ROCKWALL ISD
ACADEMIC PLANNING GUIDE
2019-2020
GRADES 9-12

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Planning Your High School Program

The purpose of this guide is to assist students as they plan their academic future. A variety of counseling services are offered at all schools. Counselors work with students, parents and teachers to select appropriate courses for graduation and provide student services throughout the year. Catalogs, handbooks and internet sources are available to students seeking post-secondary educational opportunities. These opportunities include two and four year colleges and universities, technical schools and the U.S. Armed Forces. Financial aid resources and workshops are also available. Each high school has a College and Career Resource Center with computers available.

For more information, please contact the appropriate school counseling center:

Rockwall High School	**469-698-7207**
Rockwall-Heath High School	**469-698-2670**
Quest Academy (placement by application)	**469-698-7059**
Dr. Gene Burton College & Career Academy	**469-698-0660**

College and Career Ready: Quick Tips

⇒ Start Early!

⇒ Build academic skills through challenging courses.

⇒ Stay in touch with your school counselor.

⇒ Team Up! With family, teachers, counselors, and mentors for advice and support.

⇒ Read the Four-Year College and Career Readiness Plan in this guide.

⇒ Ask lots of questions.

⇒ Explore your interests through:

- interest inventories
- endorsement pathways
- job shadowing
- talking to adults about their jobs
- Career Cruising job information

Four Year College & Career Readiness Plan

9th Grade Checklist

At this stage in the game, you're laying the foundation for your high school career. Freshman year is a time to establish your academic and extracurricular credentials. You should also begin to explore options for your career or further education.

Fall:

Meet your counselor.

Your counselor is ready and willing to help you make sense of your college and career options. As soon as you can, set up a meeting to talk about your plans for high school and the future.

Get involved.

Extracurricular activities (both school- and non-school-sponsored) are an important part of high school. Make the effort to get involved with groups, clubs, or teams that interest you. These activities are fun and make you a well-rounded student. A complete list of clubs and organizations can be found on the school websites.

Make the grade.

Get off to a good start with your grades because they will impact your GPA and class rank. Although college seems like a long way off right now, grades really do count toward college admission and scholarships.

Winter:

Explore your interests and possible careers.

Discuss your skills and interests with your guidance counselor and take advantage of numerous CTE opportunities at your school and the GBCCA.

Spring/Summer:

Build your credentials.

Keep track of academic and extracurricular awards, community service achievements, and anything else you participate in, so it'll be easier to remember later. It'll come in handy when you want to highlight your accomplishments—such as when you're filling out college applications or creating a resume.

Start learning about colleges and careers.

Look at the college and career information available in your counselor's office, school, and public libraries. Use the internet to check out college and career websites. Use our college search to view college profiles. You may even want to start a list of colleges that might interest you.

Make summer count.

There are plenty of ways to have fun and build your credentials during the summer, such as volunteering, getting a job, or signing up for an enrichment program.

10th Grade Checklist

Sophomore year, you'll want to stay on track with your high school classes and activities and begin to narrow down the plan for your future.

Fall:

Take a practice PSAT.
Taking the PSAT as a sophomore will help prepare you for the real thing next year. Rockwall ISD gives the PSAT to all 10th and 11th graders.

Stay on track with your courses.
Work with your guidance counselor to make sure you're enrolled in the courses you need to prepare you for college or a career.

Begin learning about the college admissions process.
Get familiar with general college entrance requirements. The guidance counselor's office, the library, college websites, and advice articles are all good sources of information.

Continue exploring potential careers.
Explore your career options in more detail—research possible careers to learn about the tasks, education, and training necessary for each occupation. https://bigfuture.collegeboard.org/

Winter:

Take on new roles.
Stay involved with your extracurricular activities and work toward leadership positions in the activities you like best. Become involved in community service and other volunteer activities.

Read, read, read.
Developing your reading skills will help prepare you for tests and make you a well-rounded individual. Read as many books as you can including articles on current events.

Practice your writing.
You'll need good writing skills no matter what path you pursue, so work on those skills now to get prepared. Find a teacher or another adult who can advise and encourage you to write well.

Get advice from your counselor.
Meet with your guidance counselor to make sure you're staying on track. You can also discuss your PSAT scores and ask about postsecondary enrollment options and Advanced Placement (AP) courses.

Spring/Summer:

Keep your grades up.
There's probably a lot competing for your attention, but it's important to remain focused on doing well in your classes. Remember that your grades affect your GPA and class rank—two factors that colleges consider in the admissions process.

Start your college search.
Use our college search tools to decide what factors are important to you and see a list of colleges that matches your criteria. Attend college fairs and read the material you get from all types of schools—you may see something you like.

Contact colleges that interest you.
Write to schools and ask for more information about their academic requirements and any programs or activities that you're interested in. It's especially important to start this process now if you think you want to attend a military academy.

Get a summer job.
Finding steady summer work will look good to prospective colleges and employers. Putting the money you earn away for college will also help you get a head start on a personal savings plan.

11th Grade Checklist

Junior year is a key year in the college planning process because you'll be taking standardized tests, narrowing down your college list, and learning more about financial aid. In addition, you'll need to stay involved in your high school courses and activities.

Fall:

Stay on track with your classes and grades.
Meet with your counselor to see what you still need to take. Check on your class rank and your GPA. Even if your grades haven't been that good so far, it's never too late to improve. Colleges like to see an upward trend.

Take the PSAT.
Taking the test qualifies you for the National Merit Scholarship program, which means you could earn money for college. In addition, it's a good way to practice for the SAT. Rockwall ISD offers the PSAT to all 10th and 11th graders.

Evaluate your education options.
Now is the time to follow a more specific path. Decide whether you want to pursue full-time employment, further education or training (such as a vocational-technical school, career college, or two-year or four-year college), or a military career. If you're interested in attending a military academy, talk to your guidance counselor about starting the application process now.

Make a college list.
Your list of colleges should include schools that meet your most important criteria (for example, size, location, cost, academic majors, or special programs). Weigh each of the factors according to their importance to you and develop a preliminary ranking of the schools on your list.

Continue gathering college information.
Attend the Rockwall ISD college night and speak with college and career representatives. Use an online college finder and search top college lists. You may be able to narrow your choices or add a school to your list.

Make sure you're meeting any special requirements.
If you want to play Division I or II sports in college, start the certification process and check with your counselor to make sure you're taking a core curriculum that meets NCAA requirements. https://web3.ncaa.org/ecwr3/

Winter:

Stay involved with extracurricular activities.
Colleges look for consistency and depth in the non-academic activities you pursue. Taking on leadership roles and making a commitment to the same groups are more important than trying out tons of new activities each year.

Begin narrowing down your college choices.
Make sure you have all the information you need about the colleges you're interested in (entrance requirements, tuition, room and board costs, course offerings, student activities, financial aid, etc.). Then begin comparing the schools by the factors that are most important to you and rank your choices.

Take standardized tests.
Register for and take the ACT, SAT, or SAT Subject Tests as necessary. ACT-https://www.act.org/content/act/en/products-and-services/the-act/registration.html SAT-https://collegereadiness.collegeboard.org/sat/register
Be sure you have requested (either by mail or online) that your test scores be sent to the colleges of your choice.

Prepare a challenging schedule for senior year.
Meet with your counselor to determine what classes you'll take next year and to make sure you're on track for graduation. When you pick your classes, don't load up on easy electives. Colleges do consider your senior year courses and grades, so stick with a schedule that challenges you.

Spring:

Apply for a summer job or internship.
Summer employment and internships in fields you're interested in will look appealing on a college application or resume. The money you earn can also be used to help pay application and testing fees in the fall.

Set up appointments at your top college choices.
You'll often have to plan ahead when visiting colleges. Call the admissions office to set up a personal interview, tour, and a meeting with a professor or coach if you're interested. You can also ask them to send you an application.

Summer:

Visit colleges.
Visit the campuses of your top five college choices.
Take a tour and speak with the admissions and financial aid staff. You may also be able to talk to students if some classes are in session. If you have an interview, be sure to send a thank-you letter to the interviewer once you return home.

Get advice from other college students.
If you have friends or relatives in college, talk to them about what college life is like, especially if they attend a school you're interested in. Although it's important to hear what the admissions staff has to say about a school, it's also important to get the students' perspective.

Start working on your application essays.
Compose rough drafts of the essays you'll need for your college applications. Have a teacher read and discuss them with you so you can see what to work on. Make any revisions to your application essays and prepare final drafts. Don't forget to proofread your final essays a few times.

Make early decision preparations.
If you plan to apply early decision to any school, take the time to visit the school again and make sure you're willing to commit. If you elect to apply early decision, you should start working on your application as soon as possible because its deadline will be earlier than others.

12th Grade Checklist

Senior year is often an extremely busy time, with schoolwork, activities, and special events. Be sure to stay on track with the college admissions process. Get organized, be aware of deadlines, and don't procrastinate.

Fall:

Continue to visit schools.
Fall is a great time to look at the schools on your college lists because classes are in session and you are better able to meet and talk with students and professors. You may even be able to sit in on a class or two.

Finalize your college list.
Use the information you've gathered from college visits, interviews, and your own research to decide which schools you will apply to. It's okay to apply to colleges that you think will be more difficult to get into. But it's also important to put a few safety schools (where you're sure you'll get in) on your list. Talk to counselors, teachers, and parents about your final choices.

Stay on track with your grades and extracurricular activities.
Colleges will look at what you've done in your senior year, so stay focused on doing well in your classes and maintaining a commitment to extracurricular activities.

Submit financial aid forms.
Fill out the FAFSA, no matter what your family's income level is, the FAFSA is your main priority for financial aid purposes because it will determine how much you're expected to pay. FAFSA opens October 1st every year.
https://studentaid.ed.gov/sa/

Take standardized tests.
Register for and take the ACT, SAT, or SAT Subject Tests as necessary. ACT - https://www.act.org/content/act/en/products-and-services/the-act/registration.html SAT - https://collegereadiness.collegeboard.org/sat/register
Be sure you have requested (either by mail or online) that your test scores be sent to the colleges of your choice.

Keep track of deadlines.
You'll be filling out lots of forms this year, so it's important to know what form is due when. Make a calendar showing the application deadlines for admission, financial aid, and scholarships.

Ask for letters of recommendation.
Give letter of recommendation forms to the teachers you have chosen, along with stamped, addressed envelopes so your teachers can send them directly to the colleges. Be sure to fill out your name and address and the school name on each form. Discuss your goals and ambitions with your teachers so they'll be more prepared to write about you.

Meet with your counselor.
Your counselor can help you stay on track with admissions requirements. Make sure they know which colleges you want transcripts, score reports, and letters sent to. Give your counselors any necessary forms much earlier than the actual deadlines so they'll have time to send the forms in.

Complete applications.
Finish the application forms for the schools you're interested in. Proofread them and make extra copies before you send them. Make sure you and your school's guidance office have sent all necessary materials, including test scores, recommendations, transcripts, and application essays. You should plan to get all this done before winter break, so you won't be rushing to make deadlines.

Winter:

Scholarship search.
Apply for scholarships whose deadlines are approaching and keep searching for more scholarship and grant opportunities. Using online scholarship search tools is a great way to find potential aid. https://www.fastweb.com/ Ask colleges about what scholarships you may qualify for. Rockwall ISD Local Scholarship application will be available in January each year.

Send mid-year grade reports.
Ask your counselor to send your mid-year grade reports to the colleges that you applied to. Remember that the schools will continue to keep track of your grades, so it's important to keep working hard throughout your senior year.

Spring:

Watch your mail and email for notification from colleges.
If you applied under the regular application process, you should receive an admissions decision by March or April. Notifications of financial aid awards should arrive by the end of April.

Compare financial aid packages.
Make sure to consider each financial aid award carefully. If you have questions, don't hesitate to contact the financial aid office of the college to get more information. Financial aid is a key factor in deciding where you will attend.

Prepare for any last standardized tests.
You may be taking AP or UT OnRamps exams to earn some college credit as the school year winds down.

Make your final college and career decisions.
Notify all schools of your intent by May 1. If you're not sure which offer to accept, make one more campus visit to the schools you're considering. Make sure to send your deposit to your chosen school and ask your guidance counselor to send your final transcript to the college in June.

Congratulations!
You've finished high school and are about to embark on an exciting new phase of life. Good luck.

Rockwall ISD Graduation Plan

The goal of Rockwall ISD is that all students will graduate on the Foundation + Endorsement Distinguished Level of Achievement graduation plan and that all students will be college and career ready.

	Foundation with Endorsement(s) Or Distinguished Achievement with Endorsement	**Foundation HS Program** *(may only be selected at the conclusion of the 10th grade year)*
English Language Arts	**4 Credits** • English I • English II • English III • Advanced English course	**4 Credits** • English I • English II • English III • Advanced English course
Mathematics	**4 Credits** • Algebra I • Geometry • Two Advanced Math Courses* (*Algebra II is required for distinguished level of achievement and in some endorsements*).	**3 Credits** • Algebra I • Geometry • An advanced math course
Science	**4 Credits** • IPC (should be taken concurrently with Algebra I. If you received Pre AP Algebra I credit in 8th grade you will take Biology or Pre AP Biology in 9th grade instead of IPC and will need three additional advanced science courses.) • Biology • Two additional advanced science courses (Chemistry and/or Physics required for some pathways.)	**3 Credits** • IPC • Biology • One additional advanced science courses
Social Studies	**3 Credits** • World Geography and/or World History • US History • Government/Economics	**3 Credits** • World Geography and/or World History • US History • Government/Economics
Physical Education	**1 Credit**	**1 Credit**
Languages Other Than English (LOTE)	**2 Credits from the same language**	**2 Credits from the same language**
Fine Arts	**1 Credit**	**1 Credit**
Electives	**7 Credits** ***(Includes the credit requirements of the student's declared endorsement)***	**5 Elective Credits**
Total Credits	**26**	**22**

Endorsement Areas:

STEM	Business & Industry	Public Services	Arts & Humanities	Multidisciplinary
Complete 4 credits in a single area of: **- STEM career cluster** **- STEM combination** *Complete 5 credits in a single area of:* **- Math** (2 courses for which Algebra II is a prerequisite) **- Science** ****STEM requires Algebra II, Chemistry AND Physics***	*Complete 4 credits in a single area of:* **- Designated career cluster** **- English electives: Journalism, Public Speaking or Debate** **-At least one course must be an advanced CTE course (11th or 12th grade).**	*Complete 4 credits in a single area of:* **- Designated career cluster** **-At least one course must be an advanced CTE course (11th or 12th grade).**	*Complete 5 credits in a single area of:* **- Social Studies** *Complete 4 credits in a single area of:* **- LOTE** **- Fine Art** **- English: Journalism, Public Speaking or Debate**	*Complete 4 credits in a single area of:* **- Advanced courses (AP, IB CTE or dual credit)** **- Four by Four** ****The courses for the Multidisciplinary endorsement must include English 4, Chemistry and/or Physics***

**To earn an endorsement a student must earn 26 credits including a 4th credit in Math and a 4th credit in Science.*

Endorsements: All incoming 9th graders must select an endorsement based on their career interests and goals to complete the required credits for graduation. An endorsement is an in-depth study (4 or more credits) in an area of interest for the student.

The five endorsements to choose from are:

Arts & Humanities—Rockwall ISD offers many pathways in this course of study. This path includes cultural studies, English literature, fine arts, history, political science, and world languages.

Business & Industry—Career clusters included in the Business & Industry Endorsement are: Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology, & Communications; Business Administration & Management; Finance; Hospitality & Tourism; Information Technology; Manufacturing; Marketing; and Transportation, Distribution & Logistics. Rockwall ISD offers multiple pathways in this endorsement.

Multidisciplinary Studies—Rockwall ISD offers many pathway options for this course of study which includes courses selected from the curriculum of each endorsement area. This endorsement can provide an opportunity for a custom four-year graduation plan in one of the following ways: Four *advanced* courses in any of the other endorsements, four credits in the four foundation subjects, including English 4 and Chemistry and/or Physics, four credits from AP/International Baccalaureate/Dual Credit courses in English, math, science, social studies, Language Other Than English (LOTE), or Fine Arts.

Public Service—Rockwall ISD offers the following career clusters in the Public Service Endorsement: Health Science, and Law, Public Safety, Security, & Corrections. Rockwall ISD offers multiple pathways in this endorsement.

STEM (science, technology, engineering, and math)—Rockwall ISD offers the STEM career cluster with six pathways. These paths include courses directly related to science, (including environmental science), computer science, cybersecurity, engineering, (including aerospace and robotics), and advanced mathematics.

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Rockwall ISD Endorsements

	Description	Pathway Option 1	Pathway Option 2	Pathway Option 3
Arts & Humanities	The Arts and Humanities endorsement offers students an opportunity to study ancient and modern literature, history, language and culture. These courses allow students an opportunity to explore and understand how other cultures live. Students interested in the performing arts of music and theatre, as well as the visual arts, may find this endorsement suitable for them. Possible career paths and interest areas for students pursuing an Arts and Humanities endorsement include courses related to: Political Science, World Languages, Cultural Studies, English Literature, History, and Fine Arts.	**Social Studies** Students earn 5 credits in social studies.	**Foreign Language** Students take four levels of the same foreign language. OR Students take two levels of one foreign language AND two levels of a different foreign language for a total of four credits.	**Fine Arts** Students earn four credits in the same fine arts area. OR Students take two levels of one fine arts area AND two levels in a different fine arts area for a total of four credits.
Business & Industry	The Business and Industry Endorsement incorporates a large number of career paths and student interests. Possible career interest areas for exploration in the Business & Industry Endorsement may include: animation, architecture, business management, game design, culinary arts, restaurant management, database management, broadcasting, television production, fashion designer, information technology, communications, accounting, finance, marketing, graphic design, construction, welding, automotive technology, agricultural technology, and veterinary medicine.	**Career & Technical Education (CTE)** Students earn a coherent sequence of four or more CTE credits consisting of at least two courses in the same career cluster that lead to a final course in the same career cluster. At least one course must be an advanced CTE course (11th or 12th grade course). Business & Industry pathways include: • Agricultural Technology • Animation • Architecture • Audio Video Production • Automotive Technology Dual Credit (Eastfield College) • Business Management • Commercial Photography • Culinary Arts • Fashion Design • Finance • Floral Design • Graphic Design • Journalism or Newspaper • Marketing & Entrepreneurship • Veterinary Medicine/ Animal Science • Video Game Design • Welding Dual Credit (Eastfield College)		
Multidisciplinary	Students who are undecided on which pathway/ endorsement they wish to pursue can choose the Multi-disciplinary endorsement. This allows students to take a variety of courses during high school as long as they complete four years of Math, Science, English, & Social Studies. With this endorsement, students may select from any of the 9th grade elective options to take during their Freshman year. All career pathways identified in all cluster and endorsement areas would fall into the multidisciplinary endorsement area.	**Four by Four (4x4)** Students take four courses in each of the four content areas: • Four English credits to include English IV • Four math credits • Four science credits to include Biology and Chemistry	**Advanced Courses** Students earn a total of four credits from Advanced Placement (AP) courses, Dual Credit (DC) courses, or International Baccalaureate (IB) courses in English, math, science, social studies, foreign language, or fine arts.	**CTE** Students earn four credits of advanced courses that prepare them to enter the workforce or postsecondary education without remediation from within one endorsement area or among endorsement areas not in a coherent sequence.
Public Service	Within the Public Service Endorsement students may be interested in exploring career fields such as Health Science which include careers such as a nurse, physician's assistant, hospital administrator, nutritionist, pharmacist, emergency medical technician, etc. Law Enforcement and Public Safety includes careers such as mediator, law clerk, paralegal, police officer, detective, security guard, criminal investigator, bailiff, and fish and game warden.	**Career & Technical Education (CTE)** Students earn a coherent sequence of four or more CTE credits consisting of at least two courses in the same career cluster that lead to a final course in the same career cluster. At least one course must be an advanced CTE course (11th or 12th grade). Public service pathways include: • Law and Public Safety • Health Science—Clinical • Health Science—EMT • Health Science—Dental Assistant • Health Science – Pharmacy Tech • Health Science — EKG & Phlebotomy Tech (Collin College) • Health Science—Central Sterile Processing (Collin College)		
STEM	The STEM endorsement (Science, Technology, Engineering, & Math) may be the right pathway for a student interested in exploring career fields such as a biochemistry, bioengineering, civil engineering, electrical engineering, medical science and/or research, mechanical engineering, chemical engineering, environmental engineering, avionics, physics, robotic engineering, biomedical engineering, computer programming or cyber security.	**Career & Technical Education (CTE)** Students earn a coherent sequence of four or more CTE credits consisting of at least two courses in the same career cluster that lead to a final course in the STEM cluster. At least one course must be an advanced CTE course (11th or 12th grade). STEM pathways include: • Aerospace Engineering • Electronics Engineering • Robotics Engineering OR students earn a coherent sequence of four credits	**Math** Students take Algebra I, Geometry, Algebra II AND two of the following courses for which Algebra II is a prerequisite: • Advanced Algebra • Pre-Calculus • Pre-AP Pre-Calculus • AP Calculus AB or BC • College Statistics • IB Math	**Science** Students take Biology, Chemistry, Physics AND two of the following courses: • Aquatic Science • Earth and Space Science • AP science courses • IB science courses • Dual Enrollment science courses • CTE courses which confer science credit

GRADE POINT SYSTEM

Numerical Grade	AP/IB	Pre-AP, Dual Credit, Dual Enrollment	State	Modified
100	6.0	5.5	5.0	4.5
99	5.9	5.4	4.9	4.4
98	5.8	5.3	4.8	4.3
97	5.7	5.2	4.7	4.2
96	5.6	5.1	4.6	4.1
95	5.5	5.0	4.5	4.0
94	5.4	4.9	4.4	3.9
93	5.3	4.8	4.3	3.8
92	5.2	4.7	4.2	3.7
91	5.1	4.6	4.1	3.6
90	5.0	4.5	4.0	3.5
89	4.9	4.4	3.9	3.4
88	4.8	4.3	3.8	3.3
87	4.7	4.2	3.7	3.2
86	4.6	4.1	3.6	3.1
85	4.5	4.0	3.5	3.0
84	4.4	3.9	3.4	2.9
83	4.3	3.8	3.3	2.8
82	4.2	3.7	3.2	2.7
81	4.1	3.6	3.1	2.6
80	4.0	3.5	3.0	2.5
79	3.9	3.4	2.9	2.4
78	3.8	3.3	2.8	2.3
77	3.7	3.2	2.7	2.2
76	3.6	3.1	2.6	2.1
75	3.5	3.0	2.5	2.0
74	3.4	2.9	2.4	1.9
73	3.3	2.8	2.3	1.8
72	3.2	2.7	2.2	1.7
71	3.1	2.6	2.1	1.6
70	3.0	2.5	2.0	1.5
69 and below	0	0	0	0

Advanced Placement (AP)/International Baccalaureate (IB): Courses are nationally/internationally recognized for their advanced level of curriculum. Students may have the potential to earn college credit for these courses.

Dual Credit/Dual Enrollment/Pre-AP: Courses in which the state mandated curriculum is extended and enriched resulting in an academically rigorous curriculum. College Credit can be earned in dual credit courses.

State-Approved Courses: Courses that provide a challenging curriculum in a variety of offerings based on state-mandated curriculum.

State-Approved Courses with Modified Curriculum: Courses in which content modifications have been made to state -mandated curriculum.

CLASSIFICATION OF STUDENTS

Senior privileges will be extended only to those students who are candidates for graduation and have acquired 18 credits prior to the current school year. To be classified as a junior, a student must have at least 12 credits toward graduation; a sophomore must have at least 6 credits toward graduation and a freshman must have been promoted from the 8th grade.

HONOR GRADUATE

A cumulative grade point average of 4.0 and above at the end of a student's senior year qualifies the student as an honor graduate.

RANKING OF STUDENTS

Students are ranked for graduation at the end of the second semester of the senior year. Grade average will determine a student's academic rank in class, with the first and second ranked students being designated valedictorian and salutatorian for that class. Class rank is determined by the student's cumulative grade average in applicable courses for which high school credit has been awarded. In the event of a tie in the ranking of students, the student with the highest number of grade points will be awarded the higher rank. If grade points are tied, the district shall recognize co-valedictorians and no salutatorian.

To be eligible for valedictorian and salutatorian, a student must have attended Rockwall ISD for the four semesters immediately preceding graduation. Students entering 9th grade in the 2014-15 school year and after: the Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the top 10% automatic admission law.

COURSE CREDIT, ATTENDANCE, & PREREQUISITES

According to state law, students must be in attendance 90% of the time a student is enrolled in a class to receive credit. Underlined prerequisites are established by the state.

LOCAL CREDIT

Local credit does not count toward state graduation requirements. If a student retakes a state credited course for a higher grade, the higher grade will only be for a local credit and not included in GPA. The original grade will apply to the student's transcript and count toward GPA.

STUDENT ATHLETES

If you are planning to participate in college athletics, it is your responsibility to register and be certified by the NCAA Initial Eligibility Clearinghouse for Division 1, 2, and 3 and the NAIA after completion of your junior year in high school. The Clearinghouses ensure consistent interpretation of NCAA/NAIA initial eligibility requirements for all prospective student athletes at all member institutions. You and your parents/guardians must know the rules for eligibility as a student athlete and plan your high school courses accordingly. For example, credit by exam will not count towards NCAA eligibility requirements. NCAA website: www.eligibilitycenter.org. NAIA website: www.playnaia.org

DISTANCE LEARNING & CORRESPONDENCE COURSES

Credit toward state graduation requirements may be granted for distance learning and correspondence courses only as follows:

1. The institution offering the correspondence courses are The University of Texas at Austin, Texas Tech University or another public institution of higher education approved by the Commissioner of Education.
2. Students may earn course credit through approved distance learning technologies such as RISD online coursework & TxVSN.
3. This coursework includes the state-required essential knowledge and skills.

Prior approval to enroll in these courses must be obtained through an application available in the counseling office. In order to be a candidate for graduation, students must complete these courses by May 1. Grades earned in these courses will not be used in computing class ranking. There may be a cost associated with this coursework.

RISD ONLINE COURSES

Online courses are offered in RISD through Edgenuity. See your counselor for registration information, course offerings and cost.

TEXAS VIRTUAL SCHOOL NETWORK (TxVSN)

Provides online high school courses to students in public school districts and serves as a clearinghouse of rigorous online courses offered by approved providers. All courses have been approved by the Texas Education Agency. Fees vary by the course and the providing district. The providing district sets the calendar for TxVSN classes and students must follow the schedule and guidelines set in each course.

TxVSN registrations requires counselor and district approval. Information about TxVSN courses is located at http://txvsn.org Reference policy EHDE(Legal) for more information about TxVSN.

CREDIT BY EXAM - ACCELERATION

A student will be permitted to take an exam to earn credit for an academic course for which the student has no prior instruction. The passing score required to earn credit for an exam is 80. See your counselor for registration information.

