be made based upon the individual student’s needs and their IEPs.
UNITED STATES HISTORY STUDIES SINCE RECONSTRUCTION PRE-AP
1 Credit

(Honors) World Geography Studies & World History Studies preferred

#7599
7600, 7601

This course includes the following: significant individuals and events in U.S. history since Reconstruction to the Present; geographic influences upon the historical and economic development and growth of the U.S., and social, cultural, and political developments of the U.S. through current times. Historical content focuses on the political, economic, and social issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students are encouraged to take the Pre-AP courses in the subject they wish to take Advanced Placement courses as the Pre-AP subject courses are aligned with the AP subject courses. Students who participate in Pre-AP sections are expected to practice good study skills, work independently, and appreciate the challenge of an accelerated pace of curriculum, in-depth learning, product development, and above grade level responses. G/T students will in addition to the requirements of the honors students engage in research skills and differentiated curriculum strategies. Courses designated as Pre-AP have a teacher who is trained in Pre-AP strategies.

UNITED STATES HISTORY STUDIES SINCE RECONSTRUCTION DUAL CREDIT
½ Credit

(Honors) Entry/Exit requirements

#5440
5441, 5442
5443 – 1 Credit North Harris Campus

This course provides students with an opportunity to receive both high school and college credit. Students must meet entrance requirements and exit competencies of this course before receiving credit. This course includes the following: significant individuals and events in U.S. History since Reconstruction to the present; geographic influence upon the historical and economic development and growth of the U.S., and social, cultural, and political developments of the U.S. through current times. Historical content focuses on the political, economic, and social issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights.

UNITED STATES HISTORY STUDIES SINCE RECONSTRUCTION G/T ENCOUNTERS*
1 Credit

(G/T) G/T Encounters Identification

#5406
5407, 5408

This course is designed for identified gifted and talented students. This course includes the following: significant individuals and events in U.S. history since Reconstruction to the present; geographic influences upon the historical and economic development and growth of the U.S., and social, cultural, and political developments of the U.S. through current times. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights.

Building on the regular curriculum, this course will provide these identified gifted and talented students with a more in-depth study on a variety of historical themes and/or topics. This course will provide students with opportunities for independent research and self-directed learning. During this course, these students will develop products at an original and advanced level. The teacher must have 30 hours of G/T training in order to serve G/T students.
ADVANCED PLACEMENT (AP) UNITED STATES HISTORY AP EXAM PREPARATION* 11,12 PREREQUISITE
½ Credit
(Regular – Local) Advanced Placement (AP) United States History

#5071

This course allows Advanced Placement (AP) United States History and is designed for students who are preparing for the Advanced Placement U.S. History AP examination. Students study American History topics in depth.

*Students are expected to take the AP exam.

ADVANCED PLACEMENT (AP) UNITED STATES HISTORY* 11,12 PREREQUISITE
1 Credit
(AP) AP approval; Entry/Exit requirements

#546
5457, 5458

This elective course is a survey study equivalent to the demands of an introductory college course in United States History. The entire scope of American history from the colonial period to the present will be studied. Emphasis will be placed on the evaluation of historical materials to weigh the evidence and interpretations presented by historical research. This course should prepare the student for the College Board examination in American History. The study of extended topics, as well as independent study and research are required. This course may be taken in lieu of United States History Studies since Reconstruction. This course is appropriate for gifted and talented students. The AP teacher must have 30 hours of G/T training and must provide opportunities for differentiated curriculum for the G/T student. During this course G/T students will initiate independent research on topics of choice.

*Students are expected to take the AP exam.

ADVANCED PLACEMENT (AP) EUROPEAN HISTORY* 11,12 PREREQUISITE
1 Credit
(AP) AP approval; Entry/Exit requirements

#5464
5465, 5466

The study of European History since 1450 introduce the student to the cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Students will develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence and historical evidence and historical interpretation and the ability to express historical understanding in writing. This course should prepare the student for the College Board examination in European History.

The study of extended topics, as well as independent study and research are required. The AP teacher must have 30 hours of G/T training ad must provide opportunities for differentiated curriculum for the G/T students.

Students are expected to take the AP exam.
This course focuses on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. Other concepts studied are: major political ideas and forms of government in history, underlying principles of the U.S. Constitution, republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and comparisons of the U.S. form of government with those of other political systems. In addition, students will: identify the role of government in the U.S. free enterprise system, examine the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a democratic society, analyze the rights guaranteed by the U.S. Constitution, examine the relationship between governmental policies and the culture of the United States, and identify examples of government policies that encourage scientific research. Using Co-Teach and Support Facilitation models, modifications and accommodations may be made based upon the individual student's needs and the IEPs.

This course focuses on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. Other concepts studied are: major political ideas and forms of government in history, underlying principles of the U.S. Constitution, republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and comparisons of the U.S. form of government with those of other political systems. In addition, students will: identify the role of government in the U.S. free enterprise system, examine the strategy importance of places to the United States, analyze the impact of individuals, political parties, interest groups, and the media on the American political system.

The Honors section of this course requires the study of extended and/or additional topics, as well as independent study and research. This course is appropriate for G/T students. The teacher must have 30 hours of G/T training in order to provide services to G/T students.

*Testing required before enrollment in class.*

This course is designed to give students a critical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. This course is appropriate for services for the gifted and talented student. The AP teacher must have 30 hours of G/T training and must provide G/T students with opportunities for differentiated curriculum. This class is taken in lieu of U.S. Government.

*Students are expected to take the AP exam.*
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<th>Course Description</th>
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<td><strong>ADVANCED PLACEMENT (AP) COMPARATIVE U.S. GOVERNMENT &amp; POLITICS</strong></td>
<td>½</td>
<td>Advanced Placement (AP) U. S. Government &amp; Politics AP approval; Entry/Exit requirements</td>
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<tr>
<td>(AP)</td>
<td></td>
<td>#5430</td>
</tr>
<tr>
<td>This course is designed to help students gain knowledge of the world’s diverse political structures and practices. Included is the study of both specific countries and general concepts used to interpret the key political relationships found in virtually all national politics. Great Britain, France, Russia, and China are included as well as one developing nation selected from among India, Mexico, and Nigeria. This course follows Advanced Placement (AP) U.S. Government and Politics and is designed to augment a student’s preparation for a government AP exam. Curriculum differentiation is provided for identified gifted and talented students. The AP teacher must have 30 hours of G/T training and must provide G/T students with opportunities for differentiation curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Students are expected to take the AP exam.</em>*</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADVANCED PLACEMENT (AP) U.S. GOVERNMENT &amp; POLITICS EXAM PREPARATION</strong></td>
<td>½</td>
<td>Advanced Placement (AP) U. S. Government &amp; Politics</td>
</tr>
<tr>
<td>(Regular – Local)</td>
<td></td>
<td>#5067</td>
</tr>
<tr>
<td>This course follows Advanced Placement (AP) U.S. Government and Politics and is designed for students who are preparing for the Advanced Placement (AP) U.S. Government and Politics examination. Students study government topics in depth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Students are expected to take the AP exam.</em>*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ECONOMICS WITH EMPHASIS ON THE FREE ENTERPRISE SYSTEM &amp; ITS BENEFITS</strong></td>
<td>½</td>
<td>None</td>
</tr>
<tr>
<td>(Regular)</td>
<td></td>
<td>#5431</td>
</tr>
<tr>
<td>6729 (Co-Teach)</td>
<td></td>
<td>6730 (Support Facilitation)</td>
</tr>
<tr>
<td>This course focuses on the basic principles concerning production, consumption, and distribution of goods and services in the United States and a comparison with those in other countries. Other concepts studied are: the rights and responsibilities of consumers and businesses, the interaction of supply, demand, and price as well as the role of financial institutions in a free enterprise system, types of business ownership and price as well as the role of financial institutions in a free enterprise system, types of business ownership and market structures, and basic concepts of consumer economics. In addition, students analyze the impact of a variety of factors including geography, the federal government, economic ideas from important philosophers and historic documents, societal values, scientific discoveries, and technological innovations on the national economy and economic policy. Using Co-Teach and Support Facilitation models, modifications and accommodations may be made based upon the individual student’s needs and their IEPs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Students are expected to take the AP exam.*
ECONOMICS WITH EMPHASIS ON THE FREE ENTERPRISE SYSTEM & ITS BENEFITS DUAL CREDIT*
½ Credit
(Honors) Entry/Exit requirements
#5029

This course focuses on the basic principles concerning production, consumption, and distribution of goods and services in the United States and a comparison with those in other countries. Other concepts studied are: the rights and responsibilities of consumers and businesses, the interaction of supply, demand, and price as well as the role of financial institutions in a free enterprise system, types of business ownership and market structures, and basic concepts of consumer economics. In addition, students will analyze the impact of a variety of factors including geography, the federal government, economic ideas from important philosophers and historic documents, societal values, scientific discoveries and technological innovations on the national economy and economic policy. **Students will be expected to create economic models and to evaluate economic-activity patterns.**

*Testing is required before enrollment in the class.*

ADVANCED PLACEMENT (AP) MICROECONOMICS 11,12 PREREQUISITE
½ Credit
(AP) Entry/Exit requirements
#5433

The purpose of an Advanced Placement course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. This course is appropriate for gifted and talented students. The AP teacher must have 30 hours in G/T training and must provide gifted and talented students with opportunities for a differentiated curriculum. It can be taken in lieu of Economics #432.

*Students are expected to take the AP exam.*

ADVANCED PLACEMENT (AP) MACROECONOMICS 11,12 PREREQUISITE
½ Credit
(AP) Entry/Exit requirements
#5434

Advanced Placement Macroeconomics; provides a study of the principles of economics as they apply to an economics system as a whole. The course places particular emphasis on the study of national income and price determination, as well as economic performance measures, economic growth, and international economy through the use of a variety of activities, reading materials, and higher level thinking skills. This course is appropriate for gifted and talented students. The AP teacher must have 30 hours in G/T training and must provide the students with opportunities in a differentiated curriculum. It can be taken in lieu of Economics #432.

*Students are expected to take the AP exam.*

ADVANCED PLACEMENT (AP) MICROECONOMICS 11,12 PREREQUISITE
EXAM PREPARATION* ½ Credit
(Regular – Local) Advanced Placement (AP) Microeconomics
#5068

This course follows Advanced Placement (AP) Microeconomics and is designed for students who are preparing for the Advanced Placement (AP) Microeconomics exam. Students study microeconomics topics in depth.

*Students are expected to take the AP exam.*
ADVANCED PLACEMENT (AP) MACROECONOMICS 11,12

EXAM PREPARATION*

½ Credit
(Regular – Local)
Advanced Placement (AP) Macroeconomics

#5069

This course follows Advanced Placement (AP) Macroeconomics and is designed for students who are preparing for the Advanced Placement (AP) Macroeconomics exam. Students study macroeconomics topics in depth.

*Students are expected to take the AP exam.

PSYCHOLOGY 11,12

½ Credit
(Regular)
None

#5435

This course is a study of human behavior aimed at helping people to better understand themselves and others. Psychology concerns the nature of learning and language development, animal behavior and instinct, motivation, personality development, perception, and stimulation and sensory awareness. Abnormal behavior and types of available therapy, as well as social and industrial psychology, are included.

PSYCHOLOGY DUAL CREDIT* 11,12

½ Credit
(Honors)
Entry/Exit requirements

#7001

This course initiates a study of human behavior aimed at helping people to better understand themselves and others. This study is based on an historical framework and relies on effective collection and analysis of data. Psychology concerns the relationship between psychological and biological observation techniques, the nature of learning and language development, animal behavior and instinct, motivation, personality development, perception, and stimulation and sensory awareness. Abnormal behavior and types of available therapy, as well as social and industrial psychology, are included.

*Testing is required before enrollment in the class.

ADVANCED PLACEMENT (AP) PSYCHOLOGY* 11,12

½ Credit
(AP)
AP approval; Entry/Exit requirements

#5436

The purpose of the Advanced Placement course in psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub fields within psychology. They also learn about the contemporary research methods psychologists use in their science and practice. Curriculum differentiation is provided for those gifted and talented students who take this course. A TEA waiver allows students to gain ½ unit state credit for Psychology and ½ unit state credits for Advanced Placement (AP) Psychology.

This course is appropriate for G/T services. The AP teacher must have 30 hours of G/T training and must provide the students with opportunities for differentiated curriculum.

*Students are expected to take the AP exam.
ADVANCED PLACEMENT (AP) PSYCHOLOGY EXAM PREP* 11,12
½ Credit

(Regular – Local) Advanced Placement (AP) Psychology

#5070

This course follows Advanced Placement (AP) Psychology and is designed for students who are preparing for the Advanced Placement (AP) Psychology examination. Students study psychology topics in depth.

*Students are expected to take the AP exam.