CREDIT BY EXAM - PRIOR INSTRUCTION

A student who has received prior instruction in a course, but did not receive credit for it, may, in circumstances determined by the counselor, principal, or attendance committee, be permitted by the District to earn credit by passing an exam on essential knowledge and skills defined for the course. These exams are offered four times a year at no cost to students. In other instances, the District administration will determine whether any opportunity for credit by exam will be offered.

The attendance review committee may offer a student with excessive absences an opportunity to earn credit for a course by passing an exam. A student may not use this exam, however, to regain eligibility to participate in extra-curricular activities. (For further information, see the counselor and District Policy EHDB LOCAL).

EARLY GRADUATION

Students requesting early graduation must consult with the counselor during the second semester of the sophomore year to obtain credit verification and to formalize the student's plan for early graduation. A student cannot drop to the Foundation Plan to graduate early. Parent and principal approval are required. Students meeting graduation requirements before the scheduled graduation ceremonies may participate in the ceremonies.

PRE-ADVANCED PLACEMENT (Pre-AP) PROGRAMS

Pre-AP courses provide students in Grades 8-12 the opportunity to learn the same course material but at a faster pace and at a deeper level of understanding than in regular-level classes. Pre-AP courses are designed to develop the critical reading, analytic problem solving, and clear writing skills needed for successful completion of college-level work while still in high school. Enrolling in Pre-AP courses is highly recommended for students who wish to take International Baccalaureate Diploma Programme, Advanced Placement, or Dual Credit classes while in high school. Several Pre-AP courses provide students with the option to earn dual high school and college credit.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

Both high schools in RISD are authorized by the International Baccalaureate Organization to offer the International Baccalaureate Diploma Program.

All courses designated as "IB" courses are college-level courses taken while students are still enrolled in high school. Students should expect subject matter and workload to be similar to a college-level course. All students enrolled in IB courses are expected to take the IB exam following the IB course exam requirements. There is a fee associated with each IB exam that is set by the IB each year. Qualified students may receive exam cost reductions or fee waivers.

For more information see page 59. Source: http://www.ibo.org/diploma/index.cfm

ADVANCED PLACEMENT (AP) PROGRAM

Advanced Placement courses provide college–level coursework for high school students who are ready and willing to do college-level work while in high school. AP courses follow the content and curricular objectives established by the College Board. College and universities have the option of accepting AP exam scores for college credit. HB 1992, signed into law in June of 2015, requires all Texas public colleges and universities to award college credit to students who submit scores of 3 and higher on AP Exams. This applies to entering freshmen at Texas public institutions of higher education beginning in the fall of 2016. Each teacher's AP course syllabus is submitted and approved by the College Board on an annual basis. Furthermore, all AP courses are weighted in the calculation of grade point average.

All courses designated as "AP" courses are college-level courses taken while students are still enrolled in high school. Students should expect subject matter and workload to be similar to a college-level course. All students enrolled in AP courses are expected to take the College Board AP exam for that course in May of the enrolled school year. There is a fee associated with the taking of each AP exam that is set by the College Board each year. Qualified students may receive exam cost reductions or fee waivers.

By taking AP exams each May, students may earn AP Scholar Awards, which recognize student success and achievement in AP courses and on AP Exams.

DUAL CREDIT OPPORTUNITIES (COLLIN COLLEGE)

Rockwall ISD is proud to partner with Collin College in order to provide dual credit learning opportunities for our students. Upon successful completion of a dual credit course, students will be awarded college and high school credit-simultaneously. Dual credit courses provide advanced academic instruction beyond, or in greater depth than, the Texas Essential Knowledge and Skills (TEKS) for the corresponding high school course.

Students interested in taking dual credit courses must obtain a dual credit approval form from the GBCCA CTE counselor, that must be signed by their GBCCA CTE counselor, parent/guardian, and the student. Dual Credit students must meet the entrance requirements of the participating institution of higher learning and must be in the 11th or 12th grade. Rockwall County students are charged Out of-District tuition & fees. Students must complete the dual credit application process determined by RISD and the participating college institution by the designated RISD deadline (deadline might be different than colleges). **Students are responsible for verifying the transferability of course credit to the college/university of choice. Please check with colleges/universities before registering for Dual Credit courses.**

In addition, students must demonstrate college readiness via the Texas Success Initiative (TSI) assessment or provide state approved exemptions. For dual credit classes, the college in which the course is taken determines drop date and tuition reimbursement policy. All dual credit students need to know this information and understand how a dropped course may affect their high school graduation plans and college transcript.

Rockwall ISD students may take the following Dual Credit courses with Collin College:

ECON 2301 Principles of Macroeconomics

Analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy. Prerequisite: Meet TSI college-readiness standard: Reading score of 351, Writing score of 340, and Essay score of 4; or equivalent. 3 credit hours.

ENGL1301 Composition I

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Lab required. Prerequisite: Meet TSI college-readiness standard: Reading score of 351, Writing score of 340, and Essay score of 4; or equivalent. 3 credit hours.

ENGL 1302 Composition II

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Lab required. Prerequisite: ENGL 1301. 3 credit hours.

ENGL 2332 World Literature I

A survey of world literature from the ancient world through the sixteenth century. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Prerequisite: ENGL 1301 and ENGL 1302. 3 credit hours.

ENGL 2333 World Literature II

A survey of world literature from the seventeenth century to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Prerequisite: ENGL 2332. 3 credit hours.

MATH 1314 College Algebra

In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included. Graphing calculator required. Lab required. Prerequisite: Meet TSI college-readiness standard score of 350 for Mathematics; or equivalent. 3 credit hours.

MATH 1342 Elementary Statistics Methods

Collection, analysis, presentation and interpretation of data and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended. Graphing calculator required. Lab required. Prerequisite: Meet TSI college-readiness standard score of 350 for Mathematics; or equivalent. 3 credit hours.

HIST 1301 United States History I

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government. Prerequisite: Meet TSI college-readiness standard: Reading score of 351, Writing score of 340, and Essay score of 4; or equivalent. 3 credit hours.

HIST 1302 United States History II

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy. Prerequisite: Meet TSI college-readiness standard: Reading score of 351, Writing score of 340, and Essay score of 4; or equivalent. 3 credit hours.

GOVT 2305 Federal Government

Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights. Prerequisite: Meet TSI college-readiness standard: Reading score of 351, Writing score of 340, and Essay score of 4; or equivalent. 3 credit hours.

TECHNICAL DUAL CREDIT (COLLIN COLLEGE)

Students interested in the technical dual credit courses might have additional application requirements and procedures determined by Collin College Health Science Department and RISD. Please check with the CTE Counselor at GBCCA for additional information.

Central Sterile Processing

Designed to equip students for an entry-level position in the surgical sterile processing field by offering problem-solving exercises utilizing real-world scenarios. Students will sit for the national certification exam.

EKG Technician

Designed to equip students for an entry-level position in the electrocardiography field by offering problem-solving exercises utilizing real-world scenarios. Students will sit for the national certification exam.

Phlebotomy Technician

Designed to equip students for an entry-level position in the blood collection field by offering problem-solving exercises utilizing real-world scenarios. Students will sit for the national certification exam.

DUAL ENROLLMENT (ONRAMPS) VIA THE UNIVERSITY OF TEXAS AT AUSTIN (UT)

OnRamps provides students with a dual-enrollment model as a means of attaining college credit through the University of Texas at Austin while enrolled at Rockwall ISD. Using a hybrid instructional delivery approach, Rockwall ISD teachers, supported by a UT-Austin professor, are the classroom teachers for OnRamps courses taught at Rockwall ISD high schools.

College credit from the University of Texas at Austin is earned through the University Extension Office of the University of Texas at Austin. Students earning college credit via OnRamps courses are guaranteed to transfer to any public institution in Texas.

OnRamps courses do not require a student to be enrolled in UT-Austin but are aligned and similar to the coursework taken by UT-Austin students. A qualifying TSI score is not required for these courses.

Students taking an OnRamps course will receive two separate grades, one for the college part of the course (recorded on a UT transcript) and one for the high school part of the course (recorded on a high school transcript). During the fall semester of the OnRamps course, students must complete a series of required assignments designated by the instructor of record at UT. Students must earn a grade of at least 60% or higher to be eligible to participate in the university course taught in the spring semester of the academic year. Students who do not meet this requirement remain enrolled in the course and still can earn high school credit with their high school teacher as the teacher of record.

More information about the OnRamps program can be found at the following: onramps.utexas.edu.

Rockwall ISD offers the following OnRamps courses for the 19-20 school year:

Discovery Pre-Calculus (register for Pre-AP Pre-Calculus MAT06P at both high schools)

Statistics (register for OnRamps Statistics) MAT07D at Rockwall HS only

Earth, Wind, and Fire: An Introduction to Geoscience (register for OnRamps Geoscience) SCI08P at both high schools

U.S. History (register for OnRamps U.S. History) SSH04D at both high schools

College Algebra (register for OnRamps Algebra II) MAT04D at both high schools.

NATIONAL MERIT SCHOLARSHIP PROGRAM

About the Program

Of the nearly 1.6 million entrants each year, about 50,000 with the highest PSAT/NMSQT Selection Index scores qualify for recognition by the National Merit Scholarship Corporation's (NMSC) National Merit Scholarship Program. Students who take the PSAT their junior year are automatically entered into the National Merit Scholarship Program. In September, these high scorers are notified through their schools that they have qualified, either a Semifinalist or as a Commended Student, on the basis of a nationally applied Selection Index score. This score may vary from year to year based on student PSAT performance nationally.

Semifinalists

Competing against other junior PSAT takers within their own state, about 16,000 students are notified that they have qualified as Semifinalists in the National Merit Scholarship Program. Semi-finalists will receive scholarship application materials from the NMSC after they are notified of their status as semifinalists. Semifinalists may advance to Finalist standing by completing the required application and meeting the academic requirements set by the NMSC.

Commended Students

Junior PSAT takers scoring in the top 50,000 can receive Letters of Commendation from the NMSC in recognition of their high performance on the PSAT. Although Commended Students do not continue on as candidates for National Merit Scholarships, they can be candidates of special scholarship sponsored by corporations and private businesses.

Finalists

In February of their senior year, Semifinalists are notified via mail if they have advanced to Finalist standing. National Merit Scholarships are then chosen from the pool for Finalists after evaluating a variety of factors.

More information about the National Merit Scholarship Program can be found at: http://www.nationalmerit.org/.

LANGUAGE SCIENCE

Students with a dyslexia diagnosis may participate in the Language Science program. Students receive instructional support in reading fluency, comprehension, vocabulary and academic writing. Study skills, thinking skills, and test-taking strategies are also offered.

SPECIAL EDUCATION PROGRAMS

Placement in any special education class is dependent on eligibility and the decision and placement of the Admission, Review and Dismissal (ARD) Committee. A number of special education programs and classes are offered at the high school level. All special education courses are taken for credit, as are general education courses.

SECTION 504

Section 504 is an anti-discrimination statute requiring schools to meet the needs of students with disabilities as appropriately as they meet the needs of non-disabled students. A placement committee determines a student's Section 504 eligibility and qualification for services. Placement decisions are to be made by a group of persons who are knowledgeable about the child, the meaning of the evaluation data, placement options, least restrictive environment requirements, and comparable facilities" [34 C.F.R. §104.35(c)(3)].

Advanced Classes Identified for No-Pass, No-Play Exemption

Texas Education Agency/University Interscholastic League Academic Requirements (No-Pass, No-Play)

A student who receives, at the end of any six weeks grading period, a grade below 70 in any academic class (other than an identified advanced class) may not participate in extracurricular activities for at least three school weeks. The student regains eligibility when the principal and teachers determine that he or she has:

(1) earned a passing grade of 70 or above in all academic classes **and**
(2) completed the three school weeks of ineligibility.

The following courses are the Rockwall ISD advanced courses which are eligible for the No-Pass, No-Play Exemption:

Middle School Waivable Courses

English Language Arts: English 7 Pre-AP English 7 SAGE English 8 Pre-AP	**Science** Pre-AP Science 7 compacted Pre-AP IPC
Mathematics Math 7 Pre-AP	**Social Studies** Texas History Pre-AP

High School Waivable Courses

Advanced Placement Courses: All	**International Baccalaureate Courses**: All
English Language Arts: English I Pre-AP English II Pre-AP	**Science:** Biology Pre-AP Chemistry Pre-AP OnRamps Geoscience
Mathematics: Algebra I Pre-AP Geometry Pre-AP Algebra II Pre-AP Pre-Calculus Pre-AP OnRamps Statistics OnRamps Pre-AP Algebra II OnRamps Pre-AP Pre-Calculus	**Social Studies:** World Geography Pre-AP OnRamps United States History
Languages Other Than English: Spanish 2 Pre-AP Pre-AP Spanish 2 for Native Speakers Spanish 3 Pre-AP French 2 Pre-AP French 3 Pre-AP German 2 Pre-AP German 3 Pre-AP	**Dual Credit:** Any dual credit course in English, mathematics, science, social studies, economics, or a language other than English.

Advanced Academics Program Comparison Side-By-Side

	Advanced Placement (AP)	International Baccalaureate (IB)	Dual Enrollment (UT On Ramps Program)	Dual Credit
Description	The College Board AP Program allows students to take college-level courses and the related AP Exam to potentially earn college credit in high school.	International program that allows students to take college-level courses and internal and external assessments (Exams) to potentially earn college credit and earn a separate IB High School Diploma.	Dual Enrollment Program through the University of Texas allows students to potentially earn both high school credit and college credit while still in high school.	Dual Credit courses for core & some CTE subjects are offered through a partnership with Collin College. Additional Dual Credit CTE courses are offered through Dallas County Community College. Students earn high school credit along with college credit while participating in the dual credit program.
College Credit	College credit is granted when students passes the AP examination. Individual colleges and universities, not College Board or AP Program, grant course credit and placement. Requires a score of 3 (Out of 1-5) or higher. See individual college/university for their specific policy.	College credit is granted when a student passes the IB examinations. Individual colleges and universities, not International Baccalaureate Program, grant course credit and placement. Public Texas universities are, by law, required to award 24 credit hours for an IB diploma. Credits are accepted internationally. Requires a score of 4 (out of 1-7) or higher. See individual college/university for their policy.	Students receive weighted high school credit when they successfully complete the course. Students also receive college credit if they qualify and pass the college portion of the course (UT). Earned credit is guaranteed to be accepted for credit at any public university in Texas.	College credit is granted based off of the grade earned by the student through the participating College Institution. College credit is shown on the college transcript. Students abide by all college drop and withdrawal deadlines. All grades posted by the college will be on the college transcript and high school transcript. Earned credit is guaranteed to be accepted for credit at any public university in Texas.
Teachers/ Instructors	Courses are taught by high school teachers trained by College Board.	Courses are taught by high school teachers trained by International Baccalaureate.	Courses are taught by high school teachers trained by University of Texas professors.	Courses are taught by college professors employed by the participating college institution.

Guidelines for Schedule Changes

Students and parents are asked to give the selection of courses much consideration and careful thought. Scheduling and assignment of classes are completed prior to the end of each school year. If a student believes that he/she has been incorrectly placed in a class, a request for change may be made to the counselor. Approval of schedule changes will be limited to those judged to be within school guidelines and in the best interest of the student.

Required Courses for Graduation: **Students are not permitted to drop required courses for graduation.**

Elective Course Changes: Elective courses include any courses not specifically required for graduation. Students will not be permitted to change from one elective to another after the designated deadline. Juniors and Seniors who wish to drop a full year elective for an off period will be required to wait until the end of the semester.

Dr. Gene Burton College and Career Academy Courses: Courses with limited seating, waitlists, and early instruction of safety procedures cannot admit new students after the second week of class.

Honors, Pre-AP, or AP Courses: Approval for exiting an Honors, Pre-AP, or AP class will be determined by the student's performance, teacher recommendation, parent approval, and administrator approval.

In the event there is not an appropriate course in which to enter, or in the event class loads in other courses are negatively affected, students will be expected to remain in the Honors, Pre-AP, or AP class and do their best until the end of the school year. Students may drop as follows:

9th and 10th grade students:

- For Honors, Pre-AP, and AP classes, the student may drop the course at the end of the first six weeks or at the end of the semester with administrator and parent approval, and teacher/parent contact,
- At the end of the first grading period, with parent approval, teacher/parent contact, and administrator approval,
- At the end of the semester, with parent approval, teacher/parent contact, and administrator approval.

11th and 12th grade students:

- For honors, Pre-AP, IB, and AP classes, the student may drop the course at the end of the first six weeks or at the end of the semester with administrator and parent approval, and teacher/parent contact,
- At the end of the semester, with parent approval, teacher/parent contact, and administrator approval,
- Upon teacher recommendation, students may be allowed to change classes before the designated deadline(s).

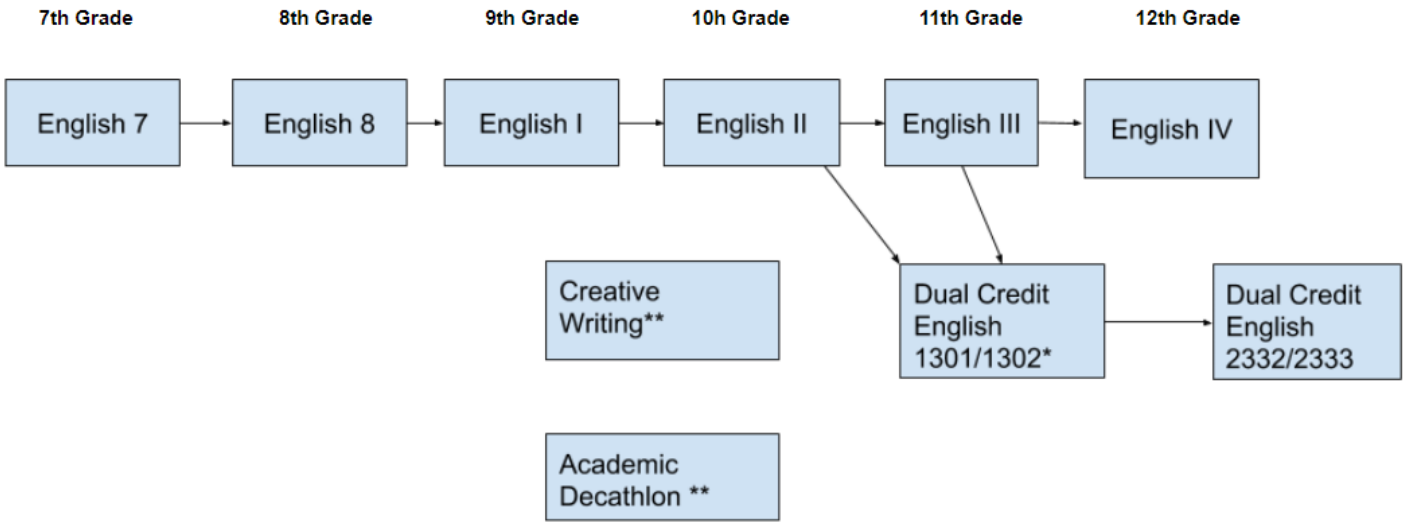
Student athletes should refer to UIL rules regarding dropping a class with a failing grade. Any change in courses may affect your entire schedule. **Students may not audit courses.**

Schedule Change Forms are available from the student's counselor. The student petition for schedule change form must have the appropriate parent and teacher signatures before it can be accepted.

Grades 7-12 English Language Arts Suggested Flowchart

Rockwall ISD offers three ELAR pathways to meet our students' diverse needs. The typical pathway is the On-Level ELAR Pathway. Families may also choose the Pre-AP ELAR Pathway depending on student interest and post-secondary goals with the prerequisite of receiving Meets or Masters on the appropriate ELAR STAAR/EOC. Students may choose to enter or leave these two pathways as long as they have met the state prerequisite and are not choosing courses out of order.

On-Level ELAR Options

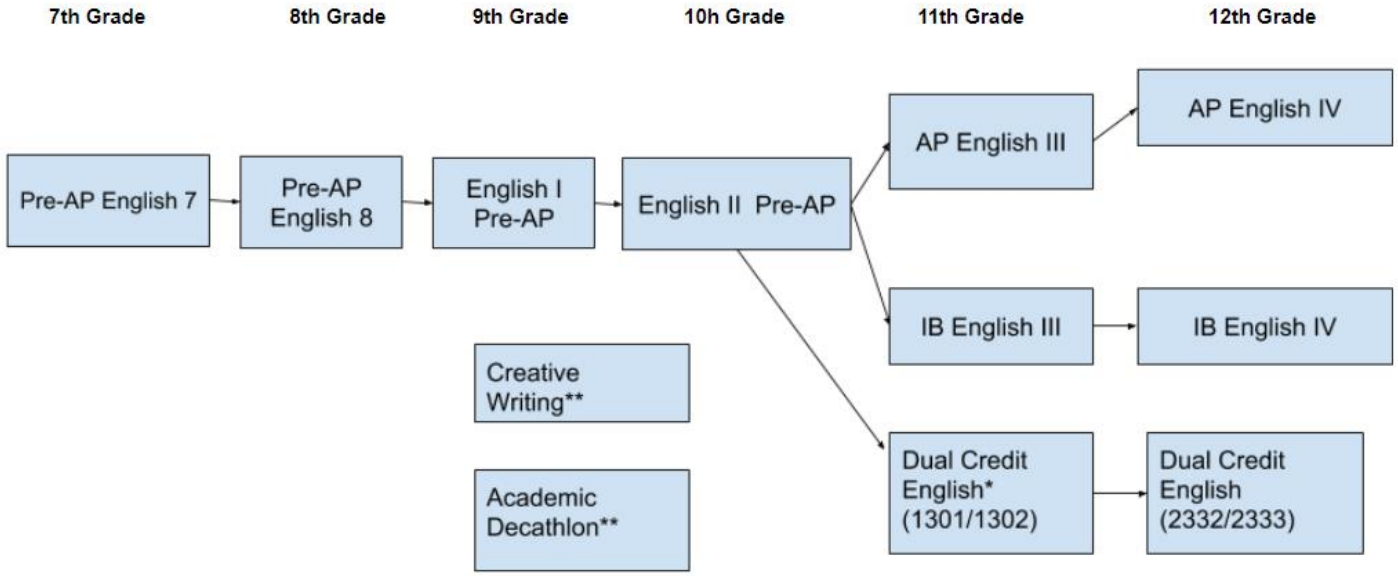


*Student must earn a minimum of 351 on TSI Reading AND 340 on TSI Writing with an Essay of 4, or provide TSI State approved exemptions for enrollment in the dual credit program.
**Indicates an ELAR elective course

*According to Texas Administrative Code 74.12, students must receive credit for English I, II, and III in order to enroll in any fourth English.

Grades 7-12 English Language Arts Suggested Flowchart

Advanced Academics ELAR Pathway Options

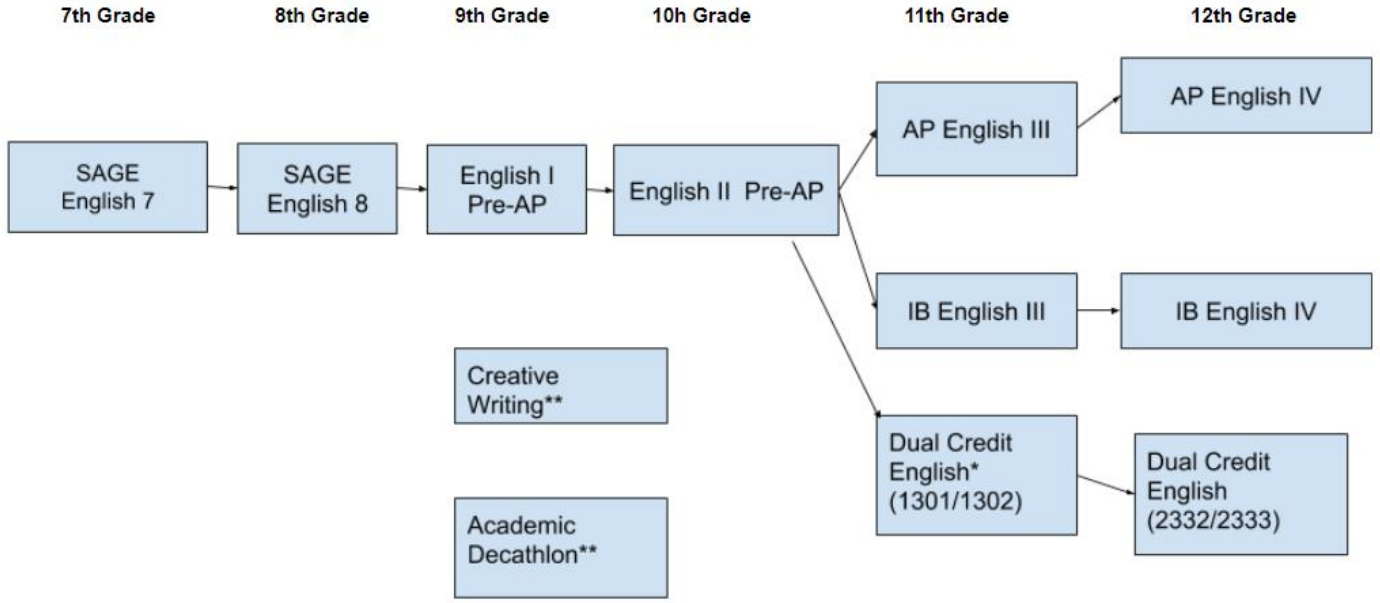


*Student must earn a minimum of 351 on TSI Reading AND 340 on TSI Writing with an Essay of 4, or provide TSI State approved exemptions for enrollment in the dual credit program.
**Indicates an ELAR elective course

*According to Texas Administrative Code 74.12, students must receive credit for English I, II, and III in order to enroll in any fourth English.

Grades 7-12 English Language Arts Suggested Flowchart

GT ELAR Options



*Student must earn a minimum of 351 on TSI Reading AND 340 on TSI Writing with an Essay of 4, or provide TSI State approved exemptions for enrollment in the dual credit program.
**Indicates an ELAR elective course

*According to Texas Administrative Code 74.12, students must receive credit for English I, II, and III in order to enroll in any fourth English.

English/Language Arts

Course Name	Credits	Grade Levels	RISD Recommended Preparation
English I	1	9	None
Pre-AP English I	1	9	Receives Meets or Masters on 8th Grade STAAR
English II	1	10	English I
Pre-AP English II	1	10	Receives Meets or Masters on previous STAAR EOC, English I, or Pre-AP English I
English III	1	11	English II
AP English III	1	11	Receives Meets or Masters on previous STAAR EOC, English II, or Pre-AP English II
English IV	1	12	English III or AP English III
AP English IV	1	12	Receives Meets or Masters on previous STAAR EOC, English III, or AP English III
IB English Literature Higher Level	2	11 and 12	English II
ENGL 1301 Composition I (Dual Credit)	.5	11 or 12	Meet TSI College Readiness standard for Reading, Writing, or equivalent.
ENGL 1302 Composition II (Dual Credit)	.5	11 or 12	ENGL 1301
ENGL 2332 World Literature I (Dual Credit)	.5	12	ENGL 1301 and ENGL 1302
ENGL 2333 World Literature II (Dual Credit)	.5	12	ENGL 2332
College Preparatory - ELA & Reading	1	12	Counselor Placement
English I or II—Speakers of Other Languages (ESOL)	1	9-12	LPAC Placement

ENGLISH I

ELA001
Grade Placement: 9
Prerequisite: None
Credit: 1
The state requires an EOC assessment at the end of this course.