SOCIOLOGY 11,12
½ Credit

(Regular) None

#5437

This course enables students to study people and their basic institutions and to understand and analyze the social problems of today’s world. Broad areas of content include the study of the following: socialization factors in society which influence human personality; cultural and social institutions found in all societies such as the family, religion, political and social activities, and customary ways in which people in various cultures associate with one another and seek common goals; methods of communications; and cultural and social change.

SOCIOLOGY HONORS 11,12
½ Credit

(Regular) None

#5438

This course enables students to study people and their basic institutions and to understand and analyze the social problems of today’s world. Broad areas of content include the study of the following socialization factors in society which influence human personality, cultural and social institutions found in all societies such as the family, religion, political and social activities, and customary ways in which people in various cultures associated with one another and seek common goals; methods of communications; and cultural and social change.

The Honors sections of this course require the study of extended and/or additional topics, as well as independent study and research.

SOCIAL STUDIES ADVANCED STUDIES: (ADVANCED 9,10,11,12
SOCIAL SCIENCE SPECIAL PROBLEMS) PRE-AP
1 Credit

(Regular) Instructor approval
Counselor approval

7412, 7413

This course provides an opportunity for responsible students to pursue the Distinguished Achievement Program seal and earn state credit for developing, researching, and presenting their mentored or independent study advance measure. Using a variety of technologies, students will conduct in-depth research on a problem, issue, or concern, prepare a product of professional quality, and present their findings to appropriate audiences. Students are encouraged to take Pre-AP courses in the subject they wish to take Advanced Placement courses as the Pre-AP subject courses are aligned with the AP subject courses. Student who participate in Pre-AP sections are expected to practice good study skills, work independently, and appreciate the challenge of an accelerated pace of curriculum, in-depth learning, product development, and above grade level responses. G/T students will in addition to the requirements of the honors students engage in research skills and differentiated curriculum strategies. Courses designated as Pre-AP have a teacher who is trained in Pre-AP strategies. Students may earn up to a maximum of two credits. This course in Social Studies Advanced Studies provides services for G/T students. The teacher should have 30 hours of G/T training to work with G/T students.
SOCIAL STUDIES ADVANCED STUDIES: (ADVANCED 9,10,11,12 SOCIAL SCIENCE SPECIAL PROBLEMS) G/T
1 Credit
(G/T) G/T identification; Instructor approval if freshman Counselor approval
#7416, 7417

This course provides identified gifted and talented students with opportunities for in-depth exploration of topics and/or themes, independent research, and self-directed learning. This course provides these students with an opportunity to pursue the Distinguished Achievement Program seal and earn state credit for developing, researching, and presenting their mentored or independent study advance measure. The expectation of this course is that students will utilize and enhance their critical and creative skills by developing innovative products and performances that are advanced in relation to the students of similar age, experience, or environment. Using a variety of technologies, students will conduct in-depth research on a problem, issue, or concern, prepare a product of professional quality, and present their findings to appropriate audiences. Students may earn up to a maximum of two credits. This course provides services for G/T students. The teacher should have 30 hours of G/T training to work with G/T students.

ECONOMICS ADVANCED STUDIES: 11,12
SPECIAL PROBLEMS PRE-AP
1 Credit
(Regular) Instructor approval Counselor approval
#7400, 7401

This program provides the opportunity for responsible students to pursue the Distinguished Achievement Program seal and earn state credit for developing, researching, and presenting their mentored or independent study advance measure. Using a variety of technologies, students will conduct in-depth research on a problem, issue or concern, prepare a product of professional quality, and present their findings to appropriate audiences. Students may take this course for a maximum of one credit. Students are encouraged to take Pre-AP courses in the subject they wish to take Advanced Placement courses as the Pre-AP subject courses are aligned with the AP subject courses. Students who participate in Pre-AP sections are expected to practice good study skills, work independently, and appreciate the challenge of an accelerated pace of curriculum, in-depth learning, product development, and above grade level responses. G/T students will in addition to the requirements of the honors students engage in research skills and differentiated curriculum strategies. Courses designated as Pre-AP have a teacher who is trained in Pre-AP strategies.

ECONOMICS ADVANCED STUDIES: 11,12
SPECIAL PROBLEMS G/T ENCOUNTERS
1 Credit
(G/T) G/T Encounters identification; Instructor approval Counselor approval
#7402, 7403

This course provides the opportunity for responsible students to pursue the Distinguished Achievement Program seal and earn state credit for developing, researching, and presenting their mentored or independent study advance measure. Using a variety of technologies, students will conduct in-depth research on a problem, issue, or concern, prepare a product of professional quality, and present their findings to appropriate audiences. Students may take this course for a maximum of one credit. This course meets the needs of G/T students. The teacher must have 30 hours of G/T training to serve G/T students.
SOCIAL STUDIES RESEARCH METHODS PRE-AP 9,10,11,12 PREREQUISITE
1 Credit

(Honors) Instructor approval
6981, 6982 Counselor approval

This course is designed for students who have demonstrated a high degree of excellence, aptitude and interest in social studies research methods. Investigation of a topic selected by the student will result in a product reflecting the expectations similar to those outlined for the Distinguished Achievement Program seal. Students will be conducting research in special areas such as family, community and/or oral history. This course is designed to be conducted in either classroom or independent settings. Students may earn a maximum of two credits. Students who participate in Pre-AP sections are expected to practice good study skills, work independently, and appreciate the challenge of an accelerated pace of curriculum, in-depth learning, product development, and above grade level responses. G/T students will in addition to the requirements of the honors students engage in research skills and differentiated curriculum strategies. Courses designated as Pre-AP have a teacher who is trained in Pre-AP strategies.

SOCIAL STUDIES RESEARCH METHODS G/T ENCOUNTERS 9.10,11,12 PREREQUISITE
1 Credit

(G/T) G/T Encounters identification; Instructor approval if freshman
#6985, 6986 Counselor approval

This course is designed for students who have demonstrated a high degree of excellence, aptitude, and interest in social studies research methods. Investigation of a topic selected by the student will result in a product reflecting the expectations similar to those outlined for the Distinguished Achievement Program seal. Students will be conducting research in special areas such as family, community and/or oral history. This course is designed to be conducted in either classroom or independent settings. Students may earn a maximum of two credits. This course provides services for G/T students. The teacher needs to have 30 hours of G/T training in order to serve G/T students.

SPECIAL TOPICS IN SOCIAL STUDIES: COMMUNICATION & APPLICATION OF RESEARCH G/T ENCOUNTERS* 10,11,12 PREREQUISITE
1 Credit

(G/T) G/T Encounters approval
#6993, 6994 ½ credit in Research Methods or Social Studies Advanced Studies (ASSP)

This course is designed for identified gifted and talented students who have demonstrated a high degree of excellence, aptitude and interest in social studies research methods. Investigation of a topic selected by the student will result in a product reflecting the expectations similar to those outlined for the Distinguished Achievement Program seal. The expectation of this course is that students will utilize and enhance their critical and creative skills by developing innovative products and performances that are advanced in relation to the students of similar age, experience, or environment. Using a variety of technologies, students will conduct in-depth research on a problem, issue, or concern, prepare a product of professional quality, and present their findings to appropriate audiences. This course will help students cultivate communication and/or production skills which can be used in college and the business world. Students may earn a maximum of two credits for “Special Topics” courses. This course provides services for G/T students. The teacher needs to have 30 hours of G/T training in order to serve G/T students.
### SPECIAL TOPICS IN SOCIAL STUDIES: COMMUNICATION 10,11,12  
**PREREQUISITE**
1 Credit  
(Regular)  
½ credit in Research Methods or Social Studies Advanced Studies (ASSP)  
6989, 6990

This course is designed for students who have demonstrated a high degree of excellence, aptitude, and interest in social studies research methods. This course will help students cultivate communication and/or production skills which can be used in college and the business world. Students may earn a maximum of two credits for “Special Topics” courses. Students who participate in Pre-AP sections are expected to practice good study skills, work independently, and appreciate the challenge of an accelerated pace of curriculum, in-depth learning, product development, and above grade level responses. G/T students will in addition to the requirements of the honors students engage in research skills and differentiated curriculum strategies. Courses designated as Pre-AP have a teacher who is trained in Pre-AP strategies.

### SPECIAL TOPICS IN SOCIAL STUDIES: WORLD AREA STUDIES PRE-AP 10,11,12  
**PREREQUISITE**
1 Credit  
(Regular)  
Instructor approval if student has not completed World Geography or World History  
#7404, 7405

This course is an elective class intended for responsible students who will research in-depth the historical, political, and economic developments, as well as geographic and cultural aspects of selected regions or countries. Twentieth century developments will be the focus of the course as the contemporary relationships of the selected area(s) with the rest of the world are explored. Independent research is required. Students may earn a maximum of two credits for “Special Topics” courses. Students who participate in Pre-AP sections are expected to practice good study skills, work independently, and appreciate the challenge of an accelerated pace of curriculum, in-depth learning, product development, and above grade level responses. G/T students will in addition to the requirements of the honors students engage in research skills and differentiated curriculum strategies. Courses designated as Pre-AP have a teacher who is trained in Pre-AP strategies.

### SPECIAL TOPICS IN SOCIAL STUDIES: WORLD AREA STUDIES 10,11,12  
**PREREQUISITE**
1 Credit  
(Regular)  
Instructor approval if student has not completed World Geography or World History  
#7408, 7409

This course is an elective class intended for responsible students who will research in-depth the historical, political, and economic developments, as well as geographic and cultural aspects of selected regions or countries. Twentieth century developments will be the focus of the course as the contemporary relationships of the selected area(s) with the rest of the world are explored. Independent research is required. Students may earn a maximum of two credits for “Special Topics” courses.

### SPECIAL TOPICS IN SOCIAL STUDIES: AFRICAN STUDIES 10,11,12  
**PREREQUISITE**
½ Credit  
(Regular)  
World Geography Studies or World History Studies  
#5451

This course will include the historical, political, and economic developments of selected regions of Africa. In addition, geographic and cultural aspects of selected regions of Africa will be addressed. Students may earn a maximum of two credits in “Special Topics” courses.
SPECIAL TOPICS IN SOCIAL STUDIES: LATIN AMERICAN STUDIES
10,11,12 PREREQUISITE
½ Credit
World Geography Studies or World History Studies

#5454

This course will include the historical, political, and economic developments of selected regions of Latin America. In addition, geographic and cultural aspects of selected regions of Latin American will be addressed. Students may earn a maximum of two credits in “Special Topics” courses.

SPECIAL TOPICS IN SOCIAL STUDIES: CURRENT ISSUES 9,10,11,12 PREREQUISITE
1 Credit
None

#6997, 6998

Students will explore important issues affecting the United States and/or the world. Today’s issues and/or problems will be viewed in their historical context, stressing how past events or ideas shape events and attitudes of today. Students may earn a maximum of two credits in “Special Topics” courses.

SOCIAL STUDIES INDEPENDENT RESEARCH PRE-AP 9,10,11,12 PREREQUISITE
1 Credit
Teacher approval

#5480, 5481

This course is designed for students who have exhibited a high degree of excellence, aptitude, and interest in social studies research. It is similar in design to independent study courses offered to college seniors and graduate students. This research will contribute toward creating a product reflecting the expectation similar to those outlined for the new Distinguished Achievement Program seal. Students will document weekly meetings with the teacher/mentor. Students who participate in Pre-AP sections are expected to practice good study skills, work independently, and appreciate the challenge of an accelerated pace of curriculum, in-depth learning, product development, and above grade level responses. G/T students will in addition to the requirements of the honors students engage in research skills and differentiated curriculum strategies. Courses designated as Pre-AP have a teacher who is trained in Pre-AP strategies.

SPECIAL TOPICS IN SOCIAL STUDIES: EARLY AMERICAN HISTORY 10,11,12 PREREQUISITE
1 Credit
Counselor approval

#7014, 7015

This course is an elective class intended for student who will study and research the history of the United States from colonial period through Reconstruction. This course includes the study of significant individuals, issues and events in U.S. History through 1877. Students will examine American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights reflected in the U.S. Constitution and other historical documents. Students may earn a maximum of two credits for “Special Topics” courses.
### SOCIAL STUDIES INDEPENDENT RESEARCH

**G/T ENCOUNTERS**

<table>
<thead>
<tr>
<th>1 Credit</th>
<th>9,10,11,12</th>
</tr>
</thead>
<tbody>
<tr>
<td>(G/T – Local)</td>
<td>G/T Encounters identification</td>
</tr>
<tr>
<td>#5488, 5489</td>
<td>Teacher approval</td>
</tr>
</tbody>
</table>

This course is designed for students who have exhibited a high degree of excellence, aptitude, and interest in social studies research. It is similar in design to independent study courses offered to college seniors and graduate students. This course provides those students who are not currently enrolled in a full credit social studies class an opportunity to conduct research under the supervision of a teacher/mentor. This research will contribute toward creating a product reflecting the expectation similar to those outlined for Distinguished Achievement Program seal. Students will document weekly meetings with the teacher/mentor. This course provides services for G/T students. The teacher needs to have 30 hours of G/T training in order to serve G/T students.