Designed to meet the educational needs of the students based on the Texas Essential Knowledge and Skills objectives. Emphasis will be on fundamental language skills: reading, writing, speaking, listening, viewing and presenting. An emphasis on vocabulary and composition skills will be an on-going part of the program. The course includes studies of various literary genres: short story, poetry, novel, drama and non-fiction. The development of critical reading and critical writing skills is a major emphasis of the course.

PRE-AP ENGLISH I

ELA01P
Grade Placement: 9
Prerequisite: Receives Meets or Masters on 8th Grade STAAR
Credit: 1
The state requires an EOC assessment at the end of this course.

Designed to meet the educational needs of the students based on the English I TEKS while providing greater depth in language arts skills. The enhanced curriculum will prepare students to be successful in future AP English courses. Students will read and analyze a variety of challenging texts, both classic and contemporary, fiction and nonfiction. Through their readings they will also complete various complex writing tasks in informative, argumentation, and literary analysis. The work done and the material used in a Pre-AP English course is done so to prepare students for AP as well as post-secondary success. This course requires rigorous outside reading, writing assignments, and projects.

ENGLISH II

ELA002
Grade Placement: 10
Prerequisite: English I or Pre-AP English I
Credit: 1
The state requires an EOC assessment at the end of this course.

Designed to meet the educational needs of the students based on the Texas Essential Knowledge and Skills objectives. The course includes studies of various literary genres: short story, poetry, novel, drama and non-fiction. Students read and write on a daily basis, engaging in activities that build on existing skills as they comprehend and analyze text. Students read and analyze works of literature, with emphasis on analysis of how stylistic choices and rhetorical elements shape tone in persuasive and argumentative texts.

PRE-AP ENGLISH II

ELA02P
Grade Placement: 10
Prerequisite: Receives Meets or Masters on previous STAAR EOC, English I or Pre-AP English I
Credit: 1
The state requires an EOC assessment at the end of this course.

Designed to meet the educational needs of the students based on the English II TEKS while providing greater depth in language arts skills. The enhanced curriculum continues to prepare students to be successful in future AP English courses. Students will read and analyze a variety of challenging texts, both classic and contemporary, fiction and nonfiction. Through their readings they will also complete various complex writing tasks in persuasion, argumentation, literary analysis, and synthesis. The work done and the material used in an Pre-AP English course is done so to prepare students for AP as well as post-secondary success. This course requires rigorous outside reading, writing assignments, and projects.

ENGLISH III

ELA003
Grade Placement: 11
Prerequisite: English II or Pre-AP English II
Credit: 1

Designed to meet the educational needs of the students based on the English III Texas Essential Knowledge and Skills objectives. Emphasizes the study of various genres: short story, poetry, novel, drama, and non-fiction. The development of critical reading and critical writing skills is central to the course. The students will compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail.

AP ENGLISH III (LANGUAGE AND COMPOSITION)

ELA03A
Grade Placement: 11
Prerequisite: Receives Meets or Masters on previous STAAR EOC, English II or Pre-AP English II
Credit: 1
Students are expected to take an Advanced Placement exam.

Covers the same TEKS as English III while requiring students to become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. English III AP focuses on rhetorical analysis of nonfiction texts and the development and revision of well-reasoned, evidence-centered analytic and argumentative writing. In addition students will read and analyze many genres (fiction, poetry, drama) from many historical periods. This prepares students for the Advanced Placement Language and Composition Exam which may earn the student college credit. This course requires rigorous outside reading, writing assignments, and projects.

ENGLISH IV

ELA004
Grade Placement: 12
Prerequisite: English III or AP English III
Credit: 1

Designed to meet the educational needs of the students based on the English IV TEKS while providing greater depth in language arts skills. Emphasizes the study of various genres: short story, poetry, novel, drama, and non-fiction. Students read and write on a daily basis, engaging in activities that build on existing skills as they comprehend and analyze text, write in multiple modes, research, listen, and speak. The development of critical reading and critical writing skills is a major emphasis of the course.

IB ENGLISH LITERATURE HIGHER LEVEL

ELA03I, ELA04I
Grade Placement: 11 AND 12
Prerequisite: English II
Credit: 2
This course is taken over a two year period.

The IB Diploma Programme English literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In English literature, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts. Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language. Texts studied are chosen from the prescribed literature in translation (PLT) list and the prescribed list of authors (PLA) or elsewhere. The PLT list is a wide-ranging list of works in translation, from a variety of languages, allowing teachers to select works in a language different from the language of the examination. The PLA lists authors from the language of the examination. The authors on the list are appropriate for students aged 16 to 19.

AP ENGLISH IV (LITERATURE AND COMPOSITION)

ELA04A
Grade Placement: 12
Prerequisite: English III or AP English III
Credit: 1
Students are expected to take an Advanced Placement exam.

Covers the same TEKS as English IV while engaging students in the careful reading and critical analysis of fiction. Students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. This course prepares students for the Advanced Placement Literature and Composition Exam which may earn the student college credit. This course requires rigorous outside reading, writing assignments, and projects.

ENGL 1301 COMPOSITION I (Dual Credit)

ELA03D, ELA04D
Grade Placement: 11 or 12
Prerequisite: Meet TSI college readiness standard for Reading and Writing; or equivalent.
Credit: .5

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

ENGL 1302 COMPOSITION II (Dual Credit)

ELA03D, ELA04D
Grade Placement: 11 or 12
Prerequisite: ENGL 1301
Credit: .5

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

ENGL 2332 WORLD LITERATURE I (Dual Credit)

ELA04D
Grade Placement: 12
Prerequisite: ENGL 1301 and 1302
Credit: .5

A survey of world literature from the ancient world through the sixteenth century. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

ENGL 2333 WORLD LITERATURE II (Dual Credit)

ELA04D
Grade Placement: 12
Prerequisite: ENGL 2332
Credit: .5

A survey of world literature from the seventeenth century to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

ENGL 2333 WORLD LITERATURE II (Dual Credit)

ELA04D
Grade Placement: 12
Prerequisite: ENGL 2332
Credit: .5

A survey of world literature from the seventeenth century to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

COLLEGE PREPARATORY COURSE: ENGLISH LANGUAGE ARTS AND READING

ELACP1
Grade Placement: 12 with counselor placement
Credit: 1

Designed to increase the college readiness of current high school students in English Language Arts. This course provides foundation work in the areas of reading and writing for the student who intends to advance to college level work. This course content includes three required assignments to develop and apply reading and writing skills deemed essential for potential college students. These assignments include expository, persuasive, and text-dependent reading and writing through literary criticism

ENGLISH I OR ENGLISH II FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

ELA01E, ELA02E
Grade Placement: 9-12
Prerequisite: LPAC Decision
Credit: 1

An English course for students whose primary language is not English.

NOTES:_____

Language Arts Electives

Course Name	Credits	Grade Levels	RISD Recommended Preparation
Academic Decathlon	.5 to 1	9-12	None
Creative/Imaginative Writing	1	10-12	None
Reading I, II, III	1	9-12	LPAC, 504 or Teacher Recommendation
College Readiness and Study Skills	.5	9-12	LPAC, 504 or Teacher Recommendation
Practical Writing Skills	1	9-11	LPAC, 504 or Teacher Recommendation
Research and Technical Writing	1	11-12	LPAC, 504 or Teacher Recommendation
Study Skills and Reading Applications for English Language Learners	.5 Local	9-12	LPAC Recommendation

ACADEMIC DECATHLON

@ACDE1, @ACDE2
Grade Placement: 9-12
Prerequisite: None
Credit: .5 to 1

National scholastic competition designed to foster academic growth and understanding in a variety of fields. Study centers on a designated theme for Super Quiz^{tm} each year. Students engage in an in-depth study of theme through the lenses of art, economics, language and literature, math, music and science/social science in preparation for the Regional Academic Decathlon meet in the spring. Additionally, students are given extensive opportunities to refine speech, interview, and essay writing skills. This course is designed for students of all ability levels; however, certain criteria must be met. Interested students are encouraged to contact coaches for additional information prior to registering.

CREATIVE/IMAGINATIVE WRITING

ELA005
Grade Placement: 10-12
Prerequisite: None
Credit: 1

Provides an array of opportunities for creative written expression: poetry, short fiction, vignette, autobiography, dramatic and screen writing are included. Multi-genre creative research projects may be required. Students learn the basics of workshop, including how to response to writing in different genres, and aspects of reading and discussing texts as a writer. Class time is devoted to sharing student work, discussing the writer's craft and assigned readings, writing and responding to student writing.

READING I, II, III

ELA006, ELA007, ELA008
Grade Placement: 9-12
Prerequisite: LPAC, 504 or Teacher Recommendation
Credit: 1

Designed to help students meet the expectations of the state standards and experience success in reading. Reading I, 2, and 3 provides students with a wide range and quality of genres, increasing complexity of text to challenge and accelerate student reading, develop strong academic vocabulary, and increase student proficiency in writing informative, argumentative and narrative essays.

COLLEGE READINESS AND STUDY SKILLS

ELA011
Grade Placement: 9-12
Prerequisite: LPAC, ARD Decision, 504 or Teacher Recommendation
Credit: .5

Designed so that students apply study strategies and techniques for learning from a variety of texts. Students will accomplish many of the objectives through a wide variety of reading resources.

STUDY SKILLS AND READING APPLICATIONS FOR ENGLISH LANGUAGE LEARNERS

ELA10E
Grade Placement: 9-12
Prerequisite: LPAC Recommendation
Credit: .5 Local unit

A study skills course for students whose primary language is not English. Students in this course are given assistance with all subject areas.

PRACTICAL WRITING SKILLS

ELA013
Grade Placement: 9-11
Prerequisite: LPAC, 504 or Teacher Recommendation
Credit: 1

Develops skills necessary for practical writing in English by using conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students completing this course will be able to analyze and evaluate their own writing as well as the writing of others.

RESEARCH AND TECHNICAL WRITING

ELA012
Grade Placement: 11-12
Prerequisite: LPAC, 504 or Teacher Recommendation
Credit: 1

A composition course designed for students to skillfully research topics while developing the skills necessary for writing persuasive and informative texts. Students will effectively apply the conventions of usage and the mechanics of written English.

NOTES:

Journalism & Speech

Course Name	Credits	Grade Levels	RISD Recommended Preparation
Beginning Journalism	.5	9-11	None
Advanced Journalism: Newspaper Prod 1-3	1	10-12	Beginning Journalism or Photojournalism
Advanced Journalism: Yearbook Prod 1-3	1	10-12	Beginning Journalism or Photojournalism
Photojournalism	.5	9-12	None
Debate 1-2	1	9-12	None
Professional Communications	.5	9-12	None

BEGINNING JOURNALISM

JOU001
Grade Placement: 9-11
Prerequisite: None
Credit: .5
Co-Requisite: Photojournalism

Includes a study of the news media, journalism ethics, news gathering, news writing, feature writing, editorial writing and newspaper graphic design. Students will learn about the history of journalism as well as famous court cases. Students gain practical experience writing articles for consideration for publication in the campus newspaper.

ADVANCED JOURNALISM: NEWSPAPER PRODUCTION 1-3

JOUN01, JOUN02, JOUN03
Grade Placement: 10-12
Prerequisite: Beginning Journalism or Photojournalism, Application Required
Credit: 1

This course is a continuation of topics introduced in Journalism 1, with the addition of production of the school newspaper, ad sales and computer-based layout and graphic design using desktop publishing programs. Eligible students may participate in a variety of Journalism U.I.L. competitions.

ADVANCED JOURNALISM: YEARBOOK PRODUCTION 1-3

JOUY01, JOUY02, JOUY03
Grade Placement: 10-12
Prerequisite: Beginning Journalism, Application Required
Credit: 1

Provides practical experience in public relations, ad sales, layout design, photography, writing copy and basic journalism techniques required in yearbook production. Students use the computer to produce the yearbook. Eligible students may participate in a variety of Journalism U.I.L. competitions.

PHOTOJOURNALISM

JOUP01
Grade Placement: 9-12
Prerequisite: None
Credit: .5
Co-Requisite: Beginning Journalism

Teaches the elements of composition, layout and design, using a variety of photographic disciplines. Students may learn computer applications, video skills and how to electronically edit imagery. Work may be published in the school newspaper and/or yearbook. Students may have a camera with manual settings and interchangeable lense.

DEBATE 1-2

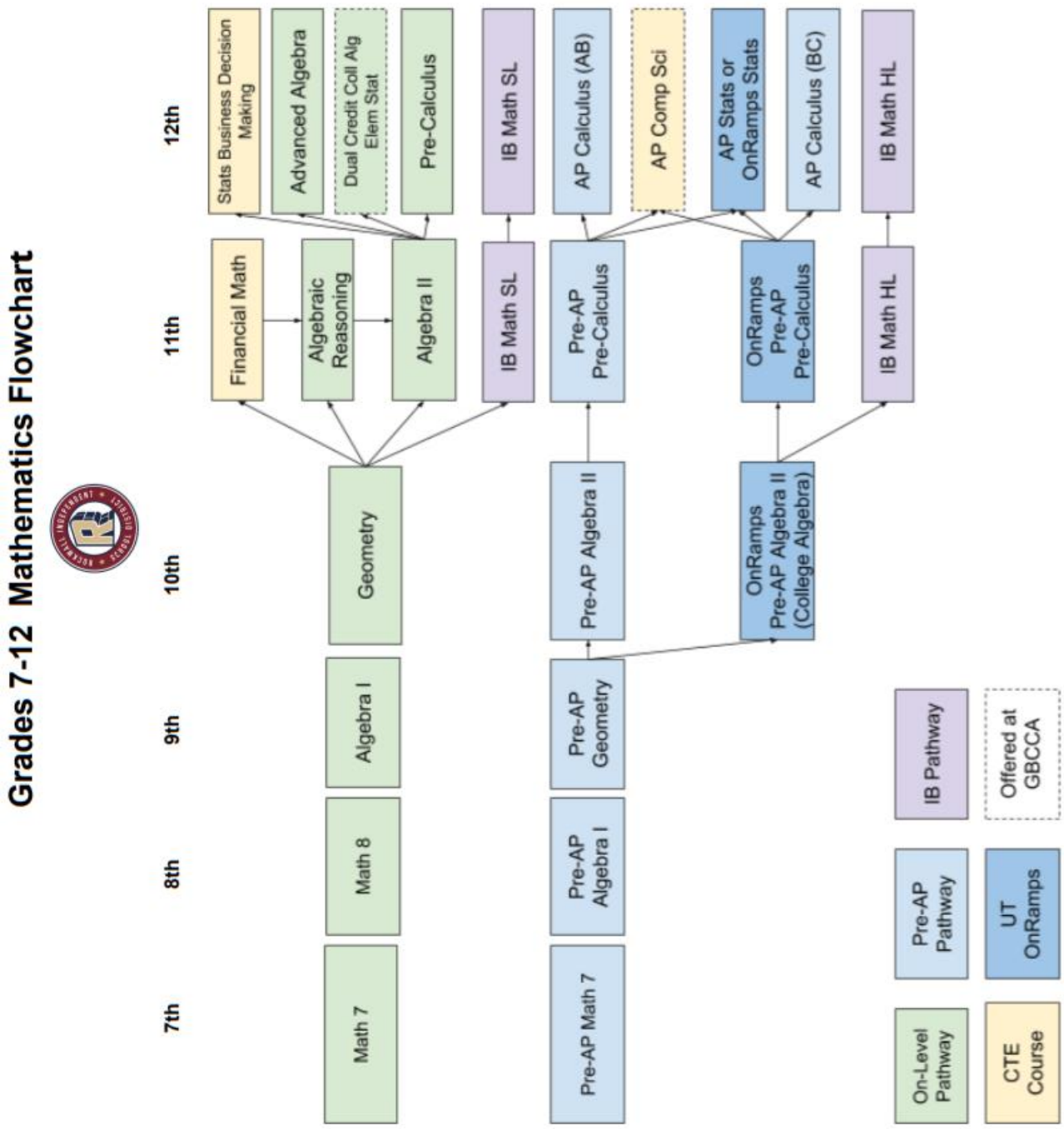
SPDE01, SPDE02
Grade Placement: 9-12
Prerequisite: None
Credit: 1

Provides practical experience in argumentation and debate within individual and team settings. Concepts and skills used to research topics, make decisions and resolve conflicts are explored in depth.

PROFESSIONAL COMMUNICATIONS

SPCA02
Grade Placement: 9-12
Prerequisite: None
Credit: .5

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


Grades 7-12 Mathematics Flowchart
7th
8th
9th
10th
11th
12th
Math 7
Math 8
Algebra I
Geometry
Financial Math
Algebraic Reasoning
Algebra II
Stats Business Decision Making
Advanced Algebra
Dual Credit Coll Alg Elem Stat
Pre-Calculus
Pre-AP Math 7
Pre-AP Algebra I
Pre-AP Geometry
Pre-AP Algebra II
Pre-AP Pre-Calculus
AP Calculus (AB)
AP Comp Sci
OnRamps Pre-AP Algebra II (College Algebra)
OnRamps Pre-AP Pre-Calculus
AP Stats or OnRamps Stats
AP Calculus (BC)
IB Math SL
IB Math SL
IB Math HL
IB Math HL
On-Level Pathway
Pre-AP Pathway
IB Pathway
CTE Course
UT OnRamps
Offered at GBCCA

Mathematics

Course	Credits	Grade	RISD Recommended Preparation
Algebra I	1	9	8th Grade Math or Equivalent
Algebra Lab	Local*	9-12	Counselor Placement
Geometry	1	9-10	Algebra I
Pre-AP Geometry	1	9-10	Pre-AP Algebra I (B or higher) or Algebra I (92 or higher **and** Meets/Masters on EOC)
Algebraic Reasoning	1	11-12	Algebra I
Algebra II	1	10-12	Algebra I, Geometry
Pre-AP Algebra II	1	10	Pre-AP Algebra I, Pre-AP Geometry
OnRamps Pre-AP Algebra II (Dual Enrollment)	1	9-11	Pre-AP Algebra I and Pre-AP Geometry (B or higher)
IB Mathematics: Applications and Interpretation Standard Level	2	11	Must have earned Algebra II credit
IB Mathematics Standard Level	1	12	Enrollment in IB Diploma Programme
Advanced Algebra Concepts	1	12	Algebra II
Pre-Calculus	1	11-12	Geometry and Algebra II
Pre-AP Pre-Calculus	1	11	Pre-AP Geometry, Pre-AP Algebra II
OnRamps Pre-AP Pre-Calculus (Dual Enrollment)	1	10-12	Pre-AP Geometry and OnRamps Pre-AP Algebra II (B or Higher)
AP Calculus AB	1	11-12	Pre-Calculus (B or Higher)
AP Calculus BC	1	11-12	OnRamps Pre-AP Pre-Calculus (with A)
AP Statistics	1	11-12	Algebra II or OnRamps Pre-AP Algebra II (B or Higher)
OnRamps Statistics (Dual Enrollment)	1	11-12	Algebra II or OnRamps Pre-AP Algebra II (B or Higher)
AP Computer Science A	1	11-12	Algebra II and Pre-AP Computer Science (B or Higher)
Financial Mathematics - Personal Money Management [1]	1	11-12	Algebra I
Financial Mathematics - Personal Money Management A[1]	1	11-12	ARD Decision
Statistics & Business Decision Making [1]	1	11-12	Algebra II
Accounting II	1	11-12	Algebra II, Accounting I
College Preparatory Course - Transition to College Mathematics [1]	1	12	Counselor Placement
MATH 1314 College Algebra (Dual Credit)	.5	12	College Placement Test
MATH 1342 Elementary Statistics (Dual Credit)	.5	12	College Placement Test

[1]Not an NCAA approved course

*Local credit does not count toward graduation

ALGEBRA I

MAT001
Grade Placement: 9
Prerequisite: 8th Grade Math (or equivalent)
Credit: 1
The state requires an EOC assessment at the end of this course.

This course is the first high school math credit students need to earn for graduation. Algebra I is a foundational high school math course that builds on algebraic concepts students have been exposed to in 6th through 8th grade math courses. Algebra I addresses linear, quadratic and exponential functions from multiple representations (graph, table, equation, model, verbal description). Algebra I is a prerequisite for all future high school math courses. Students will be using a TI84 calculator in class. A similar handheld calculator, app, or online graphing calculator may be useful for work at home and all future high school math courses. At the end of the course, students will take the Algebra I EOC STAAR. Geometry is the next math course students will take.

ALGEBRA LAB

MAT01L
Grade Placement: 9-12
Prerequisite: Concurrent enrollment in Algebra I
Credit: 0 (Local)
Enrollment in this course is by campus invitation only. Local credit does not count toward graduation.

This course is designed for students who need additional support in Algebra I.

GEOMETRY

MAT002
Grade Placement: 9-10
Prerequisite: Algebra I
Credit: 1

This course is the second high school math credit students need to earn for graduation. Geometry builds on geometric and algebraic concepts students were exposed to from kindergarten through Algebra I. Geometry is a visual math course that focuses on shapes and their properties. In addition to the applications in construction, visual arts, technology and design, geometry helps students develop logical reasoning skills and precise mathematical language. These skills will support student success in creating strong argumentative essays in future English courses. Students generally choose Algebra II as the next math course. Financial Math or Algebraic Reasoning may be suitable choices if the student is not ready for Algebra II. (Note that neither Financial Math nor Algebraic Reasoning satisfy the NCAA requirement.) Strong math students may also choose IB Math Standard Level in their junior/senior years.

PRE-AP GEOMETRY

MAT02P
Grade Placement: 9-10
Prerequisite: Algebra I
Credit: 1

This course is the second high school math credit Pre-AP students need to earn for graduation. Pre-AP Geometry builds on geometric and algebraic concepts students were exposed to from kindergarten through Algebra I. In Pre-AP Geometry, students will begin to experience an inquiry-based learning format. Teachers will ask students to explore ideas and then create conjectures based on the patterns they observe. Geometry is a visual math course that focuses on shapes and their properties. In addition to the applications in construction, visual arts, technology and design, geometry helps students develop logical reasoning skills and precise mathematical language. These skills will support student success in creating a strong argumentative essays in future English courses. Students generally choose On-Ramps Pre-AP Algebra II (College Algebra) as the next math course. Algebra II (on level) may be a suitable choice if the student is not ready for the rigor or responsibilities of the OnRamps Pre-AP Algebra II (College Algebra) course. Strong math students may also choose IB Math Standard Level in their junior/senior years.

ALGEBRAIC REASONING

MAT008
Grade Placement: 11-12
Prerequisite: Algebra I
Credit: 1
This course meets state eligibility requirements, but does not meet NCAA eligibility requirements.

This course meets state eligibility requirements for a year 3 or year 4 math course for graduation. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions, this course will serve to strengthen students algebraic skills prior to Algebra II.

ALGEBRA II

MAT004
Grade Placement: 10-11
Prerequisite: Algebra I
Credit: 1

Algebra II provides a third math credit for graduation and is required for the STEM Endorsement. This course continues to build upon Algebra I by extending work in linear, quadratic, and exponential functions and solving square root, cube root, and absolute value equations. Students will also explore square root, rational, cubic, cube root, absolute value and logarithmic functions. This course is a prerequisite for statistics, CTE, and advanced math courses. Students who earn a credit for Algebra II may choose from Statistics and Business Decision Making (CTE), Advanced Algebra, and Pre-Calculus as their fourth math course. Financial Math (CTE) may also be suitable as an additional math course or for students not anticipating enrolling in a 4-year college or university immediately after high school.

PRE-AP ALGEBRA II
MAT04P
Grade Placement: 10
Pre-requisite: Algebra I
Credit: 1

Pre-AP Algebra II builds on Algebra I by extending work in linear, quadratic, and exponential functions. Students will explore square root, rational, cubic, cube root, absolute values and logarithmic functions. Students will also solve square root, cube root, and absolute value equations. In addition to these Algebra II concepts and skills, Pre-AP students will enhance their algebraic manipulation skills to be prepared for Pre-Calculus and AP Calculus (AB). After this course, students should enroll in Pre-AP Pre-Calculus.

ONRAMPS PRE-AP ALGEBRA II
MAT04D
Grade Placement: 10-12
Prerequisite: Pre-AP Algebra I and Pre-AP Geometry recommended
Credit: 1

This rigorous math course is Algebra II with additional content aligned with College Algebra. This inquiry-based course will deepen student understanding of functions, transformations, systems of equations and inequalities, data analysis, as well as sequences, series, and Binomial Theorem. This course is taught via OnRamps, which provides a dual credit option through the University of Texas for qualifying students. This course will help prepare students for Precalculus, OnRamps Precalculus, and further advanced academic math courses. This course may include a fee for the dual credit portion of the course pending legislative action.

IB MATHEMATICS: APPLICATIONS AND INTERPRETATION STANDARD LEVEL
MAT13I
Grade Placement: 11
Prerequisite: Algebra II credit
Credit: 2
This course is taken over a two year period.

This IB mathematics course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. **THIS IS A NEW COURSE STARTING IN 2019 for IB CLASS OF 2021.**

IB MATHEMATICS STANDARD LEVEL
MAT21I
Grade Placement: 12
Prerequisite: Enrollment in IB Diploma Programme
Credit: 2
This course is taken over a two year period.

The IB Diploma Programme Mathematics standard level (Standard Level) course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. The internally assessed exploration offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

ADVANCED ALGEBRA CONCEPTS

MAT005
Grade Placement: 11-12
Prerequisite: Geometry, Algebra II (This course cannot be taken if you have completed Pre-Calculus.)
Credit: 1

Advanced Algebra provides a fourth math credit for graduation. This course provides students with a solid understanding of the elementary functions of algebra and with the purpose of preparing students for college algebra or to test out of college algebra. Students will work with and without calculators to perfect their skills in simplifying expressions and solving equations. It extends the study of many Algebra II concepts including linear, quadratic, polynomial, rational, exponential and logarithmic functions. Students in Advanced Algebra Concepts may choose to take the College Algebra CLEP exam at the conclusion of the course to earn college credit. A next course in college may be college algebra, trigonometry, or pre-calculus.

PRE-CALCULUS

MAT006
Grade Placement: 11-12
Prerequisite: Geometry, Algebra II
Credit: 1

Pre-Calculus provides a fourth math credit for graduation. This course will deepen students' prior understandings and fluency with algebra and connections to geometry. Pre-Calculus includes functional relationships, geometric reasoning, numerical relationships, and algebraic reasoning needed for the study of calculus and other college level courses. Topics include functional compositions, inverses and graphical behaviors; trigonometry; conic sections; vectors; parametric equations; polar coordinates; and sequences and series. Students who earn credit for Pre-Calculus may choose Calculus AB or calculus at 2-year or 4-year college or university for the next math course.