### GRADUATION PREP SOCIAL STUDIES

<table>
<thead>
<tr>
<th>½ Credit</th>
<th>9,10,11</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Regular – Local)</td>
<td>Counselor approval</td>
</tr>
<tr>
<td>#6404 – 9th Grade</td>
<td>#6408 – 10th Grade</td>
</tr>
<tr>
<td>#6412 – 11th Grade</td>
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</tbody>
</table>

This course is designed to help students build skills and learn concepts necessary to be successful on the social studies portion of the exit level Texas Assessment of Knowledge and Skills (TAKS) exam. Students who have tested and demonstrated to have low skills in social studies will be scheduled for this course. Students must pass the Exit Level TAKS exam to receive a high school diploma.

### GRADUATION REVIEW SOCIAL STUDIES

<table>
<thead>
<tr>
<th>½ Credit</th>
<th>11,12</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Regular – Local)</td>
<td>Failed part of Exit TAKS</td>
</tr>
<tr>
<td>#6416</td>
<td></td>
</tr>
</tbody>
</table>

This course is designed solely to help students learn the concepts they missed on the social studies portion of the Exit Level Texas Assessment of Knowledge and Skills (TAKS) exam. Students who failed the social studies section of the Exit Level TAKS are required to take this local credit course. Students must pass the Exit Level TAKS exam to receive a high school diploma.

### COMMUNITY-BASED INSTRUCTION (LS) 1, 2, 3, 4

<table>
<thead>
<tr>
<th>1 Credit</th>
<th>9500, 9501, 9502 – (Year 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#9505, 9506, 9507 – (Year 2)</td>
<td>#9510, 9511, 9512 – (Year 3)</td>
</tr>
<tr>
<td>#9515, 9516, 9517 – (Year 4)</td>
<td></td>
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</tbody>
</table>

This course is for entering freshmen. Community-Based Instruction 1-4 extends the skills developed in grades K-8, covering: personal behavior, socialization, recreation/leisure, personal business, community service, shopping, restaurants, government, transportation, geography, and family life, and other strategies to improve community skills. Accommodations are made depending on the individual student’s needs and their Community-Based Instruction IEPs. Students taking this course do not receive regular grade point.
# TECHNOLOGY APPLICATIONS

## COMPUTER SCIENCE 1

<table>
<thead>
<tr>
<th>1 Credit</th>
<th>11,12</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Regular)</td>
<td></td>
<td>Algebra 1</td>
</tr>
<tr>
<td>#5294</td>
<td></td>
<td>Passed Math TAKS &amp; Teacher approval</td>
</tr>
<tr>
<td>5295, 5296</td>
<td></td>
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</tbody>
</table>

Computer Science I helps students understand a programming language (i.e., C++) and apply programming concepts to problem solving and computer architecture. Students will gain an understanding of how a software program is conceptualized and developed.

*This course satisfies the Technology Applications credit requirement.*

## COMPUTER SCIENCE 2

<table>
<thead>
<tr>
<th>1 Credit</th>
<th>11,12</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Regular)</td>
<td></td>
<td>Computer Science 1</td>
</tr>
<tr>
<td>#5297</td>
<td></td>
<td>Algebra 2</td>
</tr>
<tr>
<td>5298, 5299</td>
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</tbody>
</table>

This course takes students into C++’s advanced programming concepts. Students will see the value of a structured language as they write and debug longer and more intricate programs. Computer Science II is for the student who can quickly absorb new concepts and work on programs independently.

*This course satisfies the Technology Applications credit requirement.*

## DESKTOP PUBLISHING

<table>
<thead>
<tr>
<th>1 Credit</th>
<th>10,11,12</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Regular)</td>
<td></td>
<td>BCIS I or Teacher approval</td>
</tr>
<tr>
<td>#7500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7501, 7502</td>
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</tbody>
</table>

Desktop Publishing combines the skills of electronic design, editing, and development of a product using a variety of hardware and software tools. This project-based course focuses on the development of brochures, newsletters, magazine, and newspaper layouts. Students will learn to manipulate images and text to create a variety of useful products. Students need to be computer literate to enroll in this advanced-level technology course.

*This course satisfies the Technology Applications credit requirement.*

## MULTIMEDIA PRODUCTIONS

<table>
<thead>
<tr>
<th>1 Credit</th>
<th>10,11,12</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Regular)</td>
<td></td>
<td>BCIS I or Teacher approval</td>
</tr>
<tr>
<td>#7503</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7504, 7505</td>
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</tbody>
</table>

This is a laboratory-based course designed to provide students with an overview of and experience in Multimedia technology. Sounds, images, graphics, and video are the informational components from which students will construct media-rich projects. Students will obtain hands-on experience building electronic portfolios and presentations. Students need to be computer literate in this advanced-level technology course.

*This course satisfies the Technology Applications credit requirement.*
### WEB MASTERING

<table>
<thead>
<tr>
<th>10,11,12</th>
<th>1 Credit</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(Regular) BCIS 1 or Teacher approval</td>
</tr>
<tr>
<td>#7506</td>
<td>7507, 7508</td>
<td></td>
</tr>
</tbody>
</table>

This course will teach students how to access and navigate the World Wide Web, write basic HTML, design a website, and create web pages of information to share with others. Ultimately, within an ethical framework, students will work with or serve as webmasters for the class or school. Students need to be computer literate to enroll in this advanced-level technology course.

*This course satisfies the Technology Applications credit requirement.*

### VIDEO TECHNOLOGY

<table>
<thead>
<tr>
<th>10,11,12</th>
<th>1 Credit</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(Regular) BCIS 1 or Teacher approval</td>
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<tr>
<td>#7512</td>
<td>7513, 7514</td>
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</tbody>
</table>

This course covers the basics of video creation and editing. Students will participate in the pre-production, production, and post-production stages of video development. Video production is not only instructional and analytical, but comprises a strong artistic element as well. This is a useful class for those interested in higher level Multimedia applications. Students need to be computer literate to enroll in this advanced-level technology course.

*This course satisfies the Technology Applications credit requirement.*

### TECHNOLOGY APPLICATIONS INDEPENDENT STUDY

<table>
<thead>
<tr>
<th>12</th>
<th>1 Credit</th>
<th>PREREQUISITE</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(Regular) Completion of another course listed in the Technology Applications program area and teacher approval</td>
</tr>
<tr>
<td>#7509</td>
<td>7510, 7511</td>
<td></td>
</tr>
</tbody>
</table>

This course provides an opportunity for seniors to continue in the acquisition of higher-level computer technology skills. Each student will independently create, implement, and evaluate a course of individual study for the semester. Students may propose to build electronic portfolios, expand their programming skills, solve problems, or create products for the school and community. Students, with the teacher’s guidance, will assess their own progress towards reaching their course objectives.

*This course satisfies the Technology Applications credit requirement.*
VISUAL ARTS

ART 1 9,10,11,12 PREREQUISITE
1 Credit

(Regular) None; Taken in sequence

#5500
5501, 5502

Art 1 is the foundation course for study in the visual arts, and it is required for all Art 2 courses. In Art 1, students will examine both natural and people-made objects, explore art elements (line, value, texture, color, form, and space), and apply art principles (unity, emphasis, balance, variety, movement, and proportion) in designing, developing, and creating original art works. Students will study the art works of contemporary and past artists and that of fellow students to grow in the appreciation of art culture and heritage, and develop visual discrimination and evaluative skills in applying aesthetic judgments. The course includes teaching the "Texas Essential Knowledge and Skills" prescribed for Art 1, but provides practical and technical knowledge specific to drawing and design.

*An Art Materials Charge is required.

ART 1 APPRECIATION SURVEY 10,11,12 PREREQUISITE
½ Credit

(Regular) Teacher approval; Strongly suggested to be taken before History of Art AP

#7020

Art 1 Appreciation/History is the one (1) term survey course of study in the visual arts for those students who are interested in art appreciation and history. This is strongly recommended for those students interested in taking the History of Art AP (Advanced Placement) course in the 11th or 12th grade. It covers the appreciation and history of Prehistoric to 20th Century art. It includes the teaching of the "essential elements" prescribed for Art 1, and provides hands-on experiences with a variety of art methods, techniques, and materials, in order to better understand the works of art created by various cultures, civilizations, in different periods and times.

*An Art Materials Charge is required.

ART 1 (G/T) 9,10,11,12 PREREQUISITE
1 Credit

(G/T) None; Taken in sequence

#6505
6506, 6507

Art 1 is the foundation course for study in the visual arts, and it is required for all Art 2 courses. In Art 1, students will examine both natural and people-made objects, explore art elements (line, value, texture, color, form, and space), and apply art principles (unity, emphasis, balance, variety, movement, and proportion) in designing, developing, and creating original art works. Students will study the art works of contemporary and past artists and that of fellow students to grow in the appreciation of art culture and heritage, and develop visual discrimination and evaluative skills in applying aesthetic judgments.

*An Art Materials Charge is required.

*This course is only offered at Carver High School.
ART 2 DRAWING 10,11,12 PREREQUISITE
1 Credit
#5518 5519, 5520

Art 2 Drawing is the continuation of the study begun in Art 1. Students work with the elements and principles of art to expand art knowledge and application skills, appreciation of art culture and heritage, visual discrimination, and aesthetic judgments. Term 1 will emphasize drawing and design in two dimensions, with opportunity to explore three-dimensional art media such as sculpture, ceramics, etc. Term 2 will emphasize drawing and design in two dimensions, ceramics in three dimensions, and an opportunity to further explore two-dimensional art media such as drawing, painting, printmaking, etc. The course includes teaching the "Texas Essential Knowledge and Skills" prescribed for Art 1, but provides practical and technical knowledge specific to drawing and design.

*An Art Materials Charge is required.

ART 2 DRAWING (G/T) 10,11,12 PREREQUISITE
1 Credit
#6508 6509, 6510

Art 2 Drawing is the continuation of the study begun in Art 1. Students work with the elements and principles of art to expand art knowledge and application skills, appreciation of art culture and heritage, visual discrimination, and aesthetic judgments. Term 1 will emphasize drawing and design in two dimensions, with opportunity to explore three-dimensional art media such as sculpture, ceramics, etc. Term 2 will emphasize drawing and design in two dimensions, ceramics in three dimensions, and an opportunity to further explore two-dimensional art media such as drawing, painting, printmaking, etc. The course includes teaching the "Texas Essential Knowledge and Skills" prescribed for Art 2, but provides practical and technical knowledge specific to drawing and design.

*An Art Materials Charge is required.

*This course is only offered at carver High School.

ART 2 PRINTMAKING 10,11,12 PREREQUISITE
1 Credit
#7021 7022, 7023

Art 2 Printmaking is the foundation course of study for the visual arts in printmaking. Students will be introduced to various forms of printmaking, including mono and relief prints, collagraphs, silk screen, etc. Students will become familiar with the language, tools, and equipment of printmaking, in order to produce creative works of art in printmaking. The course includes teaching the "Texas Essential Knowledge and Skills" prescribed for Art 2, but provides practical and technical knowledge specific to printmaking.

*An Art Materials Charge is required.
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Levels</th>
<th>Prerequisite</th>
<th>Credit</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 2 CERAMICS</td>
<td>10,11,12</td>
<td>Art 1; Taken in sequence</td>
<td>1</td>
<td>*An Art Material Charge is required.</td>
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<td>(Regular)</td>
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<td>#5527</td>
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<td></td>
<td>#5528, 5529</td>
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</table>

Art 2 Ceramics is the foundation course of study in the visual arts for ceramics. Students will be introduced to hand built methods of clay construction, glazing, firing, as well as appreciation and history. Students will become familiar with the language, tools, and equipment of ceramics in order to produce pottery, vases, and other three-dimensional works of art. The course includes the teaching of the "Texas Essential Knowledge and Skills" prescribed for Art 2, but provides practical and technical knowledge specific to ceramics.

*An Art Material Charge is required.

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<tr>
<th>Course</th>
<th>Grade Levels</th>
<th>Prerequisite</th>
<th>Credit</th>
<th>Notes</th>
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<tbody>
<tr>
<td>ART 2 SCULPTURE</td>
<td>10,11,12</td>
<td>Art 1; Taken in sequence</td>
<td>1</td>
<td>*An Art Materials Charge is required.</td>
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<tr>
<td>(Regular)</td>
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<td></td>
<td>#6561, 6562</td>
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</table>

Art 2 Sculpture is the foundation course of study in the visual arts for sculpture. Students will be introduced to traditional and nontraditional sculpture methods, as well as application and history. Students will become familiar with the language, tools, and equipment of sculpture in order to produce three-dimensional works of art. The course includes the teaching of the "Texas Essential Knowledge and Skills" prescribed for Art 2, but provides practical and technical knowledge specific to sculpture.