PRE-AP PRE-CALCULUS

MAT06P
Grade Placement: 11
Pre-requisite: Algebra I, Geometry
Credit: 1

Pre-AP Pre-Calculus will deepen students' prior understandings and fluency with algebra and connections to geometry. Pre-AP Pre-Calculus includes functional relationships, geometric reasoning, numerical relationships, and algebraic reasoning needed for the study of calculus and other college level courses. Pre-AP Pre-Calculus students will approach the same Pre-Calculus topics in more depth and with more rigor in order to better prepare students for AP Calculus (AB), the next course.

ONRAMPS PRE-AP PRE-CALCULUS

MAT06P
Grade Placement: 11-12
Prerequisite: Geometry, Algebra II
Credit: 1

OnRamps Pre-AP Pre-Calculus is a rigorous, advanced math course aligned with entry-level courses taught at the college level. Students deepen and extend their knowledge of functions, graphs, and equations from their high school algebra and geometry courses so they can successfully work with the concepts in a rigorous pre-calculus course. This is an exploration-based mathematics course designed for students who plan to take future advanced math courses such as AP calculus AB, AP Calculus BC, or AP Statistics. Pre-AP Pre-Calculus is taught via OnRamps, which provides a dual credit option through the University of Texas for interested students. This course receives dual/Pre-AP weighted credit. This course may include a fee for the dual credit portion of the course pending legislative action.

AP CALCULUS AB

MAT08A
Grade Placement: 11-12
Prerequisite: Pre-Calculus
Credit: 1
Students are expected to take an Advanced Placement exam.

AP Calculus AB is a rigorous College Board-defined course. The course includes a study of limits, differentiation, integration and applications, the material typically covered in the first semester of college Calculus. Students are expected to have a firm understanding of all functions and their graphs from prior courses, as well as solid algebraic, geometric and trigonometric skills.

AP CALCULUS BC

MAT09A
Grade Placement: 11-12
Prerequisite: Pre-Calculus
Credit: 1
Students are expected to take an Advanced Placement exam.

AP Calculus BC is a rigorous full year College Board-defined course in the calculus of functions of a single variable. It includes all topics covered in Calculus AB plus additional C topics so it moves at a faster pace. The additional topics include parametric, polar and vector functions, and polynomial approximations and series. Students are expected to have a complete understanding of all functions and their graphs from prior courses, as well as solid algebraic, geometric and trigonometric skills. They will receive both an AB sub-score and a BC score to help with college placement.

AP STATISTICS

MAT07A
Grade Placement: 11-12
Prerequisite: Algebra II
Credit: 1
Students are expected to take an Advanced Placement exam.

AP Statistics is a rigorous College Board-defined course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns and Statistical Inference. Statistical methods and measurements are developed in the context of applications.

ONRAMPS PRE-AP STATISTICS

MAT07D
Grade Placement: 11-12
Prerequisite: Algebra II
Credit: 1

OnRamps Pre-AP Statistics is a rigorous math course which is aligned with entry-level courses taught at the college level. The course is built upon the idea that hands-on learning is an important and powerful way to learn. This course is designed to help students learn the basics of data analysis, including the descriptive and inferential statistical procedures that are commonly used in basic statistical research. College Statistics is taught via OnRamps, which provides a dual credit option through the University of Texas for interested students. This course receives dual/Pre-AP weighted credit. This course may include a fee for the dual credit portion of the course pending legislative action.

AP COMPUTER SCIENCE A

TEC01A
Grade Placement: 11-12
Prerequisite: Algebra I, Pre-AP Computer Science
Credit: 1
Students are expected to take an Advanced Placement exam. This course meets graduation requirements for an advanced math credit.

AP Computer Science A introduces Advanced Placement topics using Java as the primary programming language. Computer Science emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester course in college-level computer science. It also includes the study of data structures and abstraction.

FINANCIAL MATHEMATICS—PERSONAL MONEY MANAGEMENT

BMA016
Grade Placement: 11-12
Prerequisite: Algebra I
Credit: 1 (Math credit)
This course is designed for students in the business endorsement pathway. This course meets state eligibility requirements, but does not meet NCAA eligibility requirements.

This course meets the requirements for year 3 or year 4 mathematics credit or can be taken as an elective. This course is about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors. Financial Mathematics will integrate career and postsecondary education planning into financial decision making. Financial planning curriculum is used in this course.

STATISTICS & BUSINESS DECISION-MAKING

BMA014
Grade Placement: 11-12
Prerequisite: Algebra II
Credit: 1
This course meets the requirements for the fourth mathematics credit. This course is designed for students in the Business & Industry endorsement pathway. This course meets state eligibility requirements, but does not meet NCAA eligibility requirements.

Statistics and Business Decision Making is an introduction to statistics and the application of statistics to business decision-making. Students will use statistics to make business decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid.

ACCOUNTING II

BMA011
Grade Placement: 11-12
Prerequisite: Accounting I
Credit: 1
This course meets the requirements for the fourth mathematics credit. This course is designed for students in the Business & Industry endorsement pathway. This course meets state eligibility requirements, but does not meet NCAA eligibility requirements.

Students will continue the investigation of the field of accounting, including how it impacts industry standards as well as economic, financial, technological, international, social, legal and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision making.

COLLEGE PREPARATORY COURSE: TRANSITION TO COLLEGE MATHEMATICS

MATCP1
Grade Placement: 12 with counselor placement
Credit: 1

Topics in this two-semester course include real numbers, symbolic representation, graphing linear equations, basic geometry, rational expressions and equations, and functions. This course is intended for students in 12th grade whose performance indicates the student is not ready to perform entry-level college coursework.

MATH 1314 COLLEGE ALGEBRA (Dual Credit)

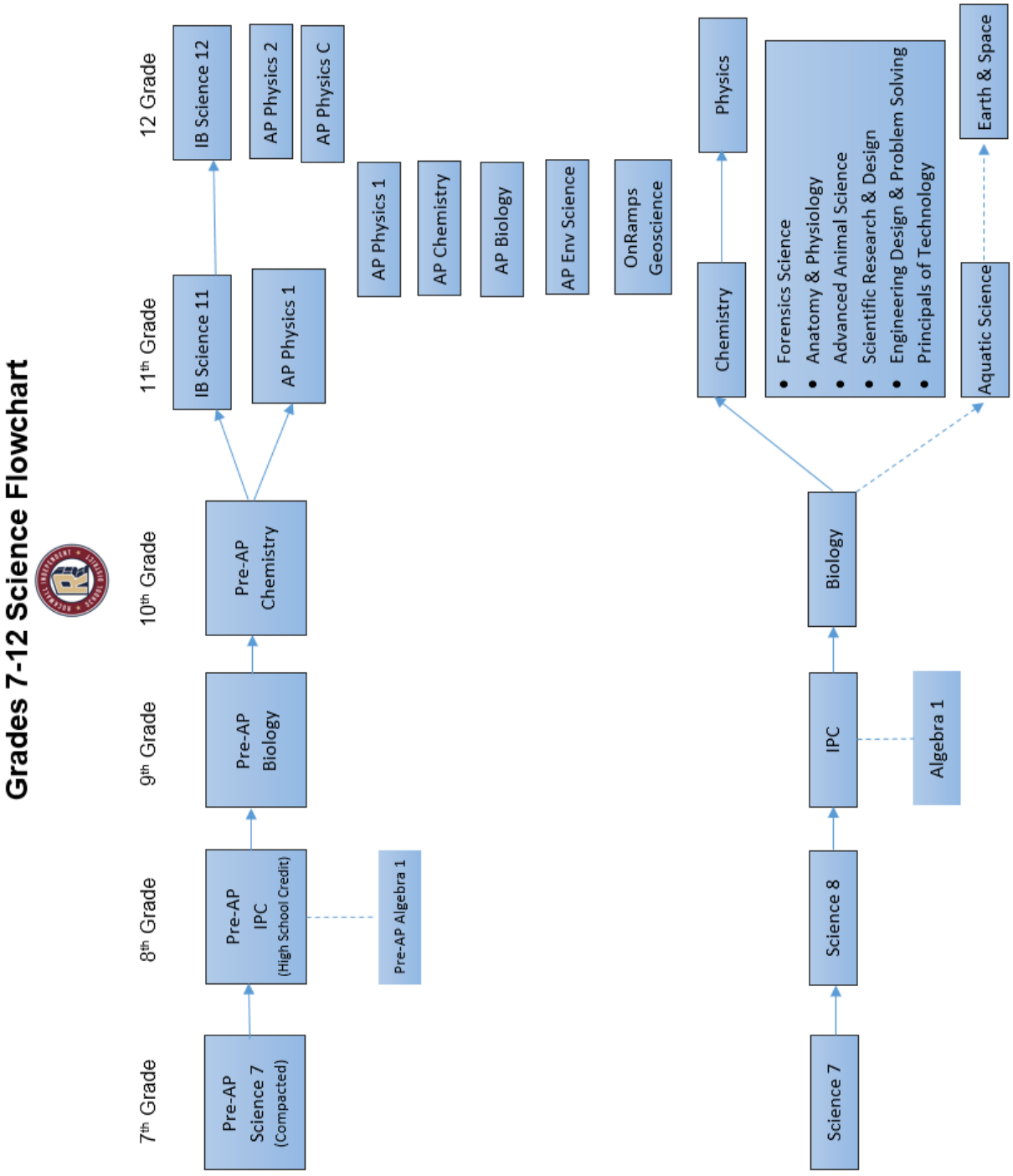
MAT04D
Grade Placement: 12
Prerequisite: Met TSI college-readiness standard for Mathematics score of 350; or equivalent
Credit: 1

In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series probability, and conics may be included. Graphing calculator required. Lab required.

MATH 1342 ELEMENTARY STATISTICS METHODS (Dual Credit)

MAT12D
Grade Placement: 12
Prerequisite: Meet TSI college-readiness standard for Mathematics score of 350; or equivalent
Credit: 1

Collection, analysis, presentation and interpretation of data and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended. Graphing calculator required. Lab required.


Grades 7-12 Science Flowchart
7th Grade
8th Grade
9th Grade
10th Grade
11th Grade
12 Grade
Pre-AP Science 7 (Compacted)
Pre-AP IPC (High School Credit)
Pre-AP Algebra 1
Pre-AP Biology
Pre-AP Chemistry
IB Science 11
AP Physics 1
IB Science 12
AP Physics 2
AP Physics C
AP Physics 1
AP Chemistry
AP Biology
AP Env Science
OnRamps Geoscience
Science 7
Science 8
IPC
Algebra 1
Biology
Chemistry
Physics
Forensics Science
Anatomy & Physiology
Advanced Animal Science
Scientific Research & Design
Engineering Design & Problem Solving
Principals of Technology
Aquatic Science
Earth & Space

Science

Course Name	Credits	Grade Levels	Prerequisites
Integrated Physics and Chemistry	1	9	None
Pre-AP Biology	1	9	Pre-AP Algebra I (only to imply sequencing)
Biology	1	10	IPC (only to imply sequencing)
Pre-AP Chemistry	1	10	Recommended Algebra II or Concurrent enrollment
Chemistry	1	11	Algebra I
Aquatic Science	1	11	Biology
Physics	1	12	Algebra I
Earth & Space Science	1	12	3 science credits and 3 math credits
AP Biology	1	10-12	Recommended Pre-AP Biology and Pre-AP Chemistry or concurrent enrollment
AP Physics I	1	10-12	Recommended Pre-AP Algebra II
AP Chemistry	1	11-12	Recommended Pre-AP Chemistry and Algebra II
AP Physics II	1	11-12	AP Physics I
AP Physics C: Mechanics	1	11-12	Recommended credit in Calculus AB/BC or credit in AP Physics I and concurrent enrollment in Calculus AB/BC
AP Physics C: Electricity and Magnetism	1	11-12	Recommended credit in Calculus AB/BC or credit in AP Physics I and concurrent enrollment in Calculus AB/BC
AP Environmental Science	1	11-12	Recommended Pre-AP Biology or Pre-AP Chemistry
OnRamps Geoscience (Dual Enrollment)	1	11-12	Recommended Biology, Chemistry, and Physics
IB Biology Higher Level/Standard Level	2	11 and/ or 12	Biology (Pre-AP Biology recommended)
IB Physics Higher Level/Standard Level	2	11 and 12	Pre-AP Algebra II
The courses listed below are CTE courses that confer science credit.			
Principles of Technology (physics substitute at GBCCA)	1	10-12	One Science credit and Algebra I
Advanced Animal Science	1	11-12	Biology & Chemistry or IPC; Algebra and Geometry
Anatomy and Physiology	1	11-12	Biology and second Science credit
Forensic Science	1	11-12	Biology and Chemistry
Scientific Research & Design-Aerospace I	1	11-12	One Science credit
Engineering Design & Problem Solving-Aerospace II	1	12	Geometry, Algebra II, Chemistry and Physics

INTEGRATED PHYSICS AND CHEMISTRY (IPC)

SCI002
Grade Placement: 9
Prerequisite: None
Credit: 1

Conducts field and laboratory investigations, use scientific methods during investigations and make informed decisions using critical-thinking and scientific problem-solving. This course covers the following topics: motion, waves, energy transformations, properties of matter, changes in matter and basic principles of chemistry. These topics are foundational before taking the subsequent math-dependent courses of chemistry and physics. This course is designed for students currently in Algebra 1.

PRE-AP BIOLOGY

SCI01P
Grade Placement: 9
Prerequisite: Pre-AP Algebra I recommended (only to imply sequencing)
Credit: 1
The state requires an EOC assessment at the end of this course.

Covers the same topics as Biology but with more depth to prepare students for AP Biology or a college level Biology course. Higher level thinking skills and problem solving strategies will be used not only with course topics but with tests, labs, projects, and other assignments. Students will use scientific methods to design experiments, analyze data, and draw conclusions while conducting lab investigations. These skills will prepare students for the rigorous labs in an AP/college science course. This course is for those students who took Algebra I prior to 9th grade.

BIOLOGY

SCI001
Grade Placement: 10
Prerequisite: IPC (Only to imply sequencing)
Credit: 1
The state requires an EOC assessment at the end of this course.

In this course students will study of living things. It provides the student with opportunities of acquiring basic skills, techniques and knowledge necessary to help understand today's biological issues. Areas of emphasis include microbiology, ecology, cell structure, molecular biology, genetics and a general survey of organisms from bacteria to plants and animals. This course is for those students who took IPC in 9th grade.

PRE-AP CHEMISTRY

SCI03P
Grade Placement: 10
Prerequisite: Recommended Algebra II or concurrent enrollment
Credit: 1

In this course student will conduct laboratory investigations and fieldwork. Mathematical applications are stressed. Students study various topics: structure of matter, energy changes, reaction types, atomic structure, acids, bases and salts, chemical and physical changes, gas laws, solutions, bonding, kinetics and equilibrium. Teaching strategies prepare students for AP Chemistry.

CHEMISTRY

SCI003
Grade Placement: 11
Prerequisite: Algebra I
Credit: 1

In this course student will conduct laboratory and fieldwork investigations using scientific methods to make informed decisions. Students make informed decisions using critical thinking and problem solving. Students study a variety of topics: matter, energy, atomic structure, the periodic table, gases, bonding, nuclear reactions, solutions, acids and bases, chemical and physical changes and chemical reaction. Students study chemistry as a part of life and how it relates to other processes. This course is for those college-bound students preparing for non-science-related careers.

AQUATIC SCIENCE

SCIA01
Grade Placement: 11
Prerequisite: Biology
Credit: 1

In this course students will study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Students will conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical thinking and problem solving skills.

PHYSICS

SCI004
Grade Placement: 12
Prerequisite: Algebra I
Credit: 1

In this course student will study a variety of topics that include the laws of motion, changes within physical systems, conservation of energy and momentum, force, thermodynamics, characteristics and behavior of waves and quantum physics. This course provides students with conceptual framework, factual knowledge and analytical and scientific skills. This course is for those college-bound students preparing for non-science-related careers.

EARTH & SPACE SCIENCE

SCI010
Grade Placement: 12
Prerequisite: 3 science credits and 3 math credits
Credit: 1

This course is a capstone science course that combines earth science, ocean science, atmospheric science, and space science in a single course. In one year, students learn the basics and special topics of geology, oceanography, meteorology, and planetary astronomy in a course that builds upon the knowledge they learned in their earlier science courses.

AP BIOLOGY

SCI01A
Grade Placement: 10-12
Prerequisite: Recommended Pre-AP Biology and Pre-AP Chemistry or concurrent enrollment
Credit: 1
Students are expected to take an Advanced Placement exam.

This course is an advanced biology course designed to be the equivalent of college biology. It stresses biology, chemistry and math integration. The three main topics covered are molecules and cells, genetics and evolution, and organisms and populations. There are 12 AP labs that thoroughly prepare students in basics of lab techniques and understanding of topics covered in lecture.

AP PHYSICS 1

SCI04A
Grade Placement: 10-12
Prerequisite: Recommended Pre-AP Algebra II
Credit: 1
Students are expected to take an Advanced Placement exam.

This course is the equivalent to a first-semester college course in algebra-based physics. This is an appropriate first physics course for students who are preparing for a career in medicine, engineering or related scientific field. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy and power; mechanical waves and sound and introduces electric circuits.

AP CHEMISTRY

SCI03A
Grade Placement: 11-12
Prerequisite: Recommended Pre-AP Chemistry and Algebra II
Credit: 1
Students are expected to take an Advanced Placement exam.

This course is an in-depth study of the chemical concepts and principles encountered in Chemistry 1. Topics include atomic theory, bonding, stoichiometry, equilibrium, acid-base theory, thermodynamics, nuclear chemistry, kinetics, red ox, electrochemistry and an introduction to organic chemistry. Laboratory activities emphasize observation and data collection, data analysis. Students need to spend at least 5 hours a week in unsupervised, independent study.

AP PHYSICS II

SCI05A
Grade Placement: 11-12
Prerequisite: AP Physics I
Credit: 1
Students are expected to take an Advanced Placement exam.

This course is the equivalent to a second-semester college course in algebra-based physics. This is an appropriate second physics course for students who are preparing for a career in medicine. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, atomic and nuclear physics.

AP PHYSICS C: MECHANICS

SCI10A
Grade Placement: 11-12
Prerequisite: Recommended credit in Calculus AB/BC or credit in AP Physics I and concurrent enrollment in Calculus AB/BC
Credit: 1
Students are expected to take an Advanced Placement exam.

This is the appropriate second physics course for students preparing for a career in engineering or related scientific field. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The subject matter of this course is principally mechanics and electricity and magnetism, with approximately equal emphasis on these two areas.

AP PHYSICS C: ELECTRICITY & MAGNETISM

SCI09A
Grade Placement: 11-12
Prerequisite: Recommended credit in Calculus AB/BC or credit in AP Physics I and concurrent enrollment in Calculus AB/BC
Credit: 1
Students are expected to take an Advanced Placement exam.

This is the appropriate second physics course for students preparing for a career in engineering or related scientific field. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The subject matter of this course is principally mechanics.

AP ENVIRONMENTAL SCIENCE

SCI12A
Grade Placement: 11-12
Prerequisite: Recommended Pre-AP Biology or Pre-AP Chemistry
Credit: 1
Students are expected to take an Advanced Placement exam.

This course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solution for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. This course explores many important topics facing our society today including climate change, over population, feeding the world and pollution. This study will equip students for the changing political and economic world they will face.

ONRAMPS GEOSCIENCE

SCI08P
Grade Placement: 11-12
Prerequisite: Recommended Biology, Chemistry and Physics or Biology and IPC
Credit: 1
This course fulfills the state requirement for an advanced science credit.

This is a rigorous science course aligned with entry-level courses taught at the college level. College Geoscience is an introduction to the geosciences with a focus on physical geology and an emphasis on environmental problems such as climate change, energy resources, land use, and natural hazards. College Geoscience is taught via OnRamps, which provides a dual credit option through the University of Texas for interested students. This course receives dual credit/Pre-AP weighted credit. This course may include a fee for the dual credit portion of the course pending legislative action.

IB BIOLOGY HIGHER LEVEL/STANDARD LEVEL

SCI05I
Grade Placement: 11 or 12 (Standard Level); or 11 and 12 (Higher Level)
Prerequisite: Biology I (Pre-AP Biology recommended)
Credit: 1 (Standard Level) or 2 (Higher Level)
This course may be taken over a two year period.

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment. By studying IB Biology in the Diploma Programme students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings**.**

IB PHYSICS HIGHER LEVEL/STANDARD LEVEL

SCI04I, SCI24I
Grade Placement: 11 and 12 (Standard Level); or 11 and 12 (Higher Level)
Prerequisite: Pre-AP Algebra II
Credit: 2
This course is taken over a two year period.

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

The courses listed below are CTE courses that confer science credit.

PRINCIPLES OF TECHNOLOGY (PHYSICS SUBSTITUTE AT GBCCA)

STE013
Grade Placement: 10-12
Prerequisite: 1 Science credit and Algebra I
This course fulfills the state requirement for an advanced Science credit.
Credit: 1

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

ADVANCED ANIMAL SCIENCE

AFN012
Grade Placement: 11-12
Prerequisite: Biology & Chemistry or IPC; Algebra and Geometry
Credit: 1
This course satisfies a Science graduation credit requirement.
This course does not meet NCAA eligibility requirements.

Examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. The nature of science, as defined by the National Academy of Sciences, combined with scientific inquiry, science and social ethics, science, systems, and models will be studied to provide students learning opportunities outside the realm of science as well as phenomena that are not scientifically testable.

ANATOMY AND PHYSIOLOGY

HLS002
Grade Placement: 11-12
Prerequisite: Biology and 1 additional science credit
Credit: 1
This course fulfills the state requirement for an advanced science credit.

The Anatomy and Physiology course is designed for student to conduct laboratory and field investigations, use scientific methods during investigations and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interactions of body systems for maintaining homeostasis. Students in the Health Science pathway or students taking at GBCCA should take HLS02H**.**

FORENSIC SCIENCE

LAW002
Grade Placement: 11-12
Prerequisite: Biology & Chemistry
Credit: 1
This course fulfills the state requirement for an advanced science credit.

Forensic Science is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science. Students in the Law pathway or students taking at GBCCA should take LAW02L.

SCIENTIFIC RESEARCH & DESIGN-AEROSPACE I

STE008
Grade Placement: 11-12
Prerequisite: One Science credit
Credit: 1
This course does not meet NCAA eligibility requirements.
This course fulfills the state requirement for an advanced science credit.

Designed for the student interested in pursuing a career in the aerospace industry. It is the first of two courses allowing students to explore aerospace science in a lab-based environment while improving fundamental research skills, applying statistical analysis and enhancing oral and visual presentation techniques. Students work in teams on research projects and learn how to structure, organize and present the project in one or more formal presentations to a panel of judges.

ENGINEERING DESIGN & PROBLEM SOLVING-AEROSPACE II

STE004
Grade Placement: 12
Prerequisite: Algebra I, Geometry, Chemistry and Physics, and Scientific Research and Design
Credit: 1
This course fulfills the state requirement for an advanced science credit.
This course does not meet NCAA eligibility requirements.

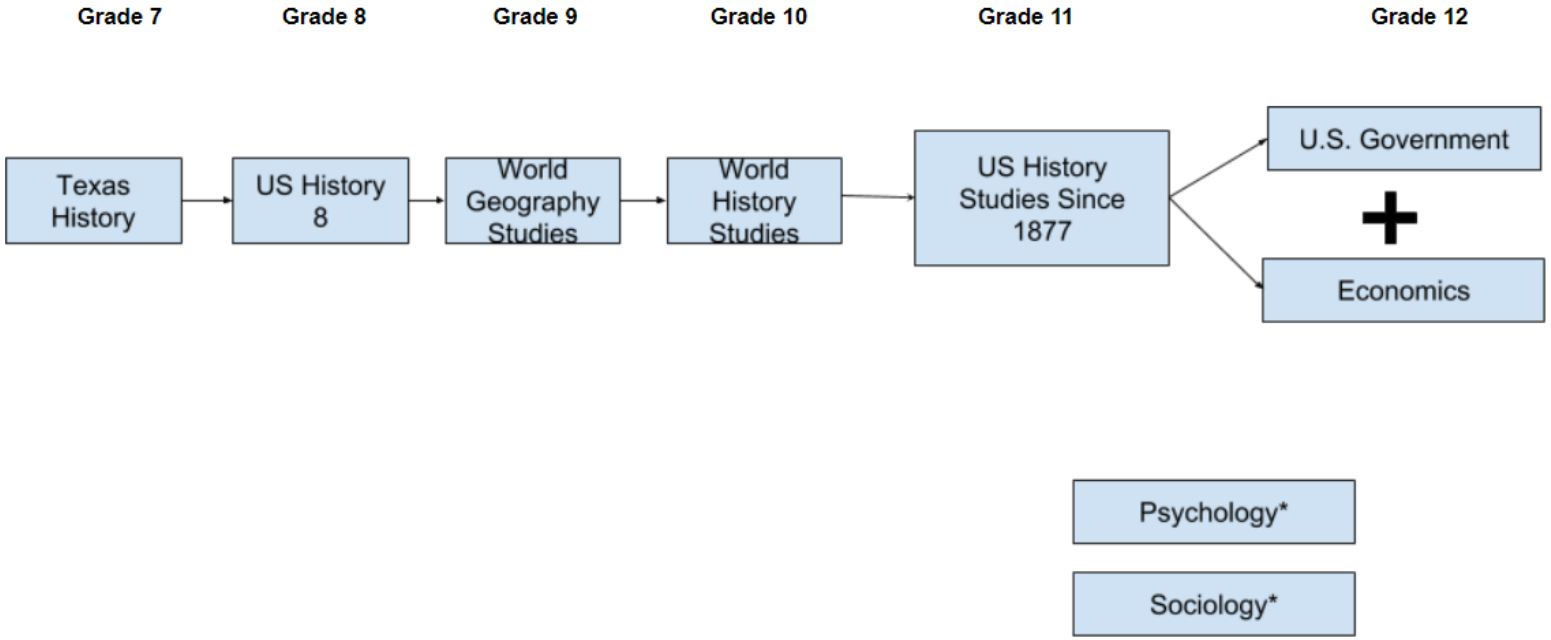
The creative process of solving problems by identifying needs and then devising solutions. The course reinforces and integrates skills learned in previous mathematics and science courses while stimulating students' ingenuity, intellectual talents and practical skills in devising solutions to aerospace engineering design problems. Students will use the engineering design process cycle to investigate, design, plan, create and evaluate solutions while fostering an awareness of the social and ethical implications of technological development.