*An Art Materials Charge is required.

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<tr>
<th>Course</th>
<th>Grade Levels</th>
<th>Prerequisite</th>
<th>Credit</th>
<th>Notes</th>
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<tbody>
<tr>
<td>ART 2 SCULPTURE (G/T)</td>
<td>10,11,12</td>
<td>Art 1; Taken in sequence</td>
<td>1</td>
<td>*An Art Materials Charge is required.</td>
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<td></td>
<td>#6570, 6571</td>
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</table>

Art 2 Sculpture is the foundation course of study in the visual arts for sculpture. Students will be introduced to traditional and nontraditional sculpture methods, as well as application and history. Students will become familiar with the language, tools, and equipment of sculpture in order to produce three-dimensional works of art. The course includes the teaching of the "Texas Essential Knowledge and Skills" prescribed for Art 2, but provides practical and technical knowledge specific to sculpture.

*An Art Materials Charge is required.

*This course is only offered at Carver High School.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Levels</th>
<th>Prerequisite</th>
<th>Credit</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 2 PHOTOGRAPHY</td>
<td>10,11,12</td>
<td>Art 1; Taken in sequence</td>
<td>1</td>
<td>*An Art Materials Charge is required.</td>
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<tr>
<td>(Regular)</td>
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<td>#5524</td>
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<td>#5525, 5526</td>
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</table>

Art 2 Photography is the foundation course of study for visual arts in photography. Students are introduced to the use of the 35 mm camera, how to develop negatives, and black and white photographic printmaking, as well as portraiture, the use of lighting, photography appreciation, and history. This course includes "Texas Essential Knowledge and Skills" prescribed for Art 2, and provides practical and technical knowledge specific to beginning photography.

*An Art Materials Charge is required.
ART 2 JEWELRY  10,11,12  PREREQUISITE
(Regular)  
#5530  
5531, 5532  

Art 2 Jewelry is the foundation course of study of the visual arts in jewelry making. Students are introduced to the basic methods of making jewelry, including forging, sawing, piercing, and soldering, as well as the appreciation and history of jewelry. Students will become familiar with the language, tools, and equipment of jewelry making and metalsmithing to produce various jewelry items, including pendants, pins, etc. The course includes "Texas Essential Knowledge and Skills" prescribed for Art 2, and provides practical and technical knowledge specific to jewelry making.

*An Art Materials Charge is required.

ART 2 PAINTING  10,11,12  PREREQUISITE
(Regular)  
#5506  
5507, 5508  

Art 2 Painting is the foundation course of study for the visual arts in painting. Students work with the elements and principles of art to expand art knowledge and application skills, appreciation of art culture and heritage, visual discrimination, and aesthetic judgments. Students will be introduced to various forms of painting, including watercolor, acrylics, tempera, mixed media, etc. Students will become familiar with the language, tools, and equipment of painting, in order to produce creative works of art in paint. The course includes teaching the "Texas Essential Knowledge and Skills" prescribed for Art 2, but provides practical and technical knowledge specific to painting.

*An Art Materials Charge is required.

ART 3 PAINTING  10,11,12  PREREQUISITE
(Regular)  
#5509  
5510, 5511  

Art 3 Painting is a continuation of the study began in Art 2 Painting. Students will produce more complex works of art using a variety of painting techniques. Students become increasingly more familiar with the language, tools, and equipment of painting in order to produce more creative works of art. This course includes the "Texas Essential Knowledge and Skills" prescribed for Art 3, and provides practical and technical knowledge specific to painting.

*An Art Materials Charge is required.

ART 3 DRAWING  10,11,12  PREREQUISITE
(Regular)  
#5533  
5534, 5535  

Art 3 Drawing is an art course for the in-depth study of the visual arts and design. Semester 1 of Art 3 is designed to build upon those drawing, and design experiences explored in previous art courses, with further Opportunities to explore other two and three-dimensional art media. Term 2 is designed to build upon those drawings and other two and three-dimensional art experiences explored in previous art courses. The course includes teaching the "Texas Essential Knowledge and Skills" prescribed for Art 3, but provides practical and technical knowledge specific to drawing and design.

*An Art Materials Charge is required.
### ART 3 DRAWING (G/T)

<table>
<thead>
<tr>
<th>Code</th>
<th>Year</th>
<th>Credit</th>
<th>Prerequisite</th>
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</thead>
<tbody>
<tr>
<td>#6511</td>
<td>10,11,12</td>
<td>1 Credit</td>
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</table>

Art 3 Drawing is an art course for the in-depth study of the visual arts and design. Term 1 of Art 3 is designed to build upon drawing, and design experiences explored in previous art courses, with further opportunities to explore other two and three-dimensional art media. Term 2 is designed to build upon those drawings and other two and three-dimensional art experiences explored in previous art courses. The course includes the "Texas Essential Knowledge and Skills" prescribed for Art 3, and provides practical and technical knowledge specific to drawing and design.

*An Art Material Charge is required.

**This course is only offered at Carver High School.**

### ART 3 PRINTMAKING

<table>
<thead>
<tr>
<th>Code</th>
<th>Year</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>#7024</td>
<td>10,11,12</td>
<td>1 Credit</td>
<td>Art 2; Printmaking; Taken in sequence</td>
</tr>
</tbody>
</table>

Art 3 Printmaking is a continuation of the study began in Art 2 Printmaking. Students will produce more complex works of art using a variety of printmaking techniques. Students become increasingly more familiar with the language, tools, and equipment of printmaking in order to produce more creative works of art. This course includes the "Texas Essential Knowledge and Skills" prescribed for Art 3, and provides practical and technical knowledge specific to printmaking.

*An Art Material Charge is required.

### ART 3 CERAMICS

<table>
<thead>
<tr>
<th>Code</th>
<th>Year</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>#5539</td>
<td>10,11,12</td>
<td>1 Credit</td>
<td>Art 2; Ceramics; Taken in sequence</td>
</tr>
</tbody>
</table>

Art 3 Ceramics is a continuation of the study began in Art 2 Ceramics. Students produce more complex works of art in ceramics and sculpture, using advanced methods of clay construction, decoration, glazing, firing several types of kilns for special effects, combining methods, and student directed exercises and individual studies. Students will learn the appreciation of art culture and heritage, visual discrimination, and aesthetic judgments, related to ceramics. This course includes the "Texas Essential Knowledge and Skills" prescribed for Art 3, and provides practical and technical knowledge specific to ceramics.

*An Art Materials Charge is required.

### ART 3 SCULPTURE

<table>
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<tr>
<th>Code</th>
<th>Year</th>
<th>Credit</th>
<th>Prerequisite</th>
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</thead>
<tbody>
<tr>
<td>#6563</td>
<td>10,11,12</td>
<td>1 Credit</td>
<td>Art 2 Sculpture; Taken in sequence</td>
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</tbody>
</table>

Art 3 Sculpture is a continuation of the study began in Art 2 Sculpture. Students will produce more complex sculptures, using advanced methods of construction, decoration, and special effects, combining methods, and student directed exercises and individual studies. Students will learn the appreciation of art culture and heritage, visual discrimination, and aesthetic judgments, related to sculpture will be studied. This course includes the "Texas Essential Knowledge and Skills" prescribed for Art 2, and provides practical and technical knowledge specific to sculpture.

*An Art Materials Charge is required.
ART 3 SCULPTURE (G/T)                                            10,11,12                           PREREQUISITE  
1 Credit
(G/T)                                                                                                                                     Art 2 Sculpture; Taken in sequence
#6572  
6573, 6574  

Art 3 Sculpture is a continuation of the study began in Art 2 Sculpture. Students will produce more complex sculptures, 
using advanced methods of construction, decoration, and special effects, combining methods, and student directed 
exercises and individual studies. Students will learn the appreciation of art culture and heritage, visual discrimination, and 
aesthetic judgments, related to sculpture will be studied. This course includes the "Texas Essential Knowledge and Skills" 
prescribed for Art 3, but provides practical and technical knowledge specific to sculpture.  

*An Art Materials Charge is required.

*This course is only offered at Carver High School.

ART 3 PHOTOGRAPHY                                            10,11,12                           PREREQUISITE  
1 Credit
(Regular)                                                                                                                         Art 2 Photography; Taken in sequence
#5536  
5537, 5538  

Art 3 Photography is a continuation of the study began in Art 2 Photography. This course will emphasize more advanced 
methods of black and white photography, dark room techniques, and special effects. Color photography and film making may 
be introduced and explored. Students will learn the appreciation of art Culture and heritage, visual discrimination, and 
aesthetic judgments related to photography and film making will be studied. Students should have access to a 35 mm 
camera, but it is not required. This course includes the "Texas Essential Knowledge and Skills" prescribed for Art 3, but 
provides practical and technical knowledge specific to photography.  

*An Art Materials Charge is required.

ART 3 JEWELRY                                             10,11,12                           PREREQUISITE  
1 Credit
(Regular)                                                                                                                                 Art 2 Jewelry; Taken in sequence
#5542  
5543, 5544  

Art 3 Jewelry is a continuation of the study began in Art 2 Jewelry. Special emphasis will be placed on producing more 
complex works of art in jewelry, using advanced methods of soldering, forming, surface enrichment, forging, and finishing 
techniques. Casting may be introduced. Students will learn the appreciation of art culture and heritage, visual 
discrimination, and aesthetic judgments, related to jewelry making will be studied. Students will be encouraged to produce 
original designs. This course includes the "Texas Essential Knowledge and Skills" prescribed for Art 2, but provides practical 
and technical knowledge specific to jewelry.  

*An Art Material Charge is required.
### ART 4 DRAWING

**1 Credit**

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
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<tbody>
<tr>
<td>Regular</td>
<td>Art 3 Drawing/Design; Taken in sequence; Teacher approval</td>
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<tr>
<td>#5545</td>
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<td>5546, 5547</td>
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</table>

Art 4 Drawing is the advanced level of art study in reference to both the understanding and application of design elements and principles and the understanding and appreciation of art heritage and culture, as well as the critical evaluation of artwork. Art 4 is designed to build upon those design experiences explored in previous art courses. Individual exploration in the areas of particular interest to the student will provide the opportunity for the student to begin to develop their personal style and to learn to critically evaluate their artwork. Fine arts integration, career orientation, and professional preparation are an integral part of the Art 4 course content. If students have a high interest in this area, they will investigate colleges and universities.

*An Art Material Charge is required.*

### ART 4 DRAWING (G/T)

**1 Credit**

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
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<tbody>
<tr>
<td>(G/T)</td>
<td>Art 3 Taken in sequence; Teacher approval</td>
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<tr>
<td>#6514</td>
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<td>6515, 6516</td>
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</table>

Art 4 Drawing is the advanced level of art study in reference to both the understanding and application of design elements and principles and the understanding and appreciation of art heritage and culture, as well as the critical evaluation of artwork. Art 4 is designed to build upon those design experiences explored in previous art courses. Individual exploration in the areas of particular interest to the student will provide the opportunity for the student to begin to develop their personal style and to learn to critically evaluate their artwork. Fine arts integration, career orientation, and professional preparation are an integral part of the Art 4 course content. If students have a high interest in this area, they will investigate colleges and universities in which to continue to explore the field of the visual arts. Special emphasis is placed on student directed exercises and individual studies.

*An Art Materials Charge is required.*

### ART 4 CERAMICS

**1 Credit**

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
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<tbody>
<tr>
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<td>5552, 5553</td>
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</table>

Art 4 Ceramics is a continuation of the study begun in Art 3 Ceramics. Students produce more complex works of art in ceramics and sculpture and study more advanced techniques, methods and special effects. Students who have a high interest in this area will investigate colleges and universities in which to continue to explore ceramics. Special emphasis is placed on student directed exercises and individual studies.

*An Art Materials Charge is required.*

### ART 4 SCULPTURE

**1 Credit**

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
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<tbody>
<tr>
<td>(Regular)</td>
<td>Art 3 Sculpture; Taken in sequence; Teacher approval</td>
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<tr>
<td>#6566</td>
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<td>6567, 6568</td>
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</table>

Art 4 Sculpture is a continuation of the study began in Art 3 Sculpture. Students will produce more complex works of art in sculpture and study more advanced techniques, methods and special effects. Students who have a high interest in this area will investigate colleges and universities in which to continue to explore sculpture. Special emphasis will be placed on student directed exercises and individual studies.

*An Art Materials Charge is required.*
**ART 4 SCULPTURE (G/T)**

1 Credit

(G/T)  
#6575, 6576, 6577

Art 4 Sculpture is a continuation of the study begun in Art 3 Sculpture. Students will produce more complex works of art in sculpture and study more advanced techniques, methods and special effects. Students who have a high interest in this area will investigate colleges and universities in which to continue to explore sculpture. Special emphasis will be placed on student directed exercises and individual studies.