NOTES:_____

7-12 Social Studies Course Flowchart

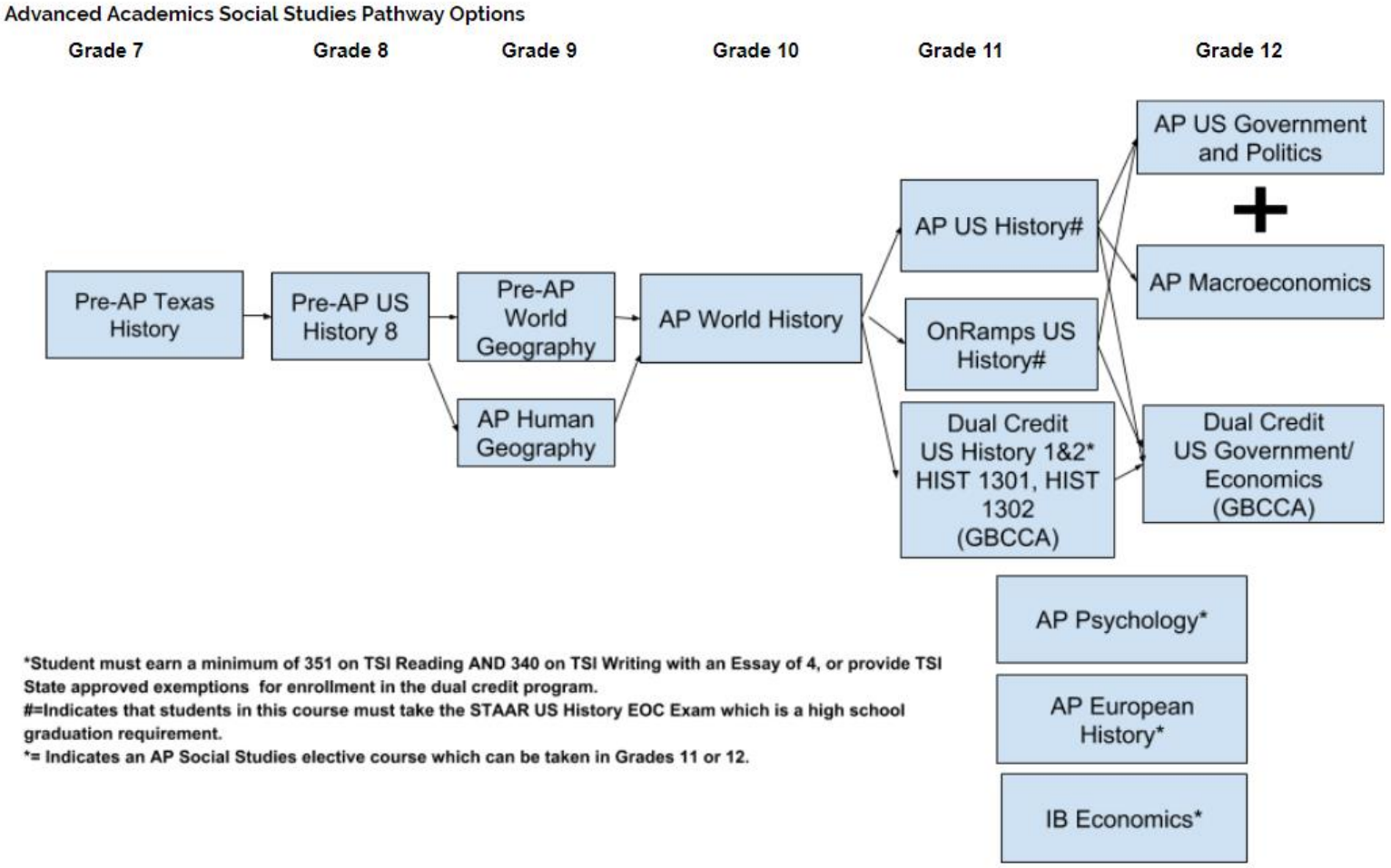
Rockwall ISD offers two Social Studies Pathways to meet our students' diverse needs. The typical pathway is the On-Level Social Studies Pathway. Students may also choose the Advanced Academics Social Studies Pathway or the International Baccalaureate Program Social Studies Pathway depending on student interest and post-secondary goals.

On-Level Social Studies Pathway Options



*** Indicates .5 credit (1 semester) Social Studies elective courses that can be taken anytime in Grades 10-12.**

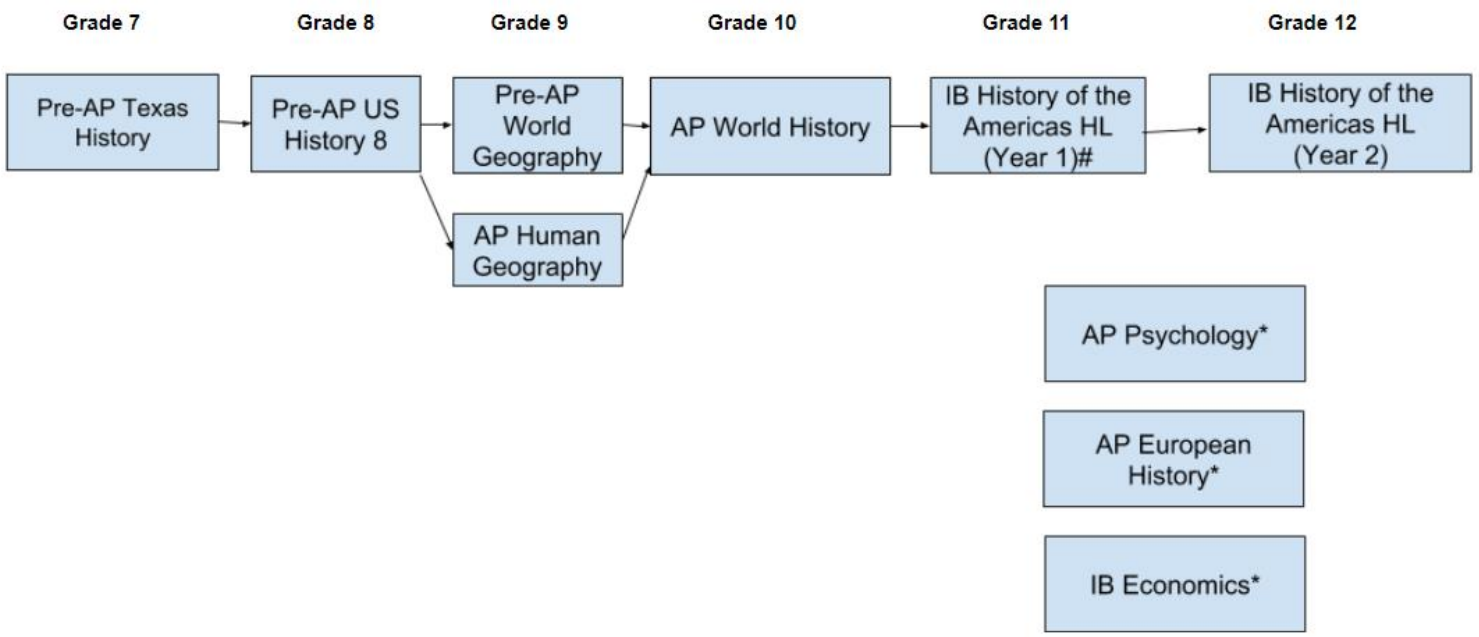
7-12 Social Studies Course Flowchart



*Student must earn a minimum of 351 on TSI Reading AND 340 on TSI Writing with an Essay of 4, or provide TSI State approved exemptions for enrollment in the dual credit program.
#=Indicates that students in this course must take the STAAR US History EOC Exam which is a high school graduation requirement.
*= Indicates an AP Social Studies elective course which can be taken in Grades 11 or 12.

7-12 Social Studies Course Flowchart

International Baccalaureate Program Social Studies Pathway Option



#=Indicates that students in this course must take the STAAR US History EOC Exam which is a high school graduation requirement.
*= Indicates an AP/IB Social Studies elective course which can be taken in Grades 11 or 12.
NOTE: Students enrolled in the IB History of the Americas receive US Government and Economics state credit via enrollment in History of the Americas HL (Year 2).

Social Studies

Course Name	Credits	Grade Levels	RISD Recommended Preparation
World Geography Studies	1	9-12	None
Pre-AP World Geography Studies	1	9-12	None
AP Human Geography	1	9-12	None
World History Studies	1	10-12	None
AP World History: Modern	1	10-12	None
United States History Studies Since 1877	1	11	None
United States History Studies Since 1877 A	1	11	ARD Decision
AP United States History	1	11	None
United States Government	.5	12	None
AP U.S. Government & Politics	.5	12	None
Economics with Emphasis on Free Enterprise and Its Benefits	.5	12	None
AP Macroeconomics	.5	12	None
IB History Higher Level	2	11 and 12	None
Psychology	.5	10-12	None
Special Topics in Social Studies: Psychology	.5	11-12	Two Social Studies credits
AP Psychology	.5	11-12	Special Topics in Social Studies: Psychology
Sociology	.5	10-12	None
AP European History	1	11-12	None
Personal Financial Literacy	.5	10-12	None
OnRamps U.S. History (Dual Enrollment)	1	11	Pre-AP English II or English II
IB Economics Standard Level	1	11 or 12	Enrollment in IB Programme or approved application
IB Philosophy Standard Level	1	11 or 12	Enrollment in IB Programme or approved application
HIST 1301 United States History I (Dual Credit)	.5	11	Meet TSI college readiness standard for Reading and Writing or equivalent
HIST 1302 United States History II (Dual Credit)	.5	11	Meet TSI college readiness standard for Reading and Writing or equivalent
GOVT 2305 Federal Government (Dual Credit)	.5	12	Meet TSI college readiness standard for Reading and Writing or equivalent
ECN 2301 Principles of Macroeconomics (Dual Credit)	.5	12	Meet TSI college readiness standard for Reading and Writing or equivalent

WORLD GEOGRAPHY STUDIES

SSH001
Grade Placement: 9-12
Prerequisite: None
Credit: 1

Examines physical and human geography of the world and the influence of geography on the past and present. A significant portion of the course centers around the physical processes; the characteristics of major land forms, climates, and ecosystems and their relationships; the political, economic and social processes that shape cultural patterns of regions, types of settlement; the distribution and movement of the world population; relationships among people, places and environments, and the concept of region.

PRE-AP WORLD GEOGRAPHY STUDIES

SSH01P
Grade Placement: 9-12
Prerequisite: None
Credit: 1

Course is taught conceptually and is designed to provide enrichment beyond mastery of the state essential knowledge and skills for World Geography as well as to equip students with critical thinking skills, analytical skills, and problem-solving strategies necessary for success in Advanced Placement courses. This course requires rigorous outside reading, writing assignments, and projects.

AP HUMAN GEOGRAPHY

SSH02A
Grade Placement: 9-12
Prerequisite: None
Credit: 1
Students are expected to take an Advanced Placement exam.

Introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This course requires rigorous outside reading, writing assignments, and projects. This course may be used to fulfill the World Geography Studies requirement for graduation. If this course is taken after World Geography credit has been awarded, the credit AP Human Geography will be transcribed as a local credit only.

WORLD HISTORY STUDIES

SSH003
Grade Placement: 10-12
Prerequisite: None
Credit: 1

Includes a survey of the history and development of various cultures and civilizations. The student will understand traditional history points of reference in world history and how the present relates to the past through the study of people and their reaction to the social, economic, religious, political, and geographical aspects of their world. Students are encouraged to compare and contract various civilizations and periods in view of these major themes.

AP WORLD HISTORY: MODERN

SSH03A
Grade Placement: 10-12
Prerequisite: None
Credit: 1
Students are expected to take an Advanced Placement exam.

AP World History: Modern will develop a greater understanding of the evolution of global processes and contacts in interaction with different types of human societies from 1200 CE through the present. The course offers a balanced global coverage of Asia, Africa, Americas, and Europe. This new course for 19-20 will provide a more condensed view of World History than in years past. Students selecting this college-level course should have strong reading, writing, and critical thinking skills.

UNITED STATES HISTORY STUDIES SINCE 1877

SSH004
Grade Placement: 11
Prerequisite: None
Credit: 1
The state requires an EOC assessment at the end of this course.

Presents the historical development of the United States to help students comprehend its social, cultural, and political institutions. Students gain an understanding of traditional historical points of reference in U.S. history from 1877 to present as well as an understanding of the historical causes of problems that exist in contemporary society. Key events include foreign affairs from the Spanish-American War to the present and domestic issues from the turn of the century through contemporary times.

AP UNITED STATES HISTORY

SSH04A
Grade Placement: 11
Prerequisite: None
Credit: 1
Students are expected to take an Advanced Placement exam.
The state requires an EOC assessment at the end of this course.

Focuses on the knowledge and analytical skills needed to critically analyze and interpret events as students gain an understanding of selected topics and chronological periods from the Pre-Colombian to Modern Eras. Critical thinking, organizational, independent reading and writing skills are necessary as students will be required to exam historical materials, weigh relevant evidence and produce an informed persuasive opinion in essay format. Students selecting this college-level course should have strong reading, writing, and critical thinking skills.

IB HISTORY HIGHER LEVEL

SSH02I, SSH32I
Grade Placement: 11 and 12
Prerequisite: None
Credit: 2
This course is taken over a two year period.

The IB Diploma Programme higher level History of the Americas course aims to promote an understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations. Students are encouraged to comprehend the present by reflecting critically on the past. They are further expected to understand historical developments at national, regional and international levels and learn about their own historical identity through the study of the historical experiences of different cultures.

UNITED STATES GOVERNMENT

SSH005
Grade Placement: 12
Prerequisite: None
Credit: .5

Focuses on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of governments at the national, state and local level.

ECONOMICS WITH EMPHASIS ON FREE ENTERPRISE AND ITS BENEFITS

SSH006
Grade Placement: 12
Prerequisite: None
Credit: .5

Focuses on basic economic concepts, tools of analysis and the language of the discipline. Macroeconomic and microeconomic theories are introduced.

GOVERNMENT/ECONOMICS A

***SS05A, *SS06A**
Grade Placement: 12
Prerequisite: ARD Decision
Credit: .5

Government and Economics Alternate courses will enable the student to define their rights, privileges and responsibilities within the school, community, and employment settings. Concepts include voting, laws, and consequences of unlawful behavior, honesty, integrity, community volunteerism, rules, and regulations. Students are instructed on how to be productive and safe in a variety of community situations including employment. Students will become familiar with the basic concepts of personal responsibility related to employability and being a productive, contributing member of a business, community and/or organization. History studies will provide a survey of the history and development of our world's area and cultures with emphasis on social, cultural, economic, and political development of the United States of America.

AP U.S. GOVERNMENT & POLITICS

SSH05A
Grade Placement: 12
Prerequisite: None
Credit: .5
Students are expected to take an Advanced Placement exam.

AP United States Government and Politics is a college-level introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture in the United States. Students will read and analyze U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions between political institutions and behavior. They will read and interpret data, develop evidence-based arguments, and engage in an applied civics or politics research-based project. Students selecting this college-level course should have strong reading, writing, and critical thinking skills.

AP MACROECONOMICS

SSH06A
Grade Placement: 12
Prerequisite: None
Credit: .5
Students are expected to take an Advanced Placement exam.

Emphasizes the study of the national income and price determination. Students develop familiarity with economic performance measures, economic growth and international economics. Students selecting this college-level course should have strong reading, writing, and critical thinking skills.

PSYCHOLOGY

SSH007
Grade Placement: 10-12
Prerequisite: None
Credit: .5

Introduces the student to the science of psychology with emphasis on human behavior. This course includes the study of facts involved in human development, learning and thinking, intelligence, personality, abnormal behavior and treatment and careers in psychology.

SPECIAL TOPICS IN SOCIAL STUDIES: PSYCHOLOGY

SSH07C
Grade Placement: 11-12
Prerequisite: Two credits in Social Studies
Credit: .5

Course is an elective class with a focus on the skills and science of psychology that includes research methodology, biological science and individual development. This class is a prerequisite for AP Psychology and receives AP weighted credit.

AP PSYCHOLOGY

SSH07A
Grade Placement: 11-12
Prerequisite: Special Topics in Social Studies: Psychology (taken semester 1 prior to AP Psychology)
Credit: .5
Students are expected to take an Advanced Placement exam.

Introduces students to the systematic and scientific study of behavior and mental processes of human beings and animals. The course consists of the psychological facts, principles and phenomena associated with each of the major sub-fields with psychology. Students selecting this college-level course should have strong reading, writing, and critical thinking skills.

SOCIOLOGY

SSH008
Grade Placement: 10-12
Prerequisite: None
Credit: .5

Provides a systematic approach to the study of group dynamics and models of individual and group relationships. The functionalist, conflict, and symbolic interactionist perspectives are evaluated in this introductory course. Topics include the history of sociology, research methods, social structure, deviance, prejudicial beliefs, the family and religion.

PERSONAL FINANCIAL LITERACY

SSH015
Grade Placement: 10-12
Credit: .5

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

AP EUROPEAN HISTORY

SSH09A
Grade Placement: 11-12
Prerequisite: None
Credit: 1
Students are expected to take an Advanced Placement exam.

Provides the student with a basic knowledge of history in Europe from 1450 to the present. Three basic themes that are covered are intellectual and cultural history, political and diplomatic history and social and economic history. Students selecting this college-level course should have strong reading, writing, and critical thinking skills.

ONRAMPS US HISTORY (DUAL ENROLLMENT)

SSH04D
Grade Placement: 11
Prerequisite: Pre-AP English II or English II
Credit: 1
The state requires an EOC assessment at the end of this course.

This is a rigorous social studies course aligned with entry-level courses taught at the college level. Students will study significant themes in US History through lecturers, primary and secondary readings, videos, maps, and other graphics. Exams will include essay questions that require students to craft historical narratives and arguments. This course is taught via OnRamps, which provides a dual credit option through the University of Texas for qualifying students. Students selecting this college-level course should have strong reading, writing, and critical thinking skills. Students will have extensive outside reading assignments. This course may include a fee for the dual credit portion of the course pending legislative action.

IB ECONOMICS STANDARD LEVEL

SSH04I
Grade Placement: 11 or 12
Prerequisite: Enrollment in IB Diploma Programme or approved application
Credit: 1

IB Economics Standard Level is a college-level economics course based on the IB curriculum. Economics is a dynamic social science, the study of which is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. This course emphasizes the economic theories of microeconomics and macroeconomics. These theories are not to be studied in a vacuum - rather, they are to be applied to real-world issues. The course considers ethical dimensions of the application of theories and encourages students to develop international perspectives and raise awareness of their own responsibilities at local, national, and international levels. **Students are required to take the appropriate IB Assessment.**

IB PHILOSOPHY STANDARD LEVEL

SSH05I
Grade Placement: 11 or 12
Prerequisite: Enrollment in IB Diploma Programme or approved application
Credit: 1

The emphasis of this course is on "doing philosophy," that is, on actively engaging in philosophical activity. The course is focused on stimulating students' intellectual curiosity and encouraging them to examine both their own perspectives and those of others. Students are challenged to develop their own philosophical voice and to grow into independent thinkers, in addition to engaging with some of the world's most interesting and influential thinkers. The course also develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments and to evaluate highly complex and multifaceted issues. **Students are required to take the appropriate IB Assessment.**

HIST 1301 UNITED STATES HISTORY I (Dual Credit)

SSH10D
Grade Placement: 11
Prerequisite: Meet TSI college-readiness standard: Reading score of 351, Writing score of 340, and Essay score of 4; or equivalent.
Credit: .5

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

HIST 1302 UNITED STATES HISTORY II (Dual Credit)

SSH11D
Grade Placement: 11
Prerequisite: Meet TSI college-readiness standard: Reading score of 351, Writing score of 340, and Essay score of 4; or equivalent.
Credit: .5

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

GOVT 2305 FEDERAL GOVERNMENT (Dual Credit)
SSH05D
Grade Placement: 12
Prerequisite: Meet TSI college-readiness standard: Reading score of 351, Writing score of 340, and Essay score of 4; or equivalent.
Credit: .5

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

ECON 2301 PRICIPLES OF MACROECONOMICS (Dual Credit)
SSH06D
Grade Placement: 12
Prerequisite: Meet TSI college-readiness standard: Reading score of 351, Writing score of 340, and Essay score of 4; or equivalent.
Credit: .5

Analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy.

NOTES:

Languages other than English (LOTE)

Course Name	Credits	Grade Levels	RISD Recommended Preparation
Spanish I	1	9-12	None
Spanish II	1	9-12	Spanish I
Pre-AP Spanish II	1	10-12	Spanish I
Pre-AP Spanish II for Native Speakers	1	9-12	Spanish II, CBE or Spanish for Native Placement Test
Pre-AP Spanish III	1	10-12	Spanish II or Pre-AP Spanish II
AP Spanish IV (Spanish Lang and Culture)	1	11-12	Pre-AP Spanish III
AP Spanish V (Spanish Literature)	1	11-12	AP Spanish IV
IB Spanish Standard Level	1	11 or 12	Pre-AP Spanish III
French I	1	9-12	None
French II	1	10-12	French I
Pre-AP French II	1	10-12	French I
Pre-AP French III	1	11-12	Pre-AP French II
AP French IV (French Language & Culture)	1	11-12	Pre-AP French III
IB French Standard Level	1	12	Pre-AP French III
Pre-AP German III	1	11-12	Pre-AP German II
AP German IV (Language)	1	11-12	Pre-AP German III
American Sign Language (ASL) I	1	9-12	None
American Sign Language (ASL) II	1	10-12	ASL I
American Sign Language (ASL) III	1	11-12	ASL II
American Sign Language (ASL) IV	1	11-12	ASL III

SPANISH I
LOTS01
Grade Placement: 9-12
Prerequisite: None
Credit: 1

Course is an introduction to the Spanish-speaking world, the language and the people. Emphasis is on the early acquisition of the spoken language while developing listening, reading, speaking and writing skills. Grammar skills are introduced through both oral and written expression. This course is intended for students who are at or above grade level skills in the areas of oral comprehension, speaking, reading, and writing. Students may purchase a Spanish/ English dictionary.

SPANISH II
LOTS02
Grade Placement: 9-12
Prerequisite: Spanish I
Credit: 1

Course is a reinforcement and expression of the four skills; listening, speaking, reading and writing. Writing with appropriate grammatical structure is emphasized to increase the range of students' knowledge of the language. Vocabulary is expanded through reading, writing exercises and conversational practice.

PRE-AP SPANISH II

LOTS2P
Grade Placement: 10-12
Prerequisite: Spanish 1
Credit: 1

Studies the material covered in Spanish II, with emphasis on learning strategies to prepare for Pre-AP Spanish III. Students are expected to become more proficient in the four language skills. Projects and cooperative learning groups are fundamental groups are fundamental elements of this course.

PRE-AP SPANISH II FOR NATIVE SPEAKERS

LOTN2P
Grade Placement: 9-12
Prerequisite: Spanish I CBE or Spanish for Native Placement Test
Credit: 1

Emphasizes both spoken and written Spanish. Students must be fluent in speaking their target language. This course will increase reading, grammar and writing skills as well as the study of people and cultures of the Hispanic world. Multiple learning strategies will be provided to prepare students for Pre-AP Spanish III. Students will be expected to become more proficient in the four language skills.

PRE-AP SPANISH III

LOTS3P
Grade Placement: 10-12
Prerequisite: Pre-AP Spanish II Credit: 1

Covers the material and meet objectives found in Spanish III with emphasis on learning strategies to prepare for AP Spanish IV. Vocabulary expansion, grammatical concepts, oral and written skills and a degree of fluency in silent reading and expression in oral reading are emphasized. Students acquire cultural insights and an appreciation of Spanish speaking countries.

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AP SPANISH IV (SPANISH LANGUAGE AND CULTURE)

LOTS4A
Grade Placement: 11-12
Prerequisite: Pre-AP Spanish III
Credit: 1
Students are expected to take an Advanced Placement exam.

This is a college-level course intended for students in their fourth year of high school Spanish. The three modes of communication--interpersonal, interpretive, and presentational--are the underlining tenets of the AP Spanish Language and Culture course. These modes have been clearly defined in the *Standards for Foreign Language Learning in the 21st Century*. Students enrolled in this course are expected to have a good command of grammar as well as strong listening, reading, speaking, and writing skills. Exclusive use of Spanish by teacher and students for active communication is expected in the classroom. In addition to using authentic materials and resources in the target language, students will use several primary textbooks in accordance with College Board guidelines. Students are expected to take the AP Language and Culture exam at the end of this course.

AP SPANISH V (SPANISH LITERATURE)

LOTS5A
Grade Placement: 11-12
Prerequisite: AP Spanish IV
Credit: 1
Students are expected to take an Advanced Placement exam.

This is a college-level course intended for students in their fifth year of high school Spanish. The content of the course is a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. In addition to continuing to develop language proficiency in the four skills (reading, writing, listening, and speaking), the course emphasizes critical analysis of literary texts, incorporating a contextual and cultural approach according to guidelines established by the Advanced Placement Committee of the College Board. Exclusive use of Spanish by teacher and students for active communication is expected in the classroom. Students are expected to take the AP Language and Culture exam at the end of this course.

IB SPANISH AB INITIO STANDARD LEVEL

LOTS3I
Grade Placement: 11-12
Prerequisite: Must be an IB Diploma Candidate without prior Spanish credit
Credit: 2
This course is taken over a two year period.

Ab initio language is a course of study based around three broad intercultural themes. Through the development of oral, presentational, and written skills, ab initio language encompasses the ability to respond and interact appropriately in a defined range of everyday language skills. Students enrolled in this course are required to take the appropriate IB examination. **The IB Spanish ab initio course is designed for students with little or no prior experience of the Spanish Language. This course will receive 5.5 (Pre-AP/Dual Credit) GPA weighted points.**

IB SPANISH STANDARD LEVEL

LOTS4I
Grade Placement: 11 or 12
Prerequisite: PAP Spanish III
Credit: 1

The IB Diploma Programme Spanish standard level course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. Spanish is designed for students who possess a degree of knowledge and experience in the target language. High performing standard level students should be able to follow university courses in other disciplines in the language that is studied.

FRENCH I

LOTF01
Grade Placement: 9-12
Prerequisite: None
Credit: 1

Emphasizes all four areas of language study: speaking, understanding, reading and writing. Vocabulary, along with essential grammatical structure, provides a beginning foundation for oral and written communication.

FRENCH II

LOTF02
Grade Placement: 10-12
Prerequisite: French I
Credit: 1

Expands the four areas of language study introduced in French I. Greater emphasis is placed on oral and written communication skills at this level.

PRE-AP FRENCH II

LOTF2P
Grade Placement: 10-12
Prerequisite: French II
Credit: 1

Covers all the materials and objectives of French II with emphasis on learning College Board skills and strategies to prepare for Pre-AP French III. Students are required to become proficient in the oral skills, as the class will be conducted primarily in the French language.

PRE-AP FRENCH III

LOTF3P
Grade Placement: 11-12
Prerequisite: Pre-AP French II
Credit: 1

Consists of the study of grammar and language with emphasis on the study of French literature and poetry. Students are required to compose original French works and practice skills and strategies to prepare for the AP Language exam. Classes are conducted primarily in French.

AP FRENCH IV (FRENCH LANGUAGE AND CULTURE)

LOTF4A
Grade Placement: 11-12
Prerequisite: Pre-AP French III
Credit: 1

Extends the development of the four primary language skills: reading, writing, listening and speaking. This course focuses on knowledge of the language and culture through literature, structure, and conversation. Students read selections from classic and contemporary literature, view artistic masterpieces and explore the culture of la Francophone (French-speaking countries). Students are required to take an Advanced Placement exam.