*An Art Materials Charge is required.*

*This course is only offered at Carver High School.*

**ART 4 PHOTOGRAPHY**

1 Credit

(Regular)  
#5548, 5549, 5550

Art 4 Photography is a continuation of the study begun in Art 3 Photography. Studies may consist of advanced photography - and film making techniques, video production, and preparation of a portfolio for career possibilities. Students who have a high interest in this area will investigate colleges and universities in which to continue to explore the field of photography and/or film making. Special emphasis will be placed on student directed exercises and individual studies. Students interested in photography, should have access to a 35 mm camera, and students interested in film making should have access to a video camera or computer.

*An Art Materials Charge is required.*

**ART 4 PHOTOGRAPHY (G/T)**

1 Credit

(G/T)  
#6532, 6533, 6534

Art 4 Photography is a continuation of the study begun in Art 3 Photography. Studies may consist of advanced photography and film making techniques, video production, preparation of a portfolio for career possibilities. Students who have a high interest in this area will investigate colleges and universities in which to continue to explore the field of photography and/or film making. Special emphasis will be placed on student directed exercises and individual studies. Students interested in photography, should have access to a 35 mm camera, and students interested in film making should have access to a video camera or computer.

*An Art Materials Charge is required.*

*This course is only offered at Carver High School.*
HISTORY OF ART AP* 11,12 PREREQUISITE
1 Credit

(1P) Strongly recommend one or two terms of Art 1 Appreciation History; AP/ Teacher approval

#557
5558, 5559

The History of Art AP (Advanced Placement) course follows the outline as provided by the Advanced Placement Council with special emphasis on the history of Art. Term 1 covers Prehistoric to Renaissance art, and Term 2 covers Renaissance to 20th Century art. Students should be prepared to take the Advanced Placement test in May.

*An Art Materials Charge is required.

*Students are expected to take AP exam.

AP DRAWING PORTFOLIO 10,11,12 PREREQUISITE
1 Credit

(1P) Art 1 and or Art 2 level course; Portfolio review; AP/Teacher approval

#7030
7031, 7032

The AP Drawing Portfolio course follows the outline as provided by the Advanced Placement Council with special emphasis on preparing an art portfolio demonstrating proficiency in drawing issues using a variety of art forms. These should include, but are not limited to, a variety of drawing, painting and printmaking medium, digital imaging, collage, and illustration. A variety of approaches to presentation, abstraction, and expression may be part of the student's portfolio. Students will prepare a portfolio for possible submission to the Advanced Placement program for college credit.

*An Art Materials Charge is required.

*Students are expected to take AP exam.

AP TWO-DIMENSIONAL DESIGN PORTFOLIO 10,11,12 PREREQUISITE
1 Credit

(1P) Art 1 and or Art 2 level course; with the exception of Art 2 Ceramics/Sculpture; Portfolio review; AP/Teacher approval

#7034
7035, 7036

The AP Two-Dimensional Design Portfolio course follows the outline as provided by the Advanced Placement Council with special emphasis on preparing an art portfolio demonstrating proficiency in two-dimensional design using a variety of art forms. These should include, but are not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. A variety of approaches to presentation, abstraction, and expression may be part of the student's portfolio. Students will prepare a portfolio for possible submission to the Advanced Placement program for college credit.

*An Art Materials Charge is required.

*Students are expected to take AP exam.
The AP Three-Dimensional Design Portfolio course follows the outline as provided by the Advanced Placement Council with special emphasis on preparing an art portfolio demonstrating proficiency in three-dimensional design using a variety of art forms. These should include, but are not limited to, traditional sculpture, architectural models, apparel, ceramics, three-dimensional fiber arts, or metalwork. Such elements and concepts can be articulated through additive, subtractive, and/or fabrication processes. A variety of approaches to Presentation, abstraction, and expression may be part of the students portfolio. Students will prepare a portfolio for possible submission to the Advanced Placement program for college credit.

*An Art Materials Charge is required.

*Students are expected to take AP exam.
# International Baccalaureate Pre-IB Diploma Programme and PRE-IB Diploma Preparatory Courses

## PRE IB ENGLISH 2 AB

<table>
<thead>
<tr>
<th>EISENHOWER HIGH SCHOOL</th>
<th>1 Credit</th>
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**PREREQUISITE**

English 1, Admittance into the IB Pre-Diploma Programme

This course is designed to prepare students for the rigorous academic demands of the International Baccalaureate Higher Level English course. Students are provided opportunities for in-depth and complex development of broad-based themes through the analyses of a variety of authors' works. Students learn techniques drawn from prose and poetry that are representative of a variety of historical periods. In addition to the mastery of objectives in reading, writing, listening, language, literature, and visual literacy in the context of broad-based thematic units, emphasis is placed on student products that demonstrate higher level thinking skills, advanced writing, and vocabulary development. Students practice public speaking, engaging in the critical and constructive exchange of ideas through oral presentations, class discussions, panel discussions, as well as formal and informal debates.

## PRE IB ALGEBRA 2 AB

<table>
<thead>
<tr>
<th>EISENHOWER HIGH SCHOOL</th>
<th>1 Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Honors)</td>
<td></td>
</tr>
</tbody>
</table>

**PREREQUISITE**

Algebra I or Honors Algebra I, Admittance into the IB Pre-Diploma Programme

This course is designed to prepare students for the rigorous academic demands of the International Baccalaureate Studies or Standard Level Mathematics courses. It provides a transition into the Pre-Calculus course. This course extends the algebraic topics begun in Algebra I through the study of mathematical structure; quadratic functions and relations; systems of equations; higher degree polynomials; exponential and logarithmic functions; rational algebraic functions; sequences and series; and data handling and analysis. More in-depth and complex development of projects, investigations, and additional topics not covered in Algebra 2 Regular or Honors maybe required of students in this section.

## PRE IB GEOMETRY AB

<table>
<thead>
<tr>
<th>EISENHOWER HIGH SCHOOL</th>
<th>1 Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Honors)</td>
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</tbody>
</table>

**PREREQUISITE**

Algebra I or Honors Algebra I, Admittance into the IB Pre-Diploma Programme

This course is designed to prepare students for the rigorous academic demands of the International Baccalaureate Studies or Standard Level Mathematics courses. This course provides experiences that help students develop understanding of shapes and their properties. It enables students to solve relevant problems and to apply geometric properties to real-world situations. The course builds on the conceptual foundation provided in K-Algebra and provides the student opportunities to integrate Algebra and Geometry. The topics covered include: lines, segments, and angles; triangles; other polygons; circles; solid geometry; and measurement. The content is also used as a forum to teach the concept of mathematical proof. More in-depth and complex development of projects, investigations, and additional topics not covered in Geometry Regular or Honors maybe required of students in this section.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE IB BIOLOGY AB</td>
<td>PRE IB BIOLOGY AB</td>
<td>10</td>
<td>Admittance into the IB Pre-Diploma Programme</td>
</tr>
<tr>
<td>EISENHOWER HIGH SCHOOL</td>
<td>(Honors)</td>
<td></td>
<td>#7730</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>This course is designed to prepare students for the rigorous academic demands of the International Baccalaureate Standard Level or Higher Level Biology courses. The goal of the course is to help students gain an appreciation of science as a process and to provide them with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. This course provides students with an in-depth study and participation in the scientific process. Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students will study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; and taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystem; and plants and environment. During the course of study, students will participate in a variety of independent and team research projects. To receive credit in science, students must meet the 40% laboratory and fieldwork requirement identified in 74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).</td>
</tr>
<tr>
<td>PRE IB CHEMISTRY AB</td>
<td>PRE IB CHEMISTRY AB</td>
<td>10</td>
<td>Biology, Algebra 1, and completion of or concurrent enrollment in Algebra 2, Admittance into the Pre-IB Diploma Programme</td>
</tr>
<tr>
<td>EISENHOWER HIGH SCHOOL</td>
<td>(Honors)</td>
<td></td>
<td>#7733</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>This course is designed to prepare students for the rigorous academic demands of the International Baccalaureate Standard Level Chemistry course. This course helps students develop a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. Opportunities for scientific study and creativity within a global context stimulate and challenge students. This course provides students with an in-depth study and participation in the scientific process. Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gasses; bonding nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. During the course of study, students will participate in a variety of independent and team research projects. To receive credit, students must meet the 40% laboratory and fieldwork requirement identified in 74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).</td>
</tr>
<tr>
<td>PRE IB PHYSICS AB</td>
<td>PRE IB PHYSICS AB</td>
<td>10</td>
<td>Biology &amp;Chemistry, Algebra 1, Chemistry and Algebra 2 may be taken concurrently, Admittance into the Pre-IB Diploma Programme</td>
</tr>
<tr>
<td>EISENHOWER HIGH SCHOOL</td>
<td>(Honors)</td>
<td></td>
<td>#7736</td>
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<tr>
<td></td>
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<td></td>
<td>This course is designed to prepare students for the rigorous academic demands of the International Baccalaureate Standard Level Physics course. In this course, students will study the relationship between matter and energy. Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior waves; and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills. Student investigations will emphasize basic and advanced principles of experimental designs and data analysis. During the course of study, students will participate in a variety of independent and team research projects. To receive credit, students must meet the 40% laboratory and fieldwork requirement identified in 74.3(b)(2)(C) of this title (relating to Description of a required Secondary Curriculum).</td>
</tr>
</tbody>
</table>
PRE IB WORLD HISTORY AB  
EISENHOWER HIGH SCHOOL  
1 Credit  
(Honors)  
World Geography studies preferred, Admittance into the Pre-IB Diploma Programme  
#7739  
This course is designed to prepare students for the rigorous academic demands of the International Baccalaureate Higher Level History of the Americas course. Students will investigate significant individuals, issues, and events in the history of the world from the early civilizations through current times; the study of the development of capitalism, socialism, and communism; geographic influences upon world history; and political, social, economic, and scientific/technological changes and their impact upon the world. Students will experience an in-depth study of a variety of historical themes/topics. The role of leadership is examined. Students will learn techniques for utilizing supplemental readings from different cultures, primary source documents illustrating the viewpoints of other nations, and current media sources from outside the United States.

PRE IB/AP WORLD HISTORY AB  
EISENHOWER HIGH SCHOOL  
1 Credit  
(AP)  
World Geography studies preferred, Admittance into the Pre-IB Diploma Programme, Teacher Approval  
#7742  
This course is designed to prepare students for the rigorous academic demands of the International Baccalaureate Higher Level History of the Americas course and the Advanced Placement World History exam. This course helps students develop a greater understanding of the evolution of the global processes and contacts in interaction with different types of human societies. It highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Focused primarily on the past 1400 years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that set the human stage prior to 600 C.E. Periodization forms the organizing principle for dealing with change and continuity from that point to the present. The study of extended topics, as well as independent study and research, are required. Students will learn techniques for utilizing supplemental readings from different cultures, primary source documents illustrating the viewpoints of other nations, and current media sources from outside the United States. During the course, students will initiate independent research on topics of choice. This course is recommended to be taken in lieu of Pre-IB Diploma World History Studies.

PRE IB FRENCH 2 AB  
EISENHOWER HIGH SCHOOL  
1 Credit  
Pre-IB(Honors)  
French 1, Admittance into the Pre-IB Diploma Programme  
#7751  
This course is designed to prepare students for the rigorous academic demands of the International Baccalaureate Standard Level French course. This course provides students with the opportunity for continued development of speaking skills and concepts for conversational situations using literary materials. Additional emphasis is placed on reading and writing. More verb tenses and grammatical principles are introduced. Through study of French culture, students' knowledge and understanding of that culture is enriched. Students will use the new language to communicate with others successfully, to give and obtain information, to express feelings and opinions, and to take into consideration various points of view when solving a problem in today's global society. Students will develop communication skills by practicing oral and written language, implementing technology, and exploring content from other subject areas.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE IB FRENCH 3 AB</td>
<td>French 3, Admittance into the Pre-IB Diploma Programme</td>
<td>10</td>
<td>This course is designed to prepare students for the rigorous academic demands of the International Baccalaureate Standard Level French course. This course provides students with the opportunity for continued development of speaking skills and concepts for conversational situations using literary materials. Through a detailed study of French culture, students' knowledge and understanding of that culture is enriched. Students will use the new language to communicate with others successfully, to give and obtain information, to express feelings and opinions, and to take into consideration various points of view when solving a problem in today's global society. Students will develop communication skills by practicing oral and written language, implementing technology, and exploring content from other subject areas.</td>
</tr>
<tr>
<td>PRE IB SPANISH 2 AB</td>
<td>Spanish 2, Admittance into the Pre-IB Diploma Programme</td>
<td>10</td>
<td>This course is designed to prepare students for the rigorous academic demands of the International Baccalaureate Standard Level Spanish course. This course provides students with the opportunity for continued development of speaking skills and concepts for conversational situations using literary materials. More verb tenses and grammatical principles are introduced. Through study of Spanish culture, students' knowledge and understanding of that culture is enriched. Students will use the new language to communicate with others successfully, to give and obtain information, to express feelings and opinions, and to take into consideration various points of view when solving a problem in today's global society. Students will develop communication skills by practicing oral and written language, implementing technology, and exploring content from other subject areas.</td>
</tr>
<tr>
<td>PRE IB SPANISH 3 AB</td>
<td>Spanish 3, Admittance into the Pre-IB Diploma Programme</td>
<td>10</td>
<td>This course is designed to prepare students for the rigorous academic demands of the International Baccalaureate Standard Level Spanish course. This course provides students with the opportunity for continued development of speaking skills and concepts for conversational situations using literary materials. Through a detailed study of Spanish culture, students' knowledge and understanding of that culture is enriched. Students will use the new language to communicate with others successfully, to give and obtain information, to express feelings and opinions, and to take into consideration various points of view when solving a problem in today's global society. Students will develop communication skills by practicing oral and written language, implementing technology, and exploring content from other subject areas.</td>
</tr>
</tbody>
</table>
IB ENGLISH 3 HIGHER LEVEL YEAR 1
EISENHOWER HIGH SCHOOL
1 Credit

(AP) English 1, English 2, Admittance into the IB Diploma Programme

#7791

This pair of courses (#7791 and #7794) focuses on the rigorous academic demands of an International Baccalaureate Higher Level course. This two-year, intensive study of English language and literature develops students' analytical abilities and creative powers of expression, both in oral and written communications. It encourages the student to be original, independent, critical and logical thinkers, and to appreciate literature as an art form. Students learn techniques to analyze literary passages, drawn from prose and poetry, representative of a variety of historical literary periods. Various genres, styles, themes and contexts are examined through the analysis of grouped works. Students explore the ongoing forces of human creativity, artistic ingenuity, and cultural diversity that shape and develop literature. Students engage in daily formal and/or informal writing tasks including free writing, response journals, dialectical journals, essays, abstracts, critiques and commentaries. They practice public speaking, engaging in the critical and constructive exchange of ideas though oral presentations, class discussions, panel discussions, as well as formal and/or informal debates. This course will culminate in year two with the successful completion of the Language A1 exam.

IB ENGLISH 4 HIGHER LEVEL YEAR 2
EISENHOWER HIGH SCHOOL
1 Credit

(AP) English 1, English 2, IB English HL Year 1, Admittance into the IB Diploma Programme

#7794

This pair of courses (#7791 and #7794) focuses on the rigorous academic demands of an International Baccalaureate Higher Level course. This two-year, intensive study of English language and literature develops students' analytical abilities and creative powers of expression, both in oral and written communications. It encourages the student to be original, independent, critical and logical thinkers, and to appreciate literature as an art form. Students learn techniques to analyze literary passages, drawn from prose and poetry, representative of a variety of historical literary periods. Various genres, styles, themes and contexts are examined through the analysis of grouped works. Students explore the ongoing forces of human creativity, artistic ingenuity, and cultural diversity that shape and develop literature. Students engage in daily formal and/or informal writing tasks including free writing, response journals, dialectical journals, essays, abstracts, critiques and commentaries. They practice public speaking, engaging in the critical and constructive exchange of ideas though oral presentations, class discussions, panel discussions, as well as formal and/or informal debates. This course will culminate with the successful completion of the Language A1 exam.

IB MATH STUDIES STD LEVEL YEAR 1 (PRECAL)
EISENHOWER HIGH SCHOOL
1 Credit

(AP) Algebra 1, Geometry, Algebra 2, Admittance into the IB Diploma Programme

#7809

Mathematical Studies Standard Level is a two-year course (#7809 and #7812). The Mathematical Studies Standard Level course will introduce students to graphing calculator techniques, number sense concepts, algebra concepts, sets, logic, probability, functions, geometry, trigonometry, financial mathematics, and introductory differential calculus. In addition to using the graphing calculator, students will also incorporate the use of computers to investigate the concepts studied. The course will investigate numerous real life examples where mathematics will be used to answer questions, make generalizations, and make predictions. The students will appreciate the mathematics that can be applied to other subject areas, to common general world occurrences, and to topics that relate to the students’ interests. Topics of study include: elementary coordinate and analytic geometry, equations and inequalities, functions (linear, piece, step, quadratic, polynomial, radical and rational), exponential and logarithmic functions, conics, trigonometric functions, vectors, sequences and series, programming, statistics and probability, and introduction to differential calculus. The statistical option will be used for further study. This course includes a project that allows students to compile, organize, and analyze a real-world situation in a mathematical context. At the end of their second year, the students will take the International Baccalaureate exam as their external assessment.
IB MATH STUDIES STD LEVEL YEAR 1 (ALG2)  11
EISENHOWER HIGH SCHOOL
1 Credit

(AP)  Algebra 1, Geometry, Admittance into the IB Diploma Programme

#7806

Mathematical Studies Standard Level is a two-year course (#7806 and #7812). The Mathematical Studies Standard Level course will introduce students to graphing calculator techniques, number sense concepts, algebra concepts, sets, logic, probability, functions, geometry, trigonometry, financial mathematics, and introductory differential calculus. In addition to using the graphing calculator, students will also incorporate the use of computers to investigate the concepts studied. The course will investigate numerous real life examples where mathematics will be used to answer questions, make generalizations, and make predictions. The students will appreciate the mathematics that can be applied to other subject areas, to common general world occurrences, and to topics that relate to the students’ interests. Topics of study include: elementary coordinate and analytic geometry, equations and inequalities, functions (linear, piece, step, quadratic, polynomial, radical and rational), exponential and logarithmic functions, conics, trigonometric functions, vectors, sequences and series, programming, statistics and probability, and introduction to differential calculus. The statistical option will be used for further study. This course includes a project that allows students to compile, organize, and analyze a real-world situation in a mathematical context. At the end of their second year, the students will take the International Baccalaureate exam as their external assessment.

IB MATH STUDIES STD LEVEL YEAR 2  12
EISENHOWER HIGH SCHOOL
1 Credit

(AP)  Algebra 1, Geometry, IB Math Studies STD Level Year 1, Admittance into the IB Diploma Programme

#7812

Mathematical Studies Standard Level is a two-year course (#7809 or #7806 and #7812). The Mathematical Studies Standard Level course will concentrate on the application of theory to real world situations. Topics of study include: set and number theory, elementary coordinate geometry, equations and inequalities, functions (linear, piece, step, quadratic, polynomial, radical and rational), exponential and logarithmic functions, conics, trigonometric functions, vectors, sequences and series, programming, statistics and probability, and introduction to differential calculus. The statistical option will be used for further study. This course includes a project that allows students to compile, organize, and analyze a real-world situation in a mathematical context. At the end of their second year, the students will take the International Baccalaureate exam as their external assessment.

IB MATHEMATICS STD LEVEL YEAR 1 (PRECAL)  11
EISENHOWER HIGH SCHOOL
1 Credit

(AP)  Algebra 1, Geometry, Algebra 2, Admittance into the IB Diploma Programme

#7815

Mathematics Standard Level is a two-year course (#7815 and #7824). The students in this course may have a desire to enter fields such as engineering, architecture, or medicine. This course will concentrate on the application of theory to real environmental situations. Topics of study include: set and number theory, elementary coordinate geometry, equations and inequalities, functions, (linear, quadratic, piece, polynomial, radical, and rational), exponential and logarithmic functions, conic sections, trigonometry, vectors, sequences and series, binomial theorem, statistics and probability. Students are required to work independently and develop an investigation mode, which can be applied to other subject areas, to common world occurrences and to topics that relate to the self-interest of students. The course includes a portfolio based on different areas of the syllabus. At the end of their second year, the students will take the International Baccalaureate exam as their external assessment.
### IB Mathematics Standard Level Year 1

**Eisenhower High School**

1 Credit

(AP) Algebra 1, Geometry, Algebra 2, Pre-Calculus, Admittance into the IB Diploma Programme

#7818

Mathematics Standard Level is a two-year course (#7818 and #7821). In preparation for this course, students will need to have successfully completed courses in Algebra 1, Geometry, and Algebra 2. The students in this course may have a desire to enter fields such as engineering, architecture, or medicine. This course will concentrate on the application of theory to real environmental situations. Topics of study include: set and number theory, elementary coordinate geometry, equations and inequalities, functions, (linear, quadratic, piece, polynomial radical, and rational), exponential and logarithmic functions, conic sections, trigonometry, vectors, sequences and series, binomial theorem, statistics and probability. Students are required to work independently and develop an investigation mode, which can be applied to other subject areas, common world occurrences and to topics that relate to the self-interest of students. The course includes a portfolio based on different areas of the syllabus. At the end of their second year, the students will take the International Baccalaureate exam as their external assessment.

### IB Mathematics Standard Level Year 2

**Eisenhower High School**

1 Credit

(AP) Algebra 1, Geometry Algebra 2, , & Mathematics SL Year 1, Admittance into the IB Diploma Programme

#7824

Mathematics Standard Level is a two-year course (#7815 and #7824). In preparation for this course, students will need to have successfully completed courses in Algebra 1, Geometry, and Algebra 2. The students in this course may have a desire to enter fields such as engineering, architecture, or medicine. This course will concentrate on the application of theory to real environmental situations. Topics of study include: set and number theory, elementary coordinate geometry, equations and inequalities, functions, (linear, quadratic, piece, polynomial radical, and rational), exponential and logarithmic functions, conic sections, trigonometry, vectors, sequences and series, binomial theorem, statistics and probability. Students are required to work independently and develop an investigation mode, which can be applied to other subject areas, common world occurrences and to topics that relate to the self-interest of students. The course includes a portfolio based on different areas of the syllabus. At the end of their second year, the students will take the International Baccalaureate exam as their external assessment.

### IB Mathematics Standard Level Year 2 (AP Calc)

**Eisenhower High School**

1 Credit

(AP) Algebra 1, Geometry Algebra 2, Pre-Calculus, & Mathematics SL Year 1, Admittance into the IB Diploma Programme

#7821

Mathematics Standard Level is a two-year course (#7818 and #7821). In preparation for this course, students will need to have successfully completed courses in Algebra 1, Geometry, Algebra 2, Pre-Calculus. The students in this course may have a desire to enter fields such as engineering, architecture, or medicine. This course will concentrate on the application of theory to real environmental situations. Topics of study include: set and number theory, elementary coordinate geometry, equations and inequalities, functions, (linear, quadratic, piece, polynomial radical, and rational), exponential and logarithmic functions, conic sections, trigonometry, vectors, sequences and series, binomial theorem, statistics and probability. Students are required to work independently and develop an investigation mode, which can be applied to other subject areas, common world occurrences and to topics that relate to the self-interest of students. The course includes a portfolio based on different areas of the syllabus. At the end of their second year, the students will take the International Baccalaureate exam as their external assessment.
<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>PREREQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>IB Biology Standard Level Year 1</td>
<td>11, 12</td>
<td>Biology 1-or- Chemistry 1, Admittance into the IB Diploma Programme</td>
</tr>
<tr>
<td>IB Biology Higher Level Year 1</td>
<td>11</td>
<td>Biology 1, or- Chemistry 1, Admittance into the IB Diploma Programme</td>
</tr>
<tr>
<td>IB Biology Higher Level Year 2</td>
<td>12</td>
<td>IB Biology HL Year 1, Admittance into the IB Diploma Programme</td>
</tr>
<tr>
<td>IB Chemistry Standard Level Year 1</td>
<td>11</td>
<td>Biology, Admittance into the IB Diploma Programme</td>
</tr>
</tbody>
</table>

**IB Biology Standard Level Year 1**

EISENHOWER HIGH SCHOOL

1 Credit

(AP) Biology 1-or- Chemistry 1, Admittance into the IB Diploma Programme

#7840

Standard level IB Biology is a one-year course of study that will enhance understanding of science through inquiry-based learning. The rigor of this course will best prepare students for post-secondary sciences and real-world applications. The primary goal of this course is to help students gain an appreciation of science as a process and provide them with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The course would consist of lecture, teacher-designed labs, student-designed labs and other types of experimental learning. The material of study for Biology (SL) will include the following topics: biochemistry, cells, genetics, nucleic acids, proteins, evolution, ecology and evolution, ecology and conservation, and human health physiology. The course would consist of lecture, teacher-designed labs, student-designed labs and other types of experimental learning. This course includes a multi-disciplinary group science project.

**IB Biology Higher Level Year 1**

EISENHOWER HIGH SCHOOL

1 Credit

(AP) Biology 1, or- Chemistry 1, Admittance into the IB Diploma Programme

#7843

The goal of this course is to help students gain an appreciation of science as a process and provide them with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. HL Biology is a two-year course of study. This second year of biology includes extensions of the Biology SL topics with the addition of the following: defense against infectious diseases, human reproduction, nerves, muscles, movement, excretion, and plant science. The course consists of lecture, teacher-designed labs and other types of experimental learning. This course includes a multi-disciplinary group science project.