IB FRENCH STANDARD LEVEL

LOTF4I
Grade Placement: 12
Prerequisite: PAP French III
Credit: 1

The IB Diploma Programme French standard level course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. IB French is designed for students who possess a degree of knowledge and experience in the target language. High performing standard level students should be able to follow university courses in other disciplines in the language that is studied.

PRE-AP GERMAN III
LOTG3P
Grade Placement: 11-12
Prerequisite: Pre-AP German II Credit: 1

Consists of the study of grammar and language with emphasis on the study of German literature and poetry. Students are expected to compose original works in German. They practice skills and strategies including knowledge of appropriate register and colloquial differences in the target language to prepare for the Advanced Placement test.

AP GERMAN IV (LANGUAGE)
LOTG4A
Grade Placement: 11-12
Prerequisite: Pre-AP German III
Students are expected to take an Advanced Placement exam.

Allows students to practice skills necessary to succeed on the advanced placement exam. The four primary skills of speaking, writing, comprehension and reading as well as the knowledge of appropriate register and colloquial differences in the target language are stressed.

AMERICAN SIGN LANGUAGE (ASL) I
LOTA01
Grade Placement: 9-12
Prerequisite: None
Credit: 1

Course is an introductory deaf language course. Students acquire basic sign skills relevant to introductions, daily routines and descriptions. Deaf culture awareness, deaf history and ASL parameters are covered. 9th Grade enrollment in this course is limited.

AMERICAN SIGN LANGUAGE (ASL) II
LOTA02
Grade Placement: 10-12
Prerequisite: ASL 1
Credit: 1

Reinforces and expands on skills acquired in ASL I. ASL is used during instruction. Students present increasingly elaborate narratives that incorporate cultural cues and indicators, as well as demonstrating a command of the unique grammar of the language. Deaf history is studied in depth.

AMERICAN SIGN LANGUAGE (ASL) III
LOTA03
Grade Placement: 11-12
Prerequisite: ASL II
Credit: 1

Continues the study of sign parameters and ASL grammar with an emphasis on Deaf community literature. Students create original presentations that encompass a variety of topics in depth and demonstrate a strong command of the language.

AMERICAN SIGN LANGUAGE (ASL) IV
LOTA04
Grade Placement: 11-12
Prerequisite: ASL III
Credit: 1

Continues the study of sign parameters and ASL grammar with an emphasis on Deaf community literature. Students create original presentations that encompass a variety of topics in depth and demonstrate a strong command of the language.

International Baccalaureate (IB)

IB Diploma Programme students study six courses, thus ensuring breadth of experience in English, a second language, social studies, the experimental sciences, and mathematics. The sixth subject may be an arts subject or an additional course from one of the other areas of study. In addition, the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding. **The extended essay** is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying. **Theory of knowledge (TOK)** is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical). **Creativity, activity, service (CAS)** requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately. In addition, several IB courses can be taken as "certificate only" credit without perusing the separate IB Diploma.

Course Name	Credits	Grade Levels	RISD Recommended Preparation
IB English Literature Higher Level*	2	11 and 12	English II
IB History Higher Level	2	11 and 12	None
IB Mathematics: Applications and Interpretation Standard Level	2	11	Must have earned Algebra II credit
IB Mathematics Standard Level	1	12	
IB Biology Standard Level	1	11 or 12	Biology (Pre-AP Biology recommended)
IB Biology Higher Level	2	11 & 12	Biology (Pre-AP Biology recommended)
IB Physics Standard Level	1	11 and 12	Pre-AP Algebra II
IB Physics Higher Level	2	11 and 12	Pre-AP Algebra II
IB Spanish ab initio Standard Level	2	11 and 12	No prior Spanish credit
IB Spanish Standard Level*	1	11 or 12	Pre-AP Spanish III
IB French Standard Level*	1	12	Pre-AP French III
IB Music Standard Level*	2	11 and 12	Concurrent enrollment in Choir 3/4, Band 3/4, Orchestra 3/4, or Piano 3/4 and IB course student with approved application
IB Visual Arts Standard Level*	1	11 or 12	Art 1 or teacher approval
IB Visual Arts Higher Level*	2	11 and 12	Art 1 or teacher approval
IB Theory of Knowledge	1	11 and 12	
IB Film Standard Level*	1	11 or 12	
IB Economics Standard Level*	1	11 or 12	
IB Philosophy Standard Level*	1	11 or 12	

*The following International Baccalaureate courses may be taken by students not pursuing the full IB diploma. These IB course students will take the same internal and external assessments as the IB diploma students and can earn college credit for passing prescribed IB assessments. The IB certificate courses for Rockwall ISD are as follows:

- Higher Level English Literature (a 2 credit course, taken over 2 years)
- IB Philosophy Standard Level (1 year)
- IB Film Standard Level (1 year)
- IB Spanish Standard Level (1 year)
- IB French Standard Level (1 year)
- IB Visual Arts Higher Level (a 2 credit course, taken over 2 years)
- IB Visual Arts Standard Level (1 year)
- IB Music Standard Level (2 year)
- IB Economics Standard Level (1 year)

For more detailed information regarding the International Baccalaureate Diploma Programme, please consult your school's IB Campus Coordinator or Campus IB Counselor.

IB ENGLISH LITERATURE HIGHER LEVEL

ELA03I, ELA04I
Grade Placement: 11 AND 12
Eligibility: IB Diploma Student OR approved IB course application
Prerequisite: English II
Credit: 2
This course is taken over a two year period.

The IB Diploma Programme English literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In English literature, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts. Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language. Texts studied are chosen from the prescribed literature in translation (PLT) list and the prescribed list of authors (PLA) or elsewhere. The PLT list is a wide-ranging list of works in translation, from a variety of languages, allowing teachers to select works in a language different from the language of the examination. The PLA lists authors from the language of the examination. The authors on the list are appropriate for students aged 16 to 19.

IB HISTORY HIGHER LEVEL

SSH02I, SSH32I
Grade Placement: 11 and 12
Eligibility: IB Diploma Student
Prerequisite: Enrollment in IB Diploma Programme
Credit: 2
This course is taken over a two year period.

The IB Diploma Programme History course aims to promote an understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations. Students are encouraged to comprehend the present by reflecting critically on the past. They are further expected to understand historical developments at national, regional and international levels and learn about their own historical identity through the study of the historical experiences of different cultures.

IB MATHEMATICS: APPLICATIONS AND INTERPRETATION STANDARD LEVEL

MAT13I
Grade Placement: 11
Eligibility: IB Diploma Student Prerequisite: Algebra II credit
Credit: 2
This course is taken over a two year period.

This IB mathematics course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. **THIS IS A NEW COURSE STARTING IN 2019 for IB CLASS OF 2021.**

IB MATHEMATICS STANDARD LEVEL

MAT21I
Grade Placement: 12
Eligibility: IB Diploma Student
Prerequisite: Enrollment in IB Diploma Programme
Credit: 2
This course is taken over a two year period.

The IB Diploma Programme Mathematics standard level (Standard Level) course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. The internally assessed exploration offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

IB BIOLOGY HIGHER LEVEL/STANDARD LEVEL

SCI05I
Grade Placement: 11 or 12 (Standard Level); or 11 and 12 (Higher Level)
Eligibility: IB Diploma Student
Prerequisite: Biology 1 (Pre-AP Biology recommended)
Credit: 1 (Standard Level) or 2 (Higher Level)
This course may be taken over a two year period.

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment. By studying IB Biology in the Diploma Programme students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.

IB PHYSICS HIGHER LEVEL/STANDARD LEVEL

SCI04I, SCI24I
Grade Placement: 11 and 12 (Standard Level); or 11 and 12 (Higher Level)
Eligibility: IB Diploma Student
Prerequisite: Pre-AP Algebra II
Credit: 1 (Standard Level) or 2 (Higher Level)
This course is taken over a two year period.

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides helping us better understand the natural world, physics gives us the ability to alter our environments. By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

IB SPANISH AB INITIO STANDARD LEVEL

LOTS3I
Grade Placement: 11-12
Eligibility: IB Diploma, no prior credit in Spanish
Prerequisite: Must be an IB Diploma Candidate without prior Spanish credit
Credit: 2
This course is taken over a two year period.

Ab initio language is a course of study based around three broad intercultural themes. Through the development of oral, presentational, and written skills, ab initio language encompasses the ability to respond and interact appropriately in a defined range of everyday language skills. Students enrolled in this course are required to take the appropriate IB examination. **The IB Spanish ab initio course is designed for students with little or no prior experience of the Spanish Language. This course will receive 5.5 (Pre-AP/Dual Credit) GPA weighted points.**

IB SPANISH STANDARD LEVEL

LOTS4I
Grade Placement: 11 or 12
Eligibility: IB Diploma Student OR approved IB course application
Prerequisite: PAP Spanish III
Credit: 1

The IB Diploma Programme Spanish standard level course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. Spanish is designed for students who possess a degree of knowledge and experience in the target language. High performing standard level students should be able to follow university courses in other disciplines in the language that is studied.

IB FRENCH STANDARD LEVEL

LOTF4I
Grade Placement: 12
Eligibility: IB Diploma Student OR approved IB course application
Prerequisite: PAP French III
Credit: 1

The IB Diploma Programme French standard level course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. IB French is designed for students who possess a degree of knowledge and experience in the target language. High performing standard level students should be able to follow university courses in other disciplines in the language that is studied.

IB MUSIC STANDARD LEVEL

FIN10I, FIN20I
Grade Placement: 11 and 12
Eligibility: IB Diploma Student OR approved IB course application
Prerequisite: Concurrent enrollment in Choir 3/4, Band 3/4, Orchestra 3/4, or Piano 3/4 and IB course student with approved application
Credit: 2
This course is taken over a two year period.

The IB Diploma Programme standard level music course seeks to develop student's' knowledge and potential as musicians, both personally and collaboratively. IB Diploma Programme music students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology and context. Through the course of study, students become aware of how musicians work and communicate.

IB VISUAL ARTS HIGHER LEVEL/STANDARD LEVEL

ART01I
Grade Placement: 11 or 12 (Standard Level); or 11 and 12 (Higher Level)
Eligibility: IB Diploma Student OR approved IB course application
Prerequisite: Art 1 or teacher approval
Credit: 1 (Standard Level) or 2 (Higher Level)

The IB Diploma Programme Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

IB THEORY OF KNOWLEDGE
SSH01I
Grade Placement: 11 and 12
Eligibility: IB Diploma Student
Prerequisite: Enrollment in the IB Diploma Programme
Credit: 1 (enrolled students will receive .5 TOK credit in Grade 11 and .5 TOK credit in Grade 12)

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students. The overall aim of TOK is to encourage students to formulate answers to the question "how do you know?" in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

IB FILM STANDARD LEVEL
FIN01I
Grade Placement: 11 or 12
Eligibility: IB Diploma Student OR approved IB Course application
Prerequisite: Enrollment in the IB Diploma Programme
Credit: 1

The IB film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others. IB Film students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film. The film course emphasizes the importance of working collaboratively. It focuses on the international and intercultural dynamic that triggers and sustains contemporary film, while fostering in students an appreciation of the development of film across time, space and culture. **Students are required to take the appropriate IB Assessment.**

IB ECONOMICS STANDARD LEVEL
SSH04I
Grade Placement: 11 or 12
Eligibility: IB Diploma Student OR approved IB Course application
Prerequisite: Enrollment in IB Diploma Programme or approved application
Credit: 1

IB Economics Standard Level is a college-level economics course based on the IB curriculum. Economics is a dynamic social science, the study of which is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. This course emphasizes the economic theories of microeconomics and macroeconomics. These theories are not to be studied in a vacuum - rather, they are to be applied to real-world issues. The course considers ethical dimensions of the application of theories and encourages students to develop international perspectives and raise awareness of their own responsibilities at local, national, and international levels. **Students are required to take the appropriate IB Assessment.**

IB PHILOSOPHY STANDARD LEVEL
SSHO5I
Grade Placement: 11 or 12
Eligibility: IB Diploma Student OR approved IB Course application
Prerequisite: Enrollment in IB Diploma Programme or approved application
Credit: 1

The emphasis of this course is on "doing philosophy," that is, on actively engaging in philosophical activity. The course is focused on stimulating students' intellectual curiosity and encouraging them to examine both their own perspectives and those of others. Students are challenged to develop their own philosophical voice and to grow into independent thinkers, in addition to engaging with some of the world's most interesting and influential thinkers. The course also develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments and to evaluate highly complex and multifaceted issues. **Students are required to take the appropriate IB Assessment.**

Career & Technical Education (CTE)

Career & Technical Education (CTE) courses are designed to prepare students with professional and technical skills necessary to succeed in today's high-demand occupational environment. Students have the opportunity to utilize their academic skills in the following career fields:

- *Agricultural Technology*
- *Animation*
- *Architecture*
- *Audio Video Production*
- *Automotive Technology (Eastfield College)*
- *Business Management*
- *Commercial Photography*
- *Computer Science/Cybersecurity*
- *Engineering-Aerospace*
- *Engineering-Robotics*
- *Fashion Design*
- *Finance*
- *Floral Design*
- *Graphic Design*
- *Health Science-EMT*
- *Health Science-Nursing/Clinical*
- *Health Science-Pharmacy Technician*
- *Health Science-Central Sterile Processing/Pre-Surgical Technician (Collin College)*
- *Health Science-EKG & Phlebotomy Technician (Collin College)*
- *Health Science-Dental Assistant*
- *Hospitality & Tourism—Culinary Arts*
- *Law and Public Safety*
- *Marketing & Entrepreneurship*
- *Veterinary Medicine/Animal Science*
- *Video Game Design*
- *Welding (Eastfield College)*

These programs of study provide a variety of elective courses from which students are allowed to select and are in addition to the academic courses required for graduation. Career & Technical Education can help a student explore his/her potential and establish future career goals. Career education may assist students by providing them with a means for enhanced earning potential while attending high school and post-secondary education/training. Career education courses encourage students to develop a personal career plan and provide information for post-secondary education opportunities. Most career education pathways include opportunities to work toward industry recognized certifications. Students may also choose to take advantage of dual credit courses that offer college credit for technical courses completed in high school and/or participate in work-based field experiences or internships.

Due to limited seating in some courses, students will be placed through a competitive rubric process. This is notated in the course description.

Career & Technical Student Organizations (CTSOs) are available to all students who are enrolled in a CTE Course. Participation is encouraged.

Business & Industry Endorsement Pathways Leading to Certification

An endorsement requires four or more credits in one career cluster, with two of the courses in the same pathway and one advanced course (11th or 12th grade course) from the pathway as the final course. Career Preparation I or Career Preparation II can also serve as the final course in any pathway in the Business & Industry or Public Service Endorsement (not STEM).

National Career Cluster	RISD Career Pathway	8th	9th	10th	11th (Advanced Courses)	12th (Advanced Courses)	*Certification Opportunities*
Agriculture, Food & Natural Resources	**Agricultural Technology (All courses taken at Ag Complex)**	Business Information Management	Principles of Agriculture, Food & Natural Resources 1 credit	Agricultural Power Systems 2 credits	Agricultural Structures, Design & Fabrication 1 credit Agricultural Mechanics & Metal Tech. 1 credit	Practicum in Agriculture, Food, & Natural Resources 2 credits	*Coming Soon*
	Floral Design		Principles of Agriculture, Food & Natural Resources 1 credit (at Ag Complex)	Floral Design 1 credit	Advanced Floral Design 1 credit	Practicum in Agriculture-Floral Design 2 credits	Benz of Floral Design Certification And Texas State Florist Association Level 1 and 2
	Veterinary Medicine/ Animal Science		Principles of Agriculture, Food & Natural Resources 1 credit (at Ag Complex)	Livestock Production 1 credit AND/OR Small Animal Management AND Equine Science 1 credit (at Ag Complex)	Veterinary Medical Applications 1 credit AND Advanced Animal Science (Science credit) 1 credit	Practicum in Agriculture, Food, & Natural Resources—Veterinary Medical Applications 2 credits	*Veterinary Assistant and/or Texas Beef Quality Assurance*
Architecture & Construction	**Architecture**	Business Information Management	Principles of Architecture 1 credit	Architectural Design I 1 credit	Architectural Design II 2 credits	Practicum in Architecture 2 credits	*Autodesk Revit Architecture Certified Associate*
Arts, Audio Video Technology & Communications	**Animation**	Principles of Arts, AV Technology & Communication	Principles of Arts, Audio Video Technology, & Communications 1 credit	Digital Media 1 credit	Animation 1 credit	Animation II or Video Game Design 1 credit	*Adobe Certified Associate – Photoshop and/or Flash Professional*
	Audio Video Production		Principles of Arts, AV Technology, & Communications 1 credit	Audio Video Production I 1 credit	Audio Video Production II *with* Lab 2 credits	Practicum in Audio Video Production 2 credits	*Adobe Certified Associate Premier Professional*
	Commercial Photography		Principles of Arts, AV Technology, & Communications 1 credit	Commercial Photography I 1 credit	Commercial Photography II 2 credits (2020-2021)	Practicum in Commercial Photography 2 credits (2021-2022)	Adobe Certified Associate-Photoshop
	Fashion Design		Fashion Design I with Lab 2 credits	Fashion Design II with Lab 2 credits	Practicum in Fashion Design I 2 credits	Practicum in Fashion Design II 2 credits	
	Graphic Design		Principles of Arts, AV Technology, & Communications 1 credit	Graphic Design and Illustration I 1 credit	Graphic Design and Illustration II with Lab 2 credits	Practicum in Graphic Design & Illustration 2 credits	*Adobe Certified Associate-Photoshop*
	Video Game Design		Principles of Arts, AV Technology, & Communications 1 credit	Video Game Design I 1 credit	Video Game Programming 1 credit	Advanced Video Game Programming 1 credit (2020-2021)	

Business & Industry Endorsement Pathways Leading to Certification (continued)

An endorsement requires four or more credits in one career cluster, with two of the courses in the same pathway and one advanced course (11th or 12th grade course) from the pathway as the final course. Career Preparation I or Career Preparation II can also serve as the final course in any pathway in the Business & Industry or Public Service Endorsement (not STEM).

National Career Cluster	RISD Career Pathway	8th	9th	10th	11th (Advanced Courses)	12th (Advanced Courses)	*Certification Opportunities*
Hospitality & Tourism	**Culinary Arts**	Business Information Manage-ment	Introduction to Culinary Arts 1 credit	Culinary Arts 2 credits	Advanced Culinary Arts 2 credits	Practicum in Culinary Arts 2 credits	*ServSafe® Manager Certification*
Finance	**Finance**	Business Information Manage-ment	Principles of Business, Marketing & Finance 1 credit	Business Information Management 1 credit	Accounting I 1 credit	Accounting II Statistics & Business Decision Making or Personal Financial Math 1 math credit each	*Microsoft Office Specialist*
Business Management & Administra-tion	**Business Management**	Business Information Manage-ment	Principles of Business, Marketing & Finance 1 credit	Business Information Management 1 credit	Business Management I 1 credit	Practicum in Business Management 2 credits	*Microsoft Office Specialist: Word, Excel, and/or PowerPoint*
Marketing	**Marketing & Entrepreneur-ship**	Business Information Manage-ment	Principles of Business, Marketing & Finance 1 credit	Sports and Entertainment Marketing .5 credit *AND* Social Media Marketing .5 credit	Entrepreneur-ship 1 credit	Practicum in Marketing 2 credits	*Microsoft Office Specialist and/or A*S*K Fundamen-tal Marketing Concepts*
Manufacturing	**Welding Dual Credit at Eastfield**	Business Information Manage-ment	No pathway Courses required	No Pathway courses required	WLD01D, WLD02D, WLD03D, WLD04D EFC 1:00-5:00, M-TH 4 credits/3 slots	WLD05D, WLD06D, WLD07D, WLD08D EFC 1:00-5:00, M -TH 4 credits/3 slots	*Welding Certifications*
Transportation, Distribution & Logistics	**Automotive Technology Dual Credit at Eastfield**	Business Information Manage-ment	No pathway courses required	No Pathway courses required	AUT01D, AUT02D, AUT03D, AUT04D EFC 1:00-5:40 4 credits/3 slots	AUT05D, AUT06D, AUT07D, AUT08D EFC 1:00-5:40 4 credits/3 slots	*Automotive Service Excellence (ASE) Certifications*

Public Service Endorsements Leading to Certifications

Endorsement requires four or more credits in one career cluster, with two of the courses in the same pathway and one advanced course (11th or 12th grade course) from the pathway as the final course; Career Prep I or II can also serve as the final course in any pathway in the Public Service Endorsement.

National Career Cluster	RISD Career Pathway	8th	9th	10th	11th (Advanced Courses)	12th (Advanced Courses)	Certification Opportunities
Law, Public Safety, Corrections & Security	**Law & Public Safety**	Business Information Management	Principles of Law & Public Safety 1 credit	Law Enforcement I 1 credit	Law Enforcement II 1 credit AND Forensic Science 1 Science credit	Court Systems & Practices and/or Criminal Investigation 1 credit each	*Coming Soon*
Health Science	**Health Science – Clinical**	Business Information Management	Medical Terminology 1 credit	Health Science Theory 1 credits	Practicum in Health Science I— Clinical AND Anatomy & Physiology 1 Science credit	Practicum In Health Science II– Internship 2 credits	*CPR – Healthcare Provider BLS AND Certified Medical Assistant*
	Health Science - EMT		Medical Terminology 1 credit	Health Science Theory 1 credits	Practicum in Health Science I — Clinical AND Anatomy & Physiology 1 Science credit	Practicum In Health Science II – Emergency Medical Technician 2 credits	*CPR – Healthcare Provider BLS AND Emergency Medical Technician*
	Health Science – Central Sterile Processing (Collin Dual Credit)		Medical Terminology 1 credit	Health Science Theory 1 credits	Practicum in Health Science I — Clinical AND Anatomy & Physiology 1 Science credit	Practicum In Health Science II – Central Sterile Processing Dual Credit 2 credits	*CPR – Healthcare Provider BLS AND Sterile Processing*
	Health Science – Pharmacy Technician		Medical Terminology 1 credit	Health Science Theory 1 credits	Pharmacology 1 credit	Anatomy & Physiology 1 Science credit AND Practicum In Health Science I – Pharmacy Technician 2 credits	*CPR – Healthcare Provider BLS AND Certified Pharmacy Technician*
	Health Science – EKG & Phlebotomy Tech (Collin Dual Credit)		Medical Terminology 1 credit	Health Science Theory 1 credits	Practicum in Health Science I—Clinical AND Anatomy & Physiology 1 Science credit	Practicum In Health Science II – EKG & Phlebotomy Tech 2 credits	*CPR – Healthcare Provider BLS AND Certified EKG & Phlebotomy Tech*
	Health Science – Dental Assistant		Medical Terminology 1 credit	Health Science Theory 1 credits	Practicum in Health Science I Dental Assistant 2 credits AND Anatomy & Physiology 1 Science credit	Practicum In Health Science II – Dental Assistant 2 credits	*CPR – Healthcare Provider BLS AND Certified EKG & Phlebotomy Tech*

Science, Technology, Engineering & Math (STEM)
Endorsements Leading to Certifications

Endorsement requires four or more credits in one career cluster, with two of the courses in the same pathway and one advanced course (11th or 12th grade course) from the pathway as the final course; Computer Science and Cyber Security pathways require all four 9th thru 12th grade course credits in pathway—no substitutions permitted. (Career Prep I or II is not permitted for STEM Endorsements.)

National Career Cluster	RISD Career Pathway	8th	9th	10th	11th (Advanced Courses)	12th (Advanced Courses)	*Certification Opportunities*
Science, Technology, Engineering & Mathematics (STEM))	**Aerospace Engineering**	Principles of Applied Engineering	Principles of Applied Engineering 1 credit	Engineering Design & Presentation I 1 credits and/or AC/DC Electronics 1 credits	Engineering Design & Presentation II (Dual Credit) 2 credits And/or Scientific\ Research & Design 1 Science credit	Engineering Design & Problem Solving 1 Science credit	*SolidWorks Associate AND OSHA General Construction*
	Robotics Engineering		Principles of Applied Engineering 1 credit	Robotics I 1 credit Or AC/DC Electron-ics 1 credit and Engineering Design & Presentation I 1 credits	Engineering Design & Presentation II (Dual Credit) 2 credits	Robotics II 1 credit or Practicum in STEM 2 credits	*SolidWorks Associate, Master Cam, RobotC AND OSHA General Industry*
	Cyber Security Collin College Dual Credit		Principles of Applied Engineering 1 credit	Digital Forensics (Fall) .5 credit AND Mobile App Development (Spring) .5 credit	AP Computer Science Principles 1 credit	Collin College Dual Credit Courses 2 HS credits, 2 slots (begins 2020-21)	*CompTIA Security+*
	Computer-Science		Principles of Applied Engineering 1 credit	AP Computer Science Principles 1 credit	Pre-AP Computer Science 1 credit	AP Computer Science A 2 math credit	*Microsoft Technology Associate and CompTIA Security+*

Business & Industry Endorsement

Agriculture, Food & Natural Resources Career Cluster

Agriculture, Food & Natural Resources classes are taught in coordinated groups and in individual instructional activities consisting of classroom and laboratory experiences, supervised agricultural experiences, and leadership activities. The program is designed to develop competencies needed by high school students desiring to, or preparing to, enter agricultural occupations. Agricultural employment includes all jobs that require agricultural competencies or essential knowledge and skills needed in producing, managing, processing, marketing, distributing, regulating or protecting any of the renewable natural resources - about 20% of the Gross National Product (GNP). Sixty percent of all activities are shop or laboratory activities. Students are expected to participate in the FFA student organization to obtain experiential learning. Advanced courses are taught at the RISD Agricultural Complex.

Possible careers include: Agricultural Scientist, Cooperative Extension Service, Hazardous Material Technical Coordinator, Agricultural Engineer, Biological Scientist, Farmer/Farm Manager, Forestry Conservation Scientist, Range Manager, Veterinary Technician, Agricultural Technical Sales Representative, Quality Control Technician, Veterinarian and Welder.

Course Name	Credits	Grade Levels	Required Prerequisites
Principles of Agriculture, Food & Natural Resources (Applies to all pathways in this cluster)	1	9-10	None
Agricultural Technology Pathway			
Agricultural Power Systems	2	10-12	None
Agricultural Mechanics & Metal Technologies	1	11-12	None
Agricultural Structures, Design & Fabrication	1	11-12	None
Practicum in Agriculture, Food & Natural Resources—Agricultural Technology	2	11-12	Minimum of 1 Agricultural Pathway Course
Floral Design Pathway			
Floral Design (fine arts credit)	1	10-12	None
Advanced Floral Design	1	11-12	Floral Design
Practicum in Floral Design	2	12	Advanced Floral Design
Veterinary Medicine/Animal Science Pathway			
Livestock Production	1	10-12	None
Equine Science	.5	10-12	None
Small Animal Management	.5	10-12	None
Veterinary Medical Applications	1	11-12	Livestock Production or Small Animal Mgt. AND Equine Science,
Advanced Animal Science (science credit)	1	11-12	Biology & Chemistry or IPC; Algebra and Geometry; and either Equine Science, Livestock Production or Small Animal Mgt.
Practicum in Agriculture, Food & Natural Resources—Veterinary Medicine	2	11-12	Minimum of 1 Agricultural Pathway Course

PRINCIPLES OF AGRICULTURE, FOOD & NATURAL RESOURCES

AFN012
Grade Placement: 9-10
Prerequisite: None
Credit: 1

Prepares students for careers in agriculture, food, and natural resources. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices and expectations. To prepare for success, students have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings. This course is held at the Rockwall ISD Agricultural Complex.

Agricultural Technology Pathway

AGRICULTURAL POWER SYSTEMS

AFN002
Grade Placement: 10-12
Prerequisite: Principles of Agriculture, Food & Natural Resources
Credit: 2

Prepares students for careers in agricultural power, structural, and technical systems and will attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the workplace; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students will have opportunities to learn, reinforce, apply and transfer their knowledge and technical skills in a variety of settings. This course is designed to develop an understanding of power and control systems as related to energy sources, small and large power systems, and agricultural machinery. This course is held at the Rockwall ISD Agricultural Complex.

AGRICULTURAL MECHANICS & METAL TECHNOLOGIES

AFN001
Grade Placement: 11-12
Prerequisite: None
Credit: 1

A basic course designed to develop proficiency in many welding skills. Students will be expected to use the cutting torch and MIG Welders. Welding is taught in several positions, which include flat, horizontal and vertical. The course develops an understanding of tool operation, electrical wiring, plumbing, carpentry, fencing, concrete and metal working techniques. This course is held at the Rockwall ISD Agricultural Complex.

AGRICULTURAL STRUCTURES DESIGN & FABRICATION

AFN006
Grade Placement: 11-12
Prerequisite: None
Credit: 1

Prepares students to be introduced and gain understanding towards the development of agricultural power systems, metal fabrication techniques, agricultural structures, electrical controls, and land and water management systems. This course is held at the Rockwall ISD Agricultural Complex.

FLORAL DESIGN

AFN017
Grade Placement: 10-12
Prerequisite: None
Credit: 1
This course fulfills the state requirement for a fine arts credit.

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgements and evaluations. To prepare for careers in floral design, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students' needs opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. This course requires a lab fee of $50.00 to assist in covering the cost of materials and supplies.

ADVANCED FLORAL DESIGN
AFN019
Grade Placement: 11-12
Prerequisite: None
Credit: 1
This course fulfills the state requirement for a fine arts credit.

In this course, students build on the knowledge from the Floral Design course and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. This course focuses on building skills in advanced floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event. Through the analysis and evaluation of various occasion and event types, students explore the design needs and expectations of clients and propose and evaluate appropriate creations. From conception to evaluation, students are challenged to create and design appropriate specialty floral designs that meet the needs of the client. Furthermore, an emphasis on budgetary adherence and entrepreneurship equips students with many of the necessary skills needed for success in floral enterprises. This course requires a lab fee of $50.00 to assist in covering the cost of materials and supplies.

PRACTICUM IN FLORAL DESIGN
AFN020
Grade Placement: 12
Prerequisite: None
Credit: 1

Designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships and mentorships. The practicum course is a paid or unpaid capstone experience of 10 or more hours for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food and Natural Resources cluster.

Veterinary Medicine/Animal Science Pathway

PRINCIPLES OF AGRICULTURE, FOOD & NATURAL RESOURCES
AFN013
Grade Placement: 9-10
Prerequisite: None
Credit: 1

Prepares students for careers in agriculture, food, and natural resources. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices and expectations. To prepare for success, students have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings. This course is held at the Rockwall ISD Agricultural Complex.

LIVESTOCK PRODUCTION
AFN003
Grade Placement: 10-12
Prerequisite: Principles of Agricultural, Food and Natural Resources
Credit: 1

Prepares students to be introduced to the common veterinary skills and procedures used on livestock, anatomy of livestock, genetics and reproduction, and diseases that can affect all livestock animals. Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry. This course is recommended for those that have an interest in the Veterinary Science field. This course is held at the Rockwall ISD Agricultural Complex.

EQUINE SCIENCE
AFN004
Grade Placement: 10-12
Prerequisite: None
Credit: .5

Prepares students to develop knowledge and skills pertaining to the selection, nutrition, reproduction, health, and management of horses. Suggested animals which may be included in the course of study include, but are not limited to, horses, donkeys, and mules. This course is recommended for those that have an interest in the Veterinary Science field. This course is held at the Rockwall ISD Agricultural Complex.

SMALL ANIMAL MANAGEMENT
AFN011
Grade Placement: 10-12
Prerequisite: None
Credit: .5

Prepares students to be introduced to the field of animal science while enhancing academic knowledge and skills related to animal systems. Students will have opportunities to learn, reinforce, apply and transfer know-ledge and skills in a variety of settings. Suggested small animals which may be included in the course of study include, but are not limited to, small mammals, amphibians, reptiles, avian, dogs and cats. This course is held at the Rockwall ISD Agricultural Complex.

VETERINARY MEDICAL APPLICATIONS
AFN005
Grade Placement: 11-12
Prerequisite: None
Credit: 1

Prepares students to develop and expand their knowledge and techniques in skills pertaining to Veterinary Technical Assistant area. This course is designed as a laboratory-oriented course that allows students hands-on experience within the area of diagnostic testing, client records, employer/employee relationship, and techniques used in surgical practices. Topics covered in this course include, but are not limited to, veterinary practices as they relate to both large and small animal species. This course is held at the Rockwall ISD Agricultural Complex.

ADVANCED ANIMAL SCIENCE

AFN012
Grade Placement: 11-12
Prerequisite: None
Credit: 1
This course satisfies a Science graduation credit requirement.
This course does not meet NCAA eligibility requirements.

Examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. The nature of science, as defined by the National Academy of Sciences, combined with scientific inquiry, science and social ethics, science, systems, and models will be studied to provide students learning opportunities outside the realm of science as well as phenomena that are not scientifically testable. **Applies to both Agricultural Techology Pathway and Veterinary Medicine/Animal Science Pathway.**

PRACTICUM IN AGRICULTURE, FOOD & NATURAL RESOURCES I OR II

AFN009
Grade Placement: 11-12
Prerequisite: Minimum of one Agricultural pathway course
Credit: 2

Designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships and mentorships. The practicum course is a paid or unpaid capstone experience of 10 or more hours for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food and Natural Resources cluster. This course is held at the Rockwall ISD Agricultural Complex.

EXTENDED PRACTICUM IN AGRICULTURE, FOOD & NATURAL RESOURCES I OR II

AFN015
Grade Placement: 12
Prerequisite: Minimum of one Agricultural pathway course
Credit: 3

The extended practicum is a 15 or more hour internship of the practicum listed above.

NOTES:_____

Architecture & Construction Cluster

Architecture career fields include the creative and detailed drafting of architectural designs with a focus on an environmentally friendly outcome. Students learn how to create architectural and interior designs using hand drafting methods, prior to learning computerized methods such as Auto CAD and Autodesk Architectural Revit, for 2-dimensional and 3-dimensional designs.

Possible careers in Architecture include: Architect, Industrial Designer, Drafter, Landscape Architect, Project Manager, Green Designer and Interior Designer.

Course Name	Credits	Grade Levels	Prerequisites
Architecture Pathway			
Principles of Architecture	1	9-10	None
Architectural Design I	1	10-12	Algebra I; English I; Principles of Architecture and Geometry (can be taken concurrently)
Architectural Design II	2	11-12	Architectural Design I
Practicum in Architectural Design	2	12	Architectural Design II

Architecture Pathway

PRINCIPLES OF ARCHITECTURE

ARC007
Grade Placement: 9-10
Prerequisite: None
Credit: 1

Provides students an overview to the various fields of architecture, interior design, construction science, and construction technology. The course will explore job-specific career opportunities, work ethics and job-related study in the classroom such as communications; problem solving and critical thinking; learning industry standard software; safety, health, and environmental; leadership and teamwork; ethics and legal responsibilities, employability and career development; technical skills; and reading technical drawings.

ARCHITECTURAL DESIGN I

ARC010
Grade Placement: 10-12
Prerequisite: Algebra I, English I, Principles of Architecture and Geometry (can be taken concurrently), Rubric applies
Credit: 1

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

ARCHITECTURAL DESIGN II

ARC004
Grade Placement: 11-12
Prerequisite: Architectural Design I, Rubric applies
Credit: 2

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

PRACTICUM IN ARCHITECTURAL DESIGN

ARC005
Grade Placement: 12
Prerequisite: Architectural Design II
Credit: 2

Provides students with a 10 hours or more paid or non-paid internship arrangement between the high school and architectural industry. It provides seniors with a professional internship experience. Students recognize the value of effective work ethics and attitudes and develop communications and problem solving skills.

Arts, Audio/Video Technology & Communications (AAVTC) Cluster

The Arts, Audiovisual Technology and Communication career areas include the mastery and use of computer or other technology along with individual creativity. This area includes film production and editing, print media, animation journalism and photography as well as illustration in wide range of careers. Students who mix their artistic talents with training in the latest design software will be able to find many good opportunities for employment.

Possible careers in Arts, A/V Technology & Communications include: Advertising Designer, Special Effects Designer, Audio-Video Produced, Master Control Operator, Art Gallery Owner/Manager, Computer Graphic Designer, Motion Picture Produced, Production Specialist, Fashion Designer, Illustrator, Filmmaker, Media Director, Video Game Designer, and Fine Artist.

Course Name	Credits	Grade Levels	Prerequisites
Professional Communications (applies to all AAVTC Pathways)	.5	9-12	None
Principles of Arts, Audio/Video Technology and Communications (applies to all AAVTC Pathways except Fashion Design)	1	9-10	None
Animation Pathway			
Digital Media	1	9-12	None
Animation I	1	10-12	None
Animation II	1	11-12	Animation I
Audio Video Production Pathway			
Audio/Video Production I with Lab	1	9-12	None
Audio/Video Production II with Lab	2	10-12	Audio/Video Production I
Practicum in Audio/Video Production	2	11-12	Audio/Video Production II
Fashion Design Pathway			
Fashion Design I with Lab	2	9-10	None
Fashion Design II with Lab	2	10-12	Fashion Design I and Lab
Practicum in Fashion Design I	2	11-12	Fashion Design II and Lab
Practicum in Fashion Design II	2	12	Practicum in Fashion Design I
Graphic Design Pathway			
Graphic Design and Illustration I	1	9-12	None
Graphic Design and Illustration II with Lab	2	10-12	Graphic Design and Illustration I
Practicum in Graphic Design and Illustration	2	11-12	Graphic Design and Illustration II
Commercial Photography Pathway			
Commercial Photography I	1	10-12	None
Video Game Design Pathway			
Video Game Design	1	10-12	None
Video Game Programming	1	11-12	Video Game Design

PROFESSIONAL COMMUNICATIONS
SPCA02
Grade Placement: 9-12
Prerequisite: None
Credit: .5

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

PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS
ATC005
Grade Placement: 9-10
Prerequisite: None
Credit: 1

Prepares students for the opportunity to explore careers in the Arts, Audio/Video Technology, and Communications career cluster inclusive of pathways for: Graphic Design, Audio Video Productions, Animation, Video Game Design, and Fashion Design. This course requires creative aptitude, a proficiency in computer and technology applications, a strong academic foundation, and a strong background in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills and education requirements for those opportunities.

Animation Pathway

DIGITAL MEDIA
ITC004
Grade Placement: 9-12
Prerequisite: None
Credit: 1

Allows students to analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolves problems. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication and reasoning skills and apply them to the information technology environment.

ANIMATION I
ATC001
Grade Placement: 10-12
Prerequisite: None
Credit: 1

Animation careers span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the history and principles of the animation industry.

ANIMATION II
ATC035
Grade Placement: 11-12
Prerequisite: Animation I
Credit: 2

Developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to create two and three-dimensional animations. The instruction focuses on employability skills as well as depth of knowledge relating to the 12 Principles of Animation.

Audio Video Production Pathway

AUDIO/VIDEO PRODUCTION I WITH LAB
ATC006
Grade Placement: 9-12
Prerequisite: None
Credit: 1

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products in a commercial studio. Students are strongly encouraged to participate in extended learning experiences such as CTE student organizations and other leadership or extracurricular organizations.

AUDIO/VIDEO PRODUCTION II WITH LAB
ATC030
Grade Placement: 10-12
Prerequisite: Audio/Video Production I
Credit: 2

Develops an advanced understanding of the industry with a focus on pre-production, production, and post-production activities. This course is implemented in an advanced audio and video format located in a commercial studio. Through diverse forms of storytelling and productions, students will exercise and develop creativity, intellectual curiosity, and critical-thinking, problem-solving, communication, and collaborative skills. Requiring a lab for the course affords necessary time devoted specifically to the production and post-production process. Students are expected to participate in extended learning experiences such as CTE student organizations and other leadership or extracurricular organizations.

PRACTICUM IN AUDIO/VIDEO PRODUCTION
ATC010 (First time taken) ATC029 (Second time taken)
Grade Placement: 11-12
Prerequisite: Audio/Video Production II
Credit: 2

Building upon the concepts taught in Audio/Video Production II, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course is designed to provide students practical application of previously studied audio video knowledge and experience in a 10 or more hours of internship or lab-based experience.

Fashion Design Pathway

FASHION DESIGN I WITH LAB
ATC031
Grade Placement: 9-10
Prerequisite: None
Credit: 2

This course focuses on the careers in the fashion and textile/apparel industries. Students will be exposed to the apparel production process from design concept to finished product. Course content includes apparel construction, care, maintenance and the history of fashion. Principles and elements of design will be studied, as well as fashion drawing and sketching.

FASHION DESIGN II WITH LAB
ATC032
Grade Placement: 10-12
Prerequisite: Fashion Design I and lab; Rubric applies
Credit: 2

This course focuses on advanced knowledge and skills in fashion, apparel, construction, care, and maintenance, as well as advanced understanding and emphasis on design and production. The elements and principles of design will be studied, as well as fashion design drawing and sketching. Students will also prepare a portfolio in this class.

PRACTICUM IN FASHION DESIGN
ATC012
Grade Placement: 11-12
Prerequisite: Fashion Design II and Lab, Rubric applies
Credit: 2

This course is designed to provide students practical application of previously studied fashion design knowledge and experience in a 10 or more hours of internship or lab-based experience. Students recognize the value of effective work ethics and attitudes and develop communications and problem-solving skills. This course is for those individuals that have completed Fashion Design II with Lab.

PRACTICUM IN FASHION DESIGN II
ATC027
Grade Placement: 12
Prerequisite: Practicum in Fashion Design I, Rubric applies
Credit: 3

Fashion Design Practicum II is a course specifically designed to provide fashion students with the extended practical application of previously studied fashion design knowledge and experience in a 10 or more hours of internship or lab-based experience. Students will recognize the value of effective work ethics and attitudes and develop communications and problem solving skills. This course is for those individuals that have completed Fashion Design II and the lab, along with Practicum I.

Graphic Design Pathway

GRAPHIC DESIGN AND ILLUSTRATION I
ATC009
Grade Placement: 9-12
Prerequisite: None
Credit: 1

Provides students with the opportunity to explore careers in graphic design and illustration, including all aspects of the advertising and visual communications industries. In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design, including composing and editing a variety of communication and advertising documents and multimedia products.

GRAPHIC DESIGN AND ILLUSTRATION II WITH LAB
ATC033
Grade Placement: 10-12
Prerequisite: Graphic Design and Illustration I with Lab
Credit: 2

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

PRACTICUM IN GRAPHIC DESIGN AND ILLUSTRATION
ATC034
Grade Placement: 11-12
Prerequisite: Graphic Design and Illustration II with lab
Credit: 2

This course is designed to provide students practical application of previously studied graphic design knowledge and experience in a 10 or more hours of internship or lab-based experience. Students recognize the value of effective work ethics and attitudes and develop communications and problem solving skills. This course is for those individuals that have completed Graphic Design and Illustration 2.

Commercial Photography Pathway

COMMERCIAL PHOTOGRAPHY
ATC038
Grade Placement: 10-12
Prerequisite: None
Credit 1

Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. In addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

Video Game Design Pathway

VIDEO GAME DESIGN
ATC008
Grade Placement: 10-12
Prerequisite: None
Credit: 1

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

VIDEO GAME PROGRAMMING
ATC039
Grade Placement: 11-12
Prerequisite: Video Game Design
Credit: 1

Video Game Programming will leverage the foundation obtained in Video Game Design I to build fun, exciting games and then expand upon that knowledge to build more refined products. Students in this course will be expected to have some knowledge of computer programming and will be exposed to technologies such as Unity, Blender, and Unreal Engine.

Business Management and Administration Cluster

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

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

Possible careers in Business Management and Administration include: Accountant, Auditor, Actuary, Bank Manager, Wholesale Buyer, Retail Buyer, City Manager, Claims Adjuster, Computer Programmer, CPA (Certified Public Accountant), Educational Administrator, Entrepreneur, Management Consultant, Real Estate Manager, Stockbroker, and Telecommunications Specialist.

Course Name	Credits	Grade Levels	Prerequisites
Business Management Pathway			
Principles of Business, Marketing & Finance	1	9-10	None
Sports & Entertainment Marketing	.5	10-12	None
Social Media Marketing	.5	10-12	None
Business Management	1	10-12	None
Practicum in Business Management	2	11-12	Business Management

Business Management Pathway

PRINCIPLES OF BUSINESS, MARKETING & FINANCE

BMA002
Grade Placement: 9-10
Prerequisite: None
Credit: 1

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

SPORTS & ENTERTAINMENT MARKETING

MAR008
Grade Placement: 10-12
Prerequisite:
Credit: .5

This course provides students with a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans. This course will provide students an opportunity to develop promotional plans, sponsorship proposals, endorsement contracts, sports and entertainment marketing plans and evaluation and management techniques.

SOCIAL MEDIA MARKETING
MAR011
Grade Placement: 10-12
Prerequisite: Principles of Business, Marketing & Finance
Credit: .5

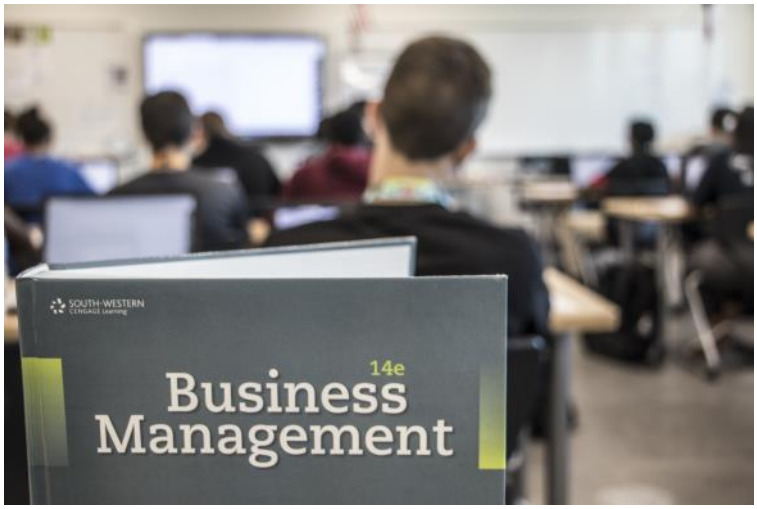
Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful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

BUSINESS MANAGEMENT
BMA013
Grade Placement: 10-12
Prerequisite: Principles of Business, Marketing & Finance
Credit: 1

Allows students to recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students analyze the primary functions of management and leadership, which are planning, organizing, staffing, directing or leading and controlling. Topics will incorporate social responsibility of business and industry. Students develop a foundation in the economical, financial, technological, International, social and ethical aspects of business to become competent managers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical and international dimensions of business to make appropriate management decisions.

PRACTICUM IN BUSINESS MANAGEMENT
BMA008
Grade Placement: 11-12
Prerequisite: Business Management, Rubric applies
Credit: 2

Designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in an unpaid arrangement of 10 or more hours and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or post-secondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economical, financial, technological, international and social and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical and international dimensions of business to make appropriate business decisions. Students must provide their own transportation.



Finance Cluster

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

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

Possible careers in Finance include: Accountant, Auditor, Actuary, Bank Manager, Claims Adjuster, and CPA (Certified Public Accountant).

Course Name	Credits	Grade Levels	Prerequisites
Finance Pathway			
Principles of Business, Marketing & Finance	1	9-10	None
Business Information Management	1	10--12	None
Accounting I	1	10-12	None
Accounting II (math credit)	1	11-12	Accounting I
Money Matters	1	10-12	None
Statistics & Business Decision-Making (math credit)	1	11-12	Algebra II
Financial Mathematics (math credit)	1	11-12	Algebra I

Finance Pathway

PRINCIPLES OF BUSINESS, MARKETING & FINANCE

BMA002
Grade Placement: 9-10
Prerequisite: None
Credit: 1

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

ACCOUNTING I

BMA010
Grade Placement: 10-12
Prerequisite: None
Credit: 1

Allows students to investigate the field of accounting, including how it impacts industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students formulate and interpret financial information for use in management decision making. Students will be introduced to Microsoft Excel functions related to accounting.

ACCOUNTING II

BMA011
Grade Placement: 11-12
Prerequisite: Accounting I
Credit: 1
This course meets the requirements for the fourth mathematics credit. This course is designed for students in the business endorsement pathway. This course does not meet NCAA eligibility requirements.

This course meets the requirements for the fourth mathematics credit. This course is designed for students in the business endorsement pathway. This course does not meet NCAA eligibility requirements. Students will continue the investigation of the field of accounting, including how it impacts industry standards as well as economic, financial, technological, international, social, legal and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision making. Students will continue explore Microsoft Excel functions related to accounting.

MONEY MATTERS

BMA012
Grade Placement: 10-12
Prerequisite: None
Credit: 1

In this year long course, students will demonstrate and understand the fundamentals of money and financial exchange, including cash, credit, debit and electronic funds transfer. Students will identify sources of income, including wages and salaries, interest, rent, dividends, and capital gains. Student will analyze personal financial goals based on current and projected economic factors. Student will develop a budget, explore benefits of saving and investing, understand tax liabilities, interpret pay stubs, reconcile bank statements, maintain financial records, demonstrate the wise use of credit, validate a credit history, understand how to protect against identity theft and prepare personal income tax forms. Students will set long-term goals and determine methods of achieving those goals through, investment, tax planning, asset allocation, risk management, retirement planning and estate planning.

FINANCIAL MATHEMATICS—PERSONAL MONEY MANAGEMENT

BMA016
Grade Placement: 11-12
Prerequisite: Algebra I
Credit: 1 (Math credit)
This course meets the requirements for the third mathematics credit. This course is designed for students in the Business & Industry Endorsement pathways. This course does not meet NCAA eligibility requirements.

This course meets the requirements for the advanced mathematics credit or can be taken as an elective. This course is about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors. Financial Mathematics will integrate career and postsecondary education planning into financial decision making. Financial planning curriculum is used in this course.

STATISTICS & BUSINESS DECISION-MAKING

BMA014
Grade Placement: 11-12
Prerequisite: Algebra II
Credit: 1
This course meets the requirements for the fourth mathematics credit. This course is designed for students in the Business & Industry Endorsement pathways. This course does not meet NCAA eligibility requirements.

Uses career planning concepts, tools, and strategies to explore a career in the area of risk management. The student plans, monitors, and controls day-today activities to enable continued functioning in finance. Students will use a variety of graphical and numerical techniques, analyzing patterns to identify and manage risks that could impact an organization. Students use probability as a tool for forecasting data within business models to make decisions. The student examines accounting systems and maintains, monitors, controls, and plans the use of financial resources to ensure business stability.

Hospitality & Tourism Cluster—Culinary Arts

Hospitality and Tourism is one of the fastest growing career fields in America due to more and more cities taking advantage of the opportunities for attracting tourist dollars. Real estate developers, corporations, and urban planners are all working to seek available monies from tourism. These efforts create jobs for thousands of people. Business professionals working away from home account for the majority of rented lodging rooms at many hotels across the country. Hotels and services that cater to travelers needs are a thriving industry accounting for many of today's jobs. The Hospitality and Tourism focus area provides training in the related fields, with specific focus on job related preparation for employment. Students learn the basics of the tourism industry and the culinary industry and are provided the opportunity to practice these skills in a pre-employment laboratory situation.

Possible careers in Hospitality & Tourism include: Executive Chef, Sous Chef, Reservation Agent, Flight Attendant, Convention Services, Travel Agent, Concierge, Server, Cook/Short Order Cook, Tour Guide, Hotel Manager, Food Service Worker, Maître 'D, Baker, and Food/Beverage manager.

Course Name	Credits	Grade Levels	Prerequisites
Culinary Arts Pathway			
Introduction to Culinary Arts	1	9-10	None
Culinary Arts	2	10-12	Introduction to Culinary Arts
Advanced Culinary Arts	2	11-12	Culinary Arts
Practicum in Culinary Arts	2	12	Advanced Culinary Arts

Culinary Arts Pathway

INTRODUCTION TO CULINARY ARTS

HOT009
Grade Placement: 9-10
Prerequisite: None
Credit: 1

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. It will provide insight into food production skills, various levels of industry management, and hospitality skills. Introduction to Culinary Arts requires a lab fee of $50.00 to cover materials, supplies.

CULINARY ARTS

HOT002
Grade Placement: 10-12
Prerequisite: Introduction to Culinary Arts, Rubric applies
Credit: 2

This is a laboratory-based course that includes: fundamentals and principles of the art of food preparation, management and production skills, and various culinary techniques. Students can pursue a national sanitation certification and other appropriate industry certifications. The knowledge and skills required for careers in the restaurant, food, and beverage industry are practiced as food is prepared for the campus based restaurant. Culinary Arts requires a lab fee of $50.00 to cover materials, supplies, and uniform maintenance.

ADVANCED CULINARY ARTS

HOT007
Grade Placement: 11-12
Prerequisite: Culinary Arts
Credit: 2

Designed to extend content and enhance skills introduced in the Culinary Arts course by in-depth instruction of industry-driven standards in order to prepare students for success in higher education, certifications and /or immediate employment. Laboratory activities involve food production for the campus based restaurant. Advanced Culinary Arts requires a lab fee of $50.00 to cover materials, supplies, and uniform maintenance.

PRACTICUM IN CULINARY ARTS

HOT003
Grade Placement: 12
Prerequisite: Advanced Culinary Arts, Rubric applies
Credit: 2

A laboratory-based course that is designed to be a continuation of the Culinary Arts program. Students continue to refine their knowledge and skills required for careers in the restaurant, food and beverage industry. Laboratory activities involve food production for a campus based restaurant. Practicum in Culinary Arts requires a lab fee of $50.00 to cover materials, supplies, and uniform maintenance.

NOTES:

Marketing Cluster

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

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

Possible careers in Marketing include: Chief Marketing Officer, Vice President of Sales and Marketing, Marketing Communications Specialist, Market Research Analyst, Online Marketing Coordinator, E-commerce Communication Manager, Interactive Marketing, E-Communications Editor, Retail Merchandising Planner, Event Project Manager, Promotions Manager, Advertising Director, Account Executive, Franchise Owner, New Business Sales Leader, Public Relations Officer, Director of Media, Research and Development Manager, Product Development Manager, Demand Forecasting Specialist, Supply Chain Integration Manager, Global Customer Service Specialist, Global Sourcing Project Leader, Lead Web Content Editor, International Travel or Convention Coordinator.

Course Name	Credits	Grade Levels	Prerequisites
Marketing & Entrepreneurship Pathway			
Principles of Business, Marketing & Finance	1	9-11	None
Sports & Entertainment Marketing	.5	10-12	None
Social Media Marketing	.5	10-12	None
Entrepreneurship	1	11-12	None
Practicum in Marketing	2	12	Minimum of 1 Marketing course

Marketing & Entrepreneurship Pathway

PRINCIPLES OF BUSINESS, MARKETING & FINANCE

BMA002
Grade Placement: 9-11
Prerequisite: None
Credit: 1

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

SPORTS & ENTERTAINMENT MARKETING

MAR008
Grade Placement: 10-12
Prerequisite: Principles of Business, Marketing & Finance
Credit: .5

This course provides students with a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans. This course will provide students an opportunity to develop promotional plans, sponsorship proposals, endorsement contracts, sports and entertainment marketing plans and evaluation and management techniques.

SOCIAL MEDIA MARKETING
MAR011
Grade Placement: 10-12
Prerequisite: Principles of Business, Marketing & Finance
Credit: .5

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

ENTREPRENEURSHIP
MAR003
Grade Placement: 11-12
Prerequisite: Principles of Business, Marketing & Finance, Rubric applies
Credit: 1

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

PRACTICUM IN MARKETING
MAR009
Grade Placement: 12
Prerequisite: Principles of Business, Marketing & Finance. Application required, Rubric applies
Credit: 2

A series of dynamic activities that focus on the customer to generate a profitable exchange. Students gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management and selling skills. Students integrate skills from academic subjects, information technology, interpersonal communication and management training to make responsible decisions. This course requires the student to secure a paid or unpaid career preparation experience of 10 or more hours.

Notes:

Health Science Cluster

Health Science education is a comprehensive secondary education program for students who have an interest and desire to explore health careers. Students gain the knowledge and skills to make realistic health career choices and enhance their academic foundations through strong science-based curriculum.

Possible career objectives for students with Health Science Technology training: Medical Doctor, Medical Records Clerk, Medical Assistant, Emergency Medical Technician, Medical Technology, Nurse's Aide, Nutritionist, Veterinarian, Doctor of Osteopathy, Nurse/Nurse Practitioner, Athletic Trainer, Medical Research/Testing, Medical Lab Assistant, Nursing Home Services, Pharmacist, Lab Technician, Physical Therapist, and Sports Physician.

Course Name	Credits	Grade Levels	Prerequisites
Medical Terminology	1	9	None
Health Science Theory	1	10-11	Biology
Anatomy and Physiology at GBCCA (science credit)	1	11-12	Biology and 2nd science credit
Health Science–EMT Pathway			
Practicum in Health Science I —Clinical	2	11-12	Health Science Theory
Practicum in Health Science II -Emergency Medical Technician (EMT) Program	2	12	Practicum in Health Science I—Clinical
Health Science-Dual Credit (Central Sterile Processing, EKG, Phlebotomy)			
Practicum in Health Science I— Clinical	2	11-12	Health Science Theory
Extended Practicum in Health Science II— Central Sterile Processing or EKG or Phlebotomy Technician	3	12	Practicum in Health Science I—Clinical
Health Science-Clinical Pathway			
Practicum in Health Science I —Clinical	2	11-12	Health Science Theory
Practicum in Health Science II– Internship	2	12	Practicum in Health Science I—Clinical
Health Science–Pharmacy Technician			
Pharmacology	1	11-12	None
Practicum In Health Science I-Pharmacy Technician Program	2	12	Health Science Theory
Health Science–Dental Assistant			
Practicum in Health Science I —Dental Assistant	2	11-12	Health Science Theory

HEALTH SCIENCE THEORY

HLS011
Grade Placement: 11-12
Prerequisite: Biology and Principles of Health Science required and Medical Terminology recommended
Credit: 1

This course is for students seriously interested in a health care career. It is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will have in-class and hands-on experiences for continued knowledge and skill development. This course may be taught by different methodologies such as clinical rotation, internships and career preparation learning. Students will have opportunities for clinical observations. Students will have the opportunity to investigate and observe a large variety of health care areas rather than a single healthcare field. Testing and additional immunizations will be required by the cooperating healthcare facility. Fees, including, but not limited to: clinical rotation insurance, uniform, and HOSA membership and competition fees.

MEDICAL TERMINOLOGY

HLS010
Grade Placement: 9-12
Prerequisite: None
Credit: 1

Designed to develop a working knowledge of the language of medicine. Students acquire word-building skills by learning prefixes, suffixes, roots and abbreviations. By relating terms to body systems, students identify proper use of words in a medical environment. Knowledge of medical terminology enhances the student's ability to successfully secure employment or pursue advanced education in health care.

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ANATOMY AND PHYSIOLOGY AT GBCCA

HLS02H
Grade Placement: 11-12
Prerequisite: Biology and 2nd Science Credit
Credit: 1
This course satisfies an Advanced Science graduation requirement.

Extends understanding of the structure and function of the human body. Students will explore physiological systems and associated pathologies. Higher order thinking is stressed through assessment and synthesis of the anatomical knowledge combined with exposure to clinical analysis. Principles of physiology will be applied to human health and well-being.

Health Science-EMT Pathway

PRACTICUM IN HEALTH SCIENCE I –CLINICAL

HLS007
Grade Placement: 11-12
Prerequisite: Health Science Theory, Rubric applies
Credit: 2

The Emergency Medical Technician (EMT) Program is designed to equip students with knowledge, technical skills, and work habits required for an entry-level position as an EMT in the health care or public safety fields. Our teaching techniques encourage active student participation and may include group discussions and projects, laboratory work, simulations, demonstrations, field trips, guest speakers and lectures. A strong emphasis is placed on ethics, accountability, professionalism, and the individuals commitment to pursue lifelong personal and professional development. In addition, students who successfully complete the course and graduate may have the opportunity to sit for the Emergency Medical Technician Certification.

PRACTICUM IN HEALTH SCIENCE II—EMERGENCY MEDICAL TECHNICIAN (EMT) PROGRAM

HLS012
Grade Placement: 12
Prerequisite: Practicum in Health Science I—Clinical, Rubric applies
Credit: 3

The extended practicum is a 15 or more hour internship of any of the practicums listed above.

Health Science-Dual Credit Pathway for Central Sterile Processing, EKG Technician, Phlebotomy Technician

PRACTICUM IN HEALTH SCIENCE I— CLINICAL FOR CENTRAL STERILE PROCESSING DUAL CREDIT

HLS15D
Grade Placement: 11-12
Prerequisite: Health Science Theory, Rubric applies
Credit: 2

The Central Sterile Processing program is a dual credit course designed to equip students for an entry-level position in the surgical sterile processing field by offering problem-solving exercises utilizing real-world scenarios in a blended course of online and lecture instruction. Students will sit for the national certification exam.

PRACTICUM IN HEALTH SCIENCE I—CLINICAL FOR EKG TECHNICIAN DUAL CREDIT

HLS16D
Grade Placement: 11-12
Prerequisite: Health Science Theory, Rubric applies
Credit: 2

The EKG Technician program is a dual credit course designed to equip students for an entry-level position in the electrocardiography field by offering problem-solving exercises utilizing real-world scenarios in a blended course of online and lecture instruction. Students will sit for the national certification exam.

PRACTICUM IN HEALTH SCIENCE I—CLINICAL FOR PHLEBOTOMY TECHNICIAN DUAL CREDIT

HLS17D
Grade Placement: 11-12
Prerequisite: Health Science Theory, Rubric applies
Credit: 2

The Phlebotomy Technician program is a dual credit course designed to equip students for an entry-level position in the blood collection field by offering problem-solving exercises utilizing real-world scenarios in a blended course of online and lecture instruction. Students will sit for the national certification exam.

PRACTICUM IN HEALTH SCIENCE II— FOR CENTRAL STERILE PROCESSING DUAL CREDIT

HLS023
Grade Placement: 11-12
Prerequisite: Health Science Theory, Rubric applies
Credit: 2

The Central Sterile Processing program is a dual credit course designed to equip students for an entry-level position in the surgical sterile processing field by offering problem-solving exercises utilizing real-world scenarios in a blended course of online and lecture instruction. Students will sit for the national certification exam.

PRACTICUM IN HEALTH SCIENCE II —FOR EKG TECHNICIAN DUAL CREDIT

HLS 023
Grade Placement: 11-12
Prerequisite: Health Science Theory, Rubric applies
Credit: 2

The EKG Technician program is a dual credit course designed to equip students for an entry-level position in the electrocardiography field by offering problem-solving exercises utilizing real-world scenarios in a blended course of online and lecture instruction. Students will sit for the national certification exam.

PRACTICUM IN HEALTH SCIENCE II —FOR PHLEBOTOMY TECHNICIAN DUAL CREDIT

HLS025
Grade Placement: 11-12
Prerequisite: Health Science Theory, Rubric applies
Credit: 2

The Phlebotomy Technician program is a dual credit course designed to equip students for an entry-level position in the blood collection field by offering problem-solving exercises utilizing real-world scenarios in a blended course of online and lecture instruction. Students will sit for the national certification exam.

Health Science-Clinical Pathway

PRACTICUM IN HEALTH SCIENCE I —CLINICAL

HLS005
Grade Placement: 11-12
Prerequisite: Health Science Theory, Rubric applies
Credit: 2

Designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This course may be offered through internship experiences and/or on campus lab-based instruction.

PRACTICUM IN HEALTH SCIENCE II—INTERNSHIP

HLS012
Grade Placement: 12
Prerequisite: Practicum in Health Science I—Clinical, Rubric applies
Credit: 3

The extended practicum is a 15 or more hour internship of any of the practicums listed above.

Health Science-Pharmacy Technician Pathway

PHARMACOLOGY

HLS022
Grade Placement: 11-12
Prerequisite: None
Credit: 1

The Pharmacology course is designed to study how natural and synthetic chemical agents such as drugs affect biological systems. Knowledge of the properties of therapeutic agents is vital in providing quality health care. It is an ever-changing, growing body of information that continually demands greater amounts of time and education from health care workers.

PRACTICUM IN HEALTH SCIENCE I—PHARMACY TECHNICIAN PROGRAM

HLS008
Grade Placement: 12
Prerequisite: Health Science Theory, Rubric applies
Credit: 2

The Pharmacy Technician Program is designed to equip students with knowledge, technical skills, and work habits required for an entry -level position in the pharmacy field or related area. Our teaching techniques encourage active student participation and may include group discussions and projects, laboratory work, simulations, demonstration, field trips, guest speakers, and lectures. A strong emphasis is placed on ethics, accountability, professionalism, and the individual's commitment to pursue lifelong personal and professional development. Students in the classroom will receive Sterile Products (IV) training prior to completion of the course and are eligible to sit for the National Sterile Products (IV) Certification immediately following graduation. In addition, students who successfully complete the course and graduate may have the opportunity to sit for the Pharmacy Technician Certification Exam (PTCE).

Health Science—Dental Assistant

PRACTICUM IN HEALTH SCIENCE I—DENTAL ASSISTANT

HLS026
Grade Placement: 12
Prerequisite: Health Science Theory, Rubric applies
Credit: 2

Dental Clinical/Practicum is designed to allow junior/senior level clinical students the opportunity to begin learning the fundamental knowledge and skills needed within the field of dentistry. The knowledge and skills learned in the dental clinical/practicum can be applied towards future dental careers including dental assisting, dental hygiene and/or doctor of dental surgery. Upon completion of this course students will have an understanding of dental history, dental professions, dental anatomy, dental diseases, dental hygiene, professional dental communication, chair side dental, dental charting, dental nutrition and dental law.

Law, Public Safety, Corrections, & Security Cluster

The Law, Public Safety, Corrections, & Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and other agencies that provide emergency services.

Possible careers in Law, Public Safety, Corrections, & Security include: Law Enforcement Officer (local, state & federal), Detention Officer, Communications Operator (911 dispatcher), Security Officer, Protective Services, Courtroom Professional Services & other emergency management positions

Course Name	Credits	Grade Levels	Prerequisites
Law and Public Safety Pathway			
Principles of Law, Public Safety Corrections and Security	1	9-10	None
Law Enforcement I	1	10-12	None
Law Enforcement II	1	11-12	Law Enforcement I
Criminal Investigation	1	12	None
Court Systems and Practices	1	11-12	None
Forensic Science at GBCCA (science credit)	1	12	Biology, Chemistry

Law and Public Safety Pathway

PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

LAW001
Grade Placement: 9-10
Prerequisite: None
Credit: 1

Introduces students to professions in law enforcement, security, corrections, and other emergency management services. Students will examine the roles and responsibilities of police officers, corrections officers, private security officers, and other positions related to emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, corrections, security, and other emergency management positions.

LAW ENFORCEMENT I

LAW003
Grade Placement: 10-12
Prerequisite: None
Credit: 1

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

LAW ENFORCEMENT II

LAW004
Grade Placement: 11-12
Prerequisite: Law Enforcement I, Rubric applies
Credit: 1

Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. This course includes the ethical and legal responsibilities, operation of patrol procedure, the role of first responders, telecommunications, emergency equipment operations, and courtroom testimony.

CRIMINAL INVESTIGATION

LAW006
Grade Placement: 12
Prerequisite: None
Credit: 1

Criminal Investigation is a course that introduces students to the profession of criminal investigations. Students will understand basic functions of criminal investigations and procedures and will learn how to investigate or follow up during investigations. Students will learn terminology and investigative procedures related to criminal investigation, crime scene processing, evidence collection, fingerprinting, and courtroom presentation. Through case studies and simulated crime scenes, students will collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, shoe and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence, and other types of evidence.

COURT SYSTEMS AND PRACTICES

LAW005
Grade Placement: 11-12
Prerequisite: None
Credit: 1

Courts systems and Practices is an overview of the State and Federal court systems. This course identifies the roles of courtroom participants, the trial process from pre-trial to sentencing, and examines the rules of evidence. Emphasis is placed on constitutional laws for criminal proceedings.

FORENSIC SCIENCE AT GBCCA

LAW02L
Grade Placement: 11-12
Prerequisite: Biology, Chemistry
Credit: 1
This course fulfills the state requirement for an advanced science credit.

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

NOTES:_____

Science, Technology, Engineering, and Math (STEM) Endorsement

STEM Cluster

Careers in Science, Technology, Engineering, & Mathematics (STEM) are challenging and ever-changing. Students who pursue one of these career fields will be involved in planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

The STEM courses are comprehensive and experienced-based and allow students to investigate and experience the means by which humans meet their needs and wants, to solve problems, and extend their capabilities. Technology Education is concerned with the knowledge and skills to develop, produce, and use products or services and how to assess the impacts these activities have on humans and the world. The study of technology allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. In addition to their general academic and technical knowledge and skills, students gain an understanding of career opportunities available in technology and what employers require for workers to gain and maintain employment in the 21st century.

Possible careers for Science, Technology, Engineering and Mathematics include: Aerospace Engineer, Computer Engineer, Product Designer, Electrical Engineer, Mechanical Engineer, Manufacturing Supervisor, Robotics Technician, Electrician, Civil Engineer and Laser Technician.

Course Name	Credits	Grade Levels	Prerequisites
Principles of Applied Engineering	1	9-10	None
Aerospace Engineering Pathway			
AC/DC Electronics	1	9-11	None
Engineering Design & Presentation I	1	9-12	Algebra I
Engineering Design & Presentation II (UT Austin Dual Credit)	2	10-12	Algebra I, Geometry, Engineering Design & Presentation I
Principles of Technology (Science Credit)	1	10-12	1 science credit and Algebra I
Scientific Research & Design-Aerospace I (Science credit)	1	11-12	Biology and Chemistry and IPC or Physics
Engineering Design & Problem Solving-Aerospace II (Science credit)	1	11-12	Algebra, Geometry and Aerospace I
Robotics Engineering Pathway			
AC/DC Electronics	1	9-11	None
Engineering Design & Presentation I	1	9-12	Algebra I
Robotics 1	1	9-12	None
Principles of Technology (Science Credit)	1	10-12	1 science credit and Algebra I
Engineering Design & Presentation II (UT Austin Dual credit)	2	10-12	Engineering Design & Presentation I
Robotics II	1	11-12	Robotics I
Practicum in STEM	2	12	Algebra, Geometry and two STEM credits
Extended Practicum in STEM	3	12	Algebra, Geometry and two STEM credits
Computer Science/Cyber Security Pathway			
Digital Forensics (offered fall semester)	.5	10-12	None
Mobil App Development (offered spring semester)	.5	10-12	None
AP Computer Science Principles	1	9-12	None
Pre-AP Computer Science	1	10-12	Algebra I
AP Computer Science A (LOTE & math credit)	2	11-12	Algebra I and Pre-AP Computer Science

PRINCIPLES OF APPLIED ENGINEERING

STE005
Grade Placement: 9-10
Prerequisite: None
Credit: 1

Principles of Applied Engineering provides an overview of the various fields of engineering and their interrelationships. Students will develop engineering communication skills both verbal and written, learn the importance of teamwork, and design project using the engineering design process. The 3D CAD software SolidWorks will be introduced to the students to aid in the design of their projects. This class focuses on the basics principles of the different engineering pathways that are offered at Rockwall ISD. Students will design projects in Aerospace, electronics, and robotics as well as other engineering fields. It is HIGHLY recommended for students interested in the Aerospace and Robotics pathways take this class first.

Aerospace Engineering Pathway

AC/DC ELECTRONICS

STE012
Grade Placement: 9-11
Prerequisite: None
Credit: 1

AC/DC Electronics focuses on the basic electricity principles of alternating current/direct current (AC/DC) circuits. Students will demonstrate knowledge and applications of circuits, electronic measurement, and electronic implementation. Through use of the design process, students will transfer academic skills to component designs in a project based environment. Students will use a variety of computer hardware and software applications to complete assignments and projects. Additionally, students will explore career opportunities, employer expectations, and educational needs in the electronics industry. It is highly recommended that students take Principles of Applied Engineering prior to this course. Basic electronic principles will be introduced.

ENGINEERING DESIGN & PRESENTATION I

STE002
Grade Placement: 9-12
Prerequisite: Algebra I
Credit: 1

Students enrolled in this course will demonstrate knowledge and skill of the process of design as it applies to engineering fields using software applications and tools necessary to produce and present working drawings and prototypes. Students will use computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas. It is highly recommended that students take Principles of Applied Engineering prior to this course. Basic design principles as well as an introduction to the design software, SolidWorks will be introduced.

ENGINEERING DESIGN & PRESENTATION II (UT AUSTIN DUAL CREDIT)

STE006 or STE06D
Grade Placement: 10-12
Prerequisite: Algebra I, Geometry, Engineering Design & Presentation I
Credit: 2

Engineering Design and Presentation II is a continuation of knowledge and skills learned in Engineering Design and Presentation I. Students will demonstrate knowledge and skills of the design process as it applies to engineering fields using software and tools necessary to produce and present working drawings, solid model renderings and prototypes. Students will learn intermediate and advance concepts of design through the 3D design software SolidWorks. Through the implementation of the design process, students will transfer academic skills to project designs. Emphasis will be placed on using skills from ideation to prototyping. This course is also taught via The University of Texas at Austin's Cockrell School of Engineering's Engineer Your World Curriculum. Students have the opportunity to earn dual-enrollment credit through the University of Texas if they qualify. For more information visit: http://engineeryourworld.org/courses/dual-enrollment.

PRINCIPLES OF TECHNOLOGY (Physics for STEM pathway students)

STE013
Grade Placement: 10-12
Prerequisite: 1 Science credit and Algebra I
This course fulfills the state requirement for an advanced Science credit
Credit: 1

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

SCIENTIFIC RESEARCH & DESIGN-AEROSPACE 1STE008

Grade Placement: 11-12
Prerequisite: Biology and Chemistry and IPC or Physics
Credit: 1
This course fulfills the state requirement for an advanced science credit.

Designed for the student interested in pursuing a career in the aerospace industry. It is the first of two courses allowing students to explore aerospace science in a lab-based environment while improving fundamental research skills, applying statistical analysis and enhancing oral and visual presentation techniques. Students work in teams on an aerospace research project and learn how to structure, organize and present the project in one or more formal presentations to a panel of judges.

ENGINEERING DESIGN & PROBLEM SOLVING-AEROSPACE II

STE004
Grade Placement: 11-12
Prerequisite: Algebra I, Geometry and 2 STEM credits
Credit: 1
This course fulfills the state requirement for an advanced science credit.
This course does not meet NCAA eligibility requirements.

The creative process of solving problems by identifying needs and then devising solutions. The course reinforces and integrates skills learned in previous mathematics and science courses while stimulating students' ingenuity, intellectual talents and practical skills in devising solutions to aerospace engineering design problems. Students will use the engineering design process cycle to investigate, design, plan, create and evaluate solutions while fostering an awareness of the social and ethical implications of technological development in Aerospace.

Robotics Engineering Pathway

AC/DC ELECTRONICS

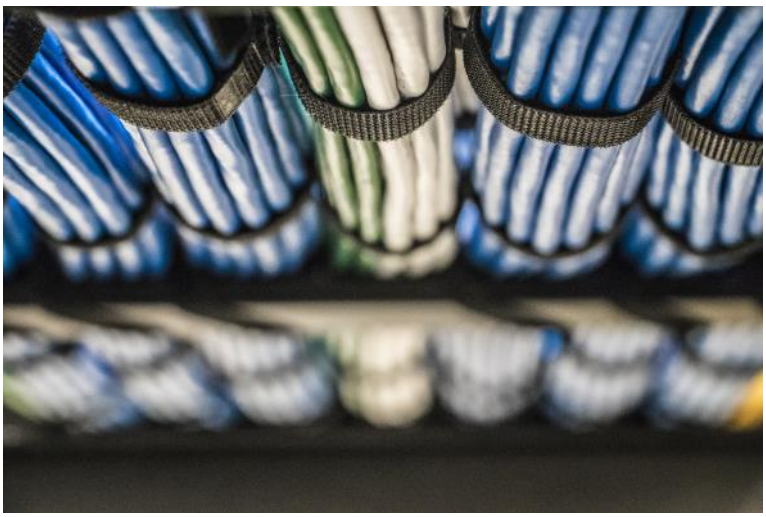
STE012
Grade Placement: 9-11
Prerequisite: None
Credit: 1

AC/DC Electronics focuses on the basic electricity principles of alternating current/direct current (AC/DC) circuits. Students will demonstrate knowledge and applications of circuits, electronic measurement, and electronic implementation. Through use of the design process, students will transfer academic skills to component designs in a project based environment. Students will use a variety of computer hardware and software applications to complete assignments and projects. Additionally, students will explore career opportunities, employer expectations, and educational needs in the electronics industry.

ENGINEERING DESIGN & PRESENTATION I

STE002
Grade Placement: 9-12
Prerequisite: Algebra I
Credit: 1

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



ROBOTICS I

STE003
Grade Placement: 9-12
Prerequisite: None
Credit: 1

Robotics I allows students to demonstrate knowledge and skills necessary for the robotic and automation industry. Students will use the engineering design process to build prototypes of robots using the VEX Robotics platform to complete desired task. Then, students will learn to program their robots to perform tasks autonomously. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

PRINCIPLES OF TECHNOLOGY (Physics for STEM pathway students)

STE013
Grade Placement: 10-12
Prerequisite: 1 Science credit and Algebra I
This course fulfills the state requirement for an advanced Science credit
Credit: 1

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

ENGINEERING DESIGN & PRESENTATION II

STE006 or STE06D
Grade Placement: 10-12
Prerequisite: Engineering Design & Presentation I
Credit: 2

Allows students enrolled in this course to demonstrate knowledge and skill of the process of design as it applies to engineering fields using software applications and tools necessary to produce and present working drawings and prototypes. Students will use computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas. This course is taught via The University of Texas at Austin's Cockrell School of Engineering's *Engineer Your World* Curriculum. Students have the opportunity to earn dual-enrollment credit through the University of Texas if they qualify. For more information visit: http://engineeryourworld.org/courses/dual-enrollment.

ROBOTICS II

STE014
Grade Placement: 11-12
Prerequisite: Robotics 1
Credit: 1

Robotics II is a continuation of knowledge and skills learned in Robotics I. Advanced programming of robots will be mastered using the VEX Robotics platform. Additionally, various different programming languages will be explored to program other autonomous robots. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs.

PRACTICUM IN STEM

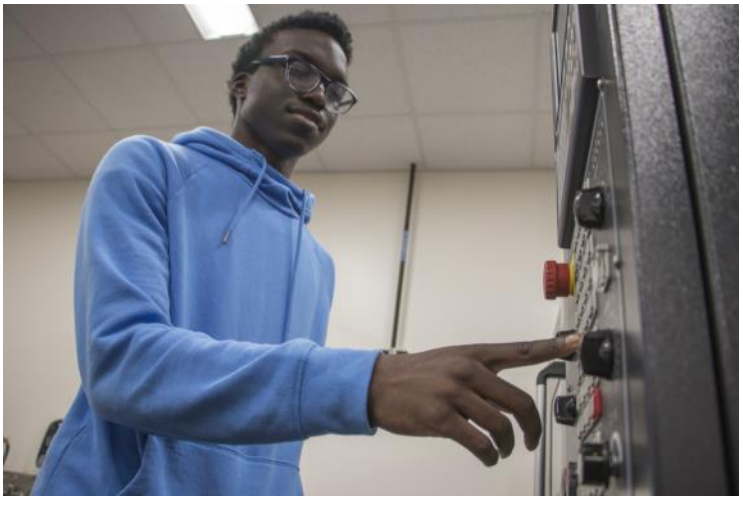
STE007
Grade Placement: 12
Prerequisite: Algebra I, Geometry and 2 STEM credits
Credit: 2

Practicum gives students practical application of previously studied knowledge and skills. Students will design and prototype a senior capstone project and submit it in a skills competition. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. The practicum course can include a paid or unpaid internship with 10 or more hours on the job. In addition, students will have the opportunity to learn to program CNC machines and become certified. The required class fee is $50.00.

EXTENDED PRACTICUM IN STEM

STE011
Grade Placement: 12
Prerequisite: Algebra I, Geometry and 2 STEM credits
Credit: 1

Extended Practicum in STEM is the same as Practicum in TEM listed above but the required internship hours is 15 or more. The required class fee is $50.00 for supplies and materials.



Computer Science/Cyber Security Pathway (No Substitutions Allowed)

DIGITAL FORENSICS
TEC005
Grade Placement: 10-12
Prerequisite: None
Credit: .5

Students will investigate simulations and case studies of crimes, reconstructing computer security incidents, troubleshooting operational problems, and recovering from accidental system damage. Students will collaborate to develop forensic techniques to assist with computer security incident response. Students will learn methods