**IB Biology Higher Level Year 2**

EISENHOWER HIGH SCHOOL

1 Credit

(AP) IB Biology HL Year 1, Admittance into the IB Diploma Programme

#7846

The goal of this course is to help students gain an appreciation of science as a process and provide them with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. HL Biology is a two-year course of study. This second year of biology includes extensions of the Biology SL topics with the addition of the following: defense against infectious diseases, human reproduction, nerves, muscles, movement, excretion, and plant science. The course consists of lecture, teacher-designed labs and other types of experimental learning. This course includes a multi-disciplinary group science project.

**IB Chemistry Standard Level Year 1**

EISENHOWER HIGH SCHOOL

1 Credit

(AP) Biology, Admittance into the IB Diploma Programme

#7852

This course, designed for students with a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems, provides opportunities for scientific study and creativity within global context that will stimulate and challenge students. The course will contribute to the students' ability to analyze, evaluate, and synthesize scientific information and help develop the students' ability to think clearly and express their ideas orally and in writing with clarity and logic. The course includes the following topics of study: stoichiometry, atomic theory and atomic models, periodicity, bonding, states of matter, solutions, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry, environmental chemistry, and fuels and energy. This course encourages an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method. In an effort to develop students' experimental and investigative skills, 40% of a student's grade will be daily grades including homework, quizzes, and lab work. A multi-disciplinary group project is a component of this class.
IB Chemistry Standard Level Year 2  
EISENHOWER HIGH SCHOOL  
1 Credit  

(AP) Biology, or Chemistry 1, IB Chemistry Standard Level 1, Admittance into the IB Diploma Programme  

#7855

This course, designed for students with a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems, provides opportunities for scientific study and creativity within global context that will stimulate and challenge students. The course will contribute to the students' ability to analyze, evaluate, and synthesize scientific information and help develop the students' ability to think clearly and express their ideas orally and in writing with clarity and logic. The course includes the following topics of study: stoichiometry, atomic theory and atomic models, periodicity, bonding, states of matter, solutions, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry, environmental chemistry, and fuels and energy. This course encourages an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method. In an effort to develop students' experimental and investigative skills, 40% of a student's grade will be daily grades including homework, quizzes, and lab work. A multi-disciplinary group project is a component of this class.

IB Physics Standard Level Year 1  
EISENHOWER HIGH SCHOOL  
1 Credit  

(AP) Biology & Chemistry, Algebra 1, and Algebra 2. Chemistry may be taken concurrently, Admittance into the Pre-IB Diploma Programme  

#7861

Physics is the study of the relationship between matter and energy. The student will be introduced to fundamental concepts in the areas of mechanics, wave actions, heat, electricity, magnetism, and nuclear phenomena. Observations of the laws of force and motion, the nature of light, wave phenomena, and properties of electricity and magnetism are integral components of the course. Students will develop experimental and investigative scientific skills, including an ability to ask physical questions and to obtain solutions to those questions by use of physical intuition, experimental investigation, and formal logic. Awareness will be gained of the connections of physics to other disciplines and to societal issues. Knowledge of algebra and basic trigonometry is required for the course. Basic ideas of calculus may be introduced in the study of some concepts. IB Physics SL will include the Subject Specific Core (SSC) and two optional topics selected from the list of eight. This listing includes Mechanics extension A and Historical Physics E. (1) Physics and physical measurement, (2) Mechanics, (3) Mechanics-option A, (4) Thermal physics, (5) Waves, (6) Electricity and magnetism, (7) Atomic and nuclear physics, (8) The history and development of physics-option E.

IB Physics Standard Level Year 2  
EISENHOWER HIGH SCHOOL  
1 Credit  

(AP) Biology 1, Chemistry 1, IB Physics Standard Level Year 1 or Physics 1, Admittance into the IB Diploma Programme  

#7864

Physics is the study of the relationship between matter and energy. The student will be introduced to fundamental concepts in the areas of mechanics, wave actions, heat, electricity, magnetism, and nuclear phenomena. Observations of the laws of force and motion, the nature of light, wave phenomena, and properties of electricity and magnetism are integral components of the course. Students will develop experimental and investigative scientific skills, including an ability to ask physical questions and to obtain solutions to those questions by use of physical intuition, experimental investigation, and formal logic. Awareness will be gained of the connections of physics to other disciplines and to societal issues. Knowledge of algebra and basic trigonometry is required for the course. Basic ideas of calculus may be introduced in the study of some concepts. IB Physics SL will include the Subject Specific Core (SSC) and two optional topics selected from the list of eight. This listing includes Mechanics extension A and Historical Physics E. (1) Physics and physical measurement, (2) Mechanics, (3) Mechanics-option A, (4) Thermal physics, (5) Waves, (6) Electricity and magnetism, (7) Atomic and nuclear physics, (8) The history and development of physics-option E.
IB Theory of Knowledge (TOK) A
EISENHOWER HIGH SCHOOL
1 Credit

(AP) Course for IB Diploma Candidates Only

#7868

The Theory of Knowledge course is designed to offer students the chance to critically reflect upon and connect all the aspects of their learning experiences. They have the opportunity to gain insight into why critical examination of knowledge claims is important and can consider and question how they acquire knowledge, as well as examine the various ways of knowing. The inquiry-based course will foster a sense of connectedness among the different areas of knowledge (mathematics, history, science, and the arts), and develop active thinkers and questioners. Students will also develop an understanding of how knowledge places responsibility on the knower. They become aware of the subjective nature of knowledge and the role of personal and ideological biases in shaping the nature of knowledge. Students will develop tolerance of conflicting viewpoints. In doing so, they increase their understanding of themselves, their place in the world, and the rich diversity of the world in which they live. The Extended Essay component of the IB Diploma Programme will be monitored throughout the TOK course. Students receive training on research and writing skills necessary to produce an original essay (4000 words) which is externally assessed.

IB Theory of Knowledge (TOK) B
EISENHOWER HIGH SCHOOL
1 Credit

(AP) IB TOK A, Course for IB Diploma Candidates Only

#7869

The Theory of Knowledge course is designed to offer students the chance to critically reflect upon and connect all the aspects of their learning experiences. They have the opportunity to gain insight into why critical examination of knowledge claims is important and can consider and question how they acquire knowledge, as well as examine the various ways of knowing. The inquiry-based course will foster a sense of connectedness among the different areas of knowledge (mathematics, history, science, and the arts), and develop active thinkers and questioners. Students will also develop an understanding of how knowledge places responsibility on the knower. They become aware of the subjective nature of knowledge and the role of personal and ideological biases in shaping the nature of knowledge. Students will develop tolerance of conflicting viewpoints. In doing so, they increase their understanding of themselves, their place in the world, and the rich diversity of the world in which they live. Theory of Knowledge is required of all diploma candidates and is taught in the spring semester of the junior year and the fall semester of the senior year. The Extended Essay component of the IB Diploma Programme will be monitored throughout the TOK course. Students receive training on research and writing skills necessary to produce an original essay (4000 words) which is externally assessed.

IB History of the Americas HL Year 1
EISENHOWER HIGH SCHOOL
1 Credit

(AP) World Geography, World History, Admittance into the IB Diploma Programme

#7871

The higher level IB History course at Eisenhower High School will consist of a two-year program for eleventh and twelfth grade students (#7871 and 7874). The regional component will cover the History of the United States with emphasis on the Western Hemisphere from the 18th century to the present. The first year of study will utilize supplemental readings from different cultures, primary source documents illustrating the viewpoints of other nations and current media sources from outside the United States. Through this course students will also acquire the skills necessary for success on the Texas Assessment of Knowledge and Skills (TAKS).
### IB History of the Americas HL Year 2

**EISENHOWER HIGH SCHOOL**

1 Credit

(AP) World Geography, World History, IB History of Americas Year 1, Admittance into the IB Diploma Programme

#7874

The higher level IB History course at Eisenhower High School will consist of a two-year program for eleventh and twelfth grade students (#7871 and 7874). The regional component will cover the History of the United States with emphasis on the Western Hemisphere from the 18th century to the present. The first year of study will utilize supplemental readings from different cultures, primary source documents illustrating the viewpoints of other nations and current media sources from outside the United States. Through this course students will also acquire the skills necessary for success on the Texas Assessment of Knowledge and Skills (TAKS). The 12th grade year will continue the study of the Western Hemisphere with emphasis on 20th Century topics to include causes, practices, and effects of war and the Cold War. Using case studies and the skills developed in the previous year, students will focus on major trends and issues in the Americas in the 20th century. An international perspective will be built into both years of this class through supplementary readings from different cultures, primary sources that illustrate the views of other nations, and by including current publications from outside of the United States into the curriculum. As a result of this, students will gain a sense of value for different cultures and different points of view.

### IB Information Technology in Global Society SL

**EISENHOWER HIGH SCHOOL**

1 Credit

(AP) Course for IB Diploma Candidates Only

#7877

Information Technology in a Global Society (ITGS) looks at the technical nature of IT and how it interacts with humans inside local and global communities. It evaluates and analyses the social issues and ethical conflicts produced by this interaction. Finally, it studies these issues within the areas of human endeavor that IT most especially impacts. These areas are business and employment; education; health; arts entertainment and leisure; science and the environment; and politics and government. Because of this, ITGS aims to produce a student who is both technically educated and a responsible citizen of the world. Student knowledge and skills are showcased in an ending project where students will design and apply IT solutions to a real-life problem set in a social context.

### IB Visual Arts Standard Level Year 1 (Option A)

**EISENHOWER HIGH SCHOOL**

1 Credit

(AP) Visual Arts 1, Visual Arts 2, Admittance into the IB Diploma Programme

#7909

The IB Visual Arts course is designed to provide students an opportunity to develop and present a personal visual art statement reflecting their voice and vision presented in artworks in a portfolio, exhibition and their investigation workbook. Each student will be expected to incorporate the new techniques, a variety of media and methods, critical thinking, increased awareness of the global environment and its multiculturalism, imagination and creativity. The Discipline-based art methodology utilizing the four areas of studio work, aesthetics, art history and art criticism will be an integral part of the curriculum. The investigation workbook will complement the studio work as a source of experimentation and inspiration at the Higher Level and Standard Level A. The research workbook will be the major component at the Standard Level Band the studio work will be a supporting source of personal vision and media experimentation. The International Baccalaureate Visual Arts Program consists of two linked compulsory parts, the studio work/product and the investigation workbook. During either the one year or two year experience there will be activities, exercises and inquiries to link these two essential components. The connections will be made through many different avenues but each will be linked to the aims of the course. Standard Level Option A is 60% studio work and 40% investigation journal production.
The IB Visual Arts course is designed to provide students an opportunity to develop and present a personal visual art statement reflecting their voice and vision presented in artworks in a portfolio, exhibition and their investigation workbook. Each student will be expected to incorporate the new techniques, a variety of media and methods, critical thinking, increased awareness of the global environment and its multiculturalism, imagination and creativity. The Discipline-based art methodology utilizing the four areas of studio work, aesthetics, art history and art criticism will be an integral part of the curriculum. The investigation workbook will complement the studio work as a source of experimentation and inspiration at the Higher Level and Standard Level A. The investigation workbook will be the major component at the Standard Level Band the studio work will be a supporting source of personal vision and media experimentation. The International Baccalaureate Visual Arts Program consists of two linked compulsory parts, the studio work/product and the investigation workbook. During either the one year or two year experience there will be activities, exercises and inquiries to link these two essential components. The connections will be made through many different avenues but each will be linked to the aims of the course. Standard Level Option A is 60% studio work and 40% investigation journal production.
The IB Visual Arts course is designed to provide students an opportunity to develop and present a personal visual art statement reflecting their voice and vision presented in artworks in a portfolio, exhibition and their investigation workbook. Each student will be expected to incorporate the new techniques, a variety of media and methods, critical thinking, increased awareness of the global environment and its multiculturalism, imagination and creativity. The Discipline-based art methodology utilizing the four areas of studio work, aesthetics, art history and art criticism will be an integral part of the curriculum. The investigation workbook will complement the studio work as a source of experimentation and inspiration at the Higher Level and Standard Level A. The investigation workbook will be the major component at the Standard Level Band the studio work will be a supporting source of personal vision and media experimentation. The International Baccalaureate Visual Arts Program consists of two linked compulsory parts, the studio work/product and the investigation workbook. During either the one year or two year experience there will be activities, exercises and inquiries to link these two essential components. The connections will be made through many different avenues but each will be linked to the aims of the course. Higher Level Visual Arts is 60% studio work and 40% investigation journal production. The HL requires more extensive investigation writing and portfolio art work.

Students entering in the IB program will have had two years of Spanish instruction prior to enrolling in this course. The students and the teachers will communicate in Spanish only. The primary purpose for the study of another language other than English and of its culture is to enrich students (knowledge) understanding of other cultures around them. Students will have the chance to taste all language concepts and study representative writers in the original language independently and in groups. The students will gain more knowledge on their communication skills by practicing oral and written language, technology, and content from other subject areas. The students will use the new language to communicate with others successfully, to give and obtain information, to express feelings and opinions, and to take into consideration various point of view when solving a problem in today's global society.
## IB Spanish 4 Standard Level Year 1

**EISENHOWER HIGH SCHOOL**  
1 Credit  
**(AP)**  
Spanish 1, Spanish 2, Spanish 3, Admittance into the IB Diploma Programme  
#7886

The students and the teachers will communicate in Spanish only. The primary purpose for the study of another language other than English and of its culture is to enrich students (knowledge) understanding of other cultures around them. Students will have the chance to taste all language concepts and study representative writers in the original language independently and in groups. The students will gain more knowledge on their communication skills by practicing oral and written language, technology, and content from other subject areas. The students will use the new language to communicate with others successfully, to give and obtain information, to express feelings and opinions, and to take into consideration various point of view when solving a problem in today's global society.

## IB Spanish 4 Standard Level Year 2

**EISENHOWER HIGH SCHOOL**  
1 Credit  
**(AP)**  
Spanish 1, Spanish 2, IB Spanish 3 SL 1, Admittance into the IB Diploma Programme  
#7889

The students and the teachers will communicate in Spanish only. The primary purpose for the study of another language other than English and of its culture is to enrich students' (knowledge) understanding of other cultures around them. Students will have the chance to taste all language concepts and study representative writers in the original language independently and in groups. The students will gain more knowledge on their communication skills by practicing oral and written language, technology, and content from other subject areas. The students will use the new language to communicate with others successfully, to give and obtain information, to express feelings and opinions, and to take into consideration various point of view when solving a problem in today's global society.

## IB Spanish 5 Standard Level Year 2

**EISENHOWER HIGH SCHOOL**  
1 Credit  
**(AP)**  
Spanish 1, Spanish 2, IB Spanish 4 SL 1, Admittance into the IB Diploma Programme  
#7892

The students and the teachers will communicate in Spanish only. The primary purpose for the study of another language other than English and of its culture is to enrich students’ (knowledge) understanding of other cultures around them. Students will have the chance to taste all language concepts and study representative writers in the original language independently and in groups. The students will gain more knowledge on their communication skills by practicing oral and written language, technology, and content from other subject areas. The students will use the new language to communicate with others successfully, to give and obtain information, to express feelings and opinions, and to take into consideration various point of view when solving a problem in today's global society.

## IB Spanish 7

**EISENHOWER HIGH SCHOOL**  
1 Credit  
**(Honors)**  
Spanish 5 AP Literature and Spanish 6 Honors  

This course provides extensive review and drill of all skills: listening, speaking, and writing. It provides comprehensive study of the history and literature of Spain and Latin America. This will be an advanced study of history and culture and will require participation at the Texas state competition, Pan American Student Forum, in the Culture and Civilization category.

In addition, students will be required to drill one on one, level 4 Spanish IB students to build up their speaking ability.

*Specific entry and continued criteria exist for this course.*
IB French 3 Standard Level Year 1  

EISENHOWER HIGH SCHOOL  

1 Credit  

(AP)  

French 1, French 2, Admittance into the IB Diploma Programme  

#7895  

Students entering the IB program will have had a minimum of two years of French instruction prior to enrolling in this course. The students and the teacher will communicate in French only. The primary purpose for the study of another language other than English and of its culture is to enrich student knowledge and understanding of other cultures. Students will have the opportunity to experience all language concepts and study representative writers in the original language independently and in groups. Students will develop communication skills by practicing oral and written language, implementing technology, and exploring content from other subject areas. The students will use the new language to communicate with others successfully, to give and obtain information, to express feelings and opinions, and to take into consideration various points of view when solving a problem in today's global society.

IB French 4 Standard Level Year 1  

EISENHOWER HIGH SCHOOL  

1 Credit  

(AP)  

French 1, French 2, French 3, Admittance into the IB Diploma Programme  

#7898  

The students and the teacher will communicate in French only. The primary purpose for the study of another language other than English and of its culture is to enrich student knowledge and understanding of other cultures. Students will have the opportunity to experience all language concepts and study representative writers in the original language independently and in groups. Students will develop communication skills by practicing oral and written language, implementing technology, and exploring content from other subject areas. The students will use the new language to communicate with others successfully, to give and obtain information, to express feelings and opinions, and to take into consideration various points of view when solving a problem in today's global society.

IB French 4 Standard Level Year 2  

EISENHOWER HIGH SCHOOL  

1 Credit  

(AP)  

French 1, French 2, IB French 3 SL 1, Admittance into the IB Diploma Programme  

#7901  

Students entering the IB program will have had a minimum of two years of French instruction prior to enrolling in this course. The students and the teacher will communicate in French only. The primary purpose for the study of another language other than English and of its culture is to enrich student knowledge and understanding of other cultures. Students will have the opportunity to experience all language concepts and study representative writers in the original language independently and in groups. Students will develop communication skills by practicing oral and written language, implementing technology, and exploring content from other subject areas. The students will use the new language to communicate with others successfully, to give and obtain information, to express feelings and opinions, and to take into consideration various points of view when solving a problem in today's global society.
IB French 5 Standard Level Year 2  
EISENHOWER HIGH SCHOOL  
1 Credit

(AP) French 1, French 2, IB French 4 SL 1, Admittance into the IB Diploma Programme

#7904

The students and the teacher will communicate in French only. The primary purpose for the study of another language other than English and of its culture is to enrich student knowledge and understanding of other cultures. Students will have the opportunity to experience all language concepts and study representative writers in the original language independently and in groups. Students will develop communication skills by practicing oral and written language, implementing technology, and exploring content from other subject areas. The students will use the new language to communicate with others successfully, to give and obtain information, to express feelings and opinions, and to take into consideration various points of view when solving a problem in today's global society.

IB Theater Arts Standard Level Year 1  
EISENHOWER HIGH SCHOOL  
1 Credit

(AP) Theater Arts 1, Theater Arts 2, Admittance into the IB Diploma Programme

#7927

The aims of the IB Theater Arts program are to help students to understand the joy, nature, and need of theater in the present; to understand it through practical experience as well as its historical context; to understand a variety of cultures other than their own, and how globally they are connected. Through this, students will develop better concepts about self, human relationships, and the world. The IB Theater Arts program will be divided into two parts which are Standard and Higher Levels. Both levels can be in Theatre Arts for their junior and senior years if they wish.

The IB Theater Arts program will consists of the following components: (1) performance skills, (2) world theater studies, (3) play analysis, (4) theater production, (5) the portfolio, and (6) individual project - HL only.

IB Theater Arts Standard Level Year 2  
EISENHOWER HIGH SCHOOL  
1 Credit

(AP) Theater Arts 1, Theater Arts 2, IB Theater Arts Standard Level 2, Admittance into the IB Diploma Programme

#7930

The aims of the IB Theater Arts program are to help students to understand the joy, nature, and need of theater in the present; to understand it through practical experience as well as its historical context; to understand a variety of cultures other than their own, and how globally they are connected. Through this, students will develop better concepts about self, human relationships, and the world. The IB Theater Arts program will be divided into two parts which are Standard and Higher Levels. Both levels can be in Theatre Arts for their junior and senior years if they wish.

The IB Theater Arts program will consists of the following components: (1) performance skills, (2) world theater studies, (3) play analysis, (4) theater production, (5) the portfolio, and (6) individual project - HL only.

IB Theater Arts Higher Level Year 1  
EISENHOWER HIGH SCHOOL  
1 Credit

(AP) Theater Arts 1, Theater Arts 2, Admittance into the IB Diploma Programme

#7933

The aims of the IB Theater Arts program are to help students to understand the joy, nature, and need of theater in the present; to understand it through practical experience as well as its historical context; to understand a variety of cultures other than their own, and how globally they are connected. Through this, students will develop better concepts about self, human relationships, and the world. The IB Theater Arts program will be divided into two parts which are Standard and Higher Levels. Both levels can be in Theatre Arts for their junior and senior years if they wish.

The IB Theater Arts program will consists of the following components: (1) performance skills, (2) world theater studies, (3) play analysis, (4) theater production, (5) the portfolio, and (6) individual project - HL only. The HL requires and individual project, as well as, more extensive research and portfolio writing.
IB Theater Arts Higher Level Year 2
EISENHOWER HIGH SCHOOL
1 Credit
(AP) Theater Arts 1, Theater Arts 2, IB Theater Arts HL Year 1, Admittance into the IB Diploma Programme

#7936

The aims of the IB Theater Arts program are to help students to understand the joy, nature, and need of theater in the present; to understand it through practical experience as well as its historical context; to understand a variety of cultures other than their own, and how globally they are connected. Through this, students will develop better concepts about self, human relationships, and the world. The IB Theater Arts program will be divided into two parts which are Standard and Higher Levels. Both levels can be in Theatre Arts for their junior and senior years if they wish.

The IB Theater Arts program will consists of the following components: (1) performance skills, (2) world theater studies, (3) play analysis, (4) theater production, (5) the portfolio, and (6) individual project - HL only. The HL requires and individual project, as well as, more extensive research and portfolio writing.

IB Music Standard Level Year 1
EISENHOWER HIGH SCHOOL
1 Credit
(AP) Music 1, Music 2, Admittance into the IB Diploma Programme

#7939

The IB Music program Standard Level may be completed in one or two years. The students will study either choral or instrumental music in which the focus will be on the development of performance skills. Music theory and musical analysis will be introduced in the Band and Choral programs.

The IB courses are designed to broaden the perception of students' views on music. The course will encourage students to develop perceptual skills through a wealth of musical experiences where they will speculate, analyze, identify, discriminate and hypothesize in relation to music. The course will further enable the students to develop their creativity and knowledge of composition. IB Music will encourage the students to explore emotions and understanding the cultural and creative nature of musical artistry and making connections among music and other aspects of social life. Students will take a music theory course for one or two semesters prior to the final year of IB music. The final year of IB music will be taught by the choral or instrumental teacher and will include music analysis and composition.

IB Music Standard Level Year 2
EISENHOWER HIGH SCHOOL
1 Credit
(AP) Music 1, Music 2, IB Music SL 1, Admittance into the IB Diploma Programme

#7942

The IB Music program Standard Level may be completed in one or two years. The students will study either choral or instrumental music in which the focus will be on the development of performance skills. Music theory and musical analysis will be introduced in the Band and Choral programs.

The IB courses are designed to broaden the perception of students' views on music. The course will encourage students to develop perceptual skills through a wealth of musical experiences where they will speculate, analyze, identify, discriminate and hypothesize in relation to music. The course will further enable the students to develop their creativity and knowledge of composition. IB Music will encourage the students to explore emotions and understanding the cultural and creative nature of musical artistry and making connections among music and other aspects of social life. Students will take a music theory course for one or two semesters prior to the final year of IB music. The final year of IB music will be taught by the choral or instrumental teacher and will include music analysis and composition.
IB Music Higher Level Year 1  
EISENHOWER HIGH SCHOOL  
1 Credit
(AP)  Music 1, Music 2, Admittance into the IB Diploma Programme  
#7945

The IB Music program will offer Standard Level and Higher Level Music. The students will study either choral or instrumental music in which the focus will be on the development of performance skills. Music theory and musical analysis will be introduced in the Band and Choral programs.

The IB courses are designed to broaden the perception of students' views on music. The course will encourage students to develop perceptual skills through a wealth of musical experiences where they will speculate, analyze, identify, discriminate and hypothesize in relation to music. The course will further enable the students to develop their creativity and knowledge of composition. IB Music will encourage the students to explore emotions and understanding the cultural and creative nature of musical artistry and making connections among music and other aspects of social life. Students will take a music theory course for one or two semesters prior to the final year of IB music. The final year of IB music will be taught by the choral or instrumental teacher and will include music analysis and composition.

IB Music Higher Level Year 2  
EISENHOWER HIGH SCHOOL  
1 Credit
(AP)  Music 1, Music 2, IB Music HL 1, Admittance into the IB Diploma Programme  
#7948

The IB Music program will offer Standard Level and Higher Level Music. The students will study either choral or instrumental music in which the focus will be on the development of performance skills. Music theory and musical analysis will be introduced in the Band and Choral programs.

The IB courses are designed to broaden the perception of students' views on music. The course will encourage students to develop perceptual skills through a wealth of musical experiences where they will speculate, analyze, identify, discriminate and hypothesize in relation to music. The course will further enable the students to develop their creativity and knowledge of composition. IB Music will encourage the students to explore emotions and understanding the cultural and creative nature of musical artistry and making connections among music and other aspects of social life. Students will take a music theory course for one or two semesters prior to the final year of IB music. The final year of IB music will be taught by the choral or instrumental teacher and will include music analysis and composition.
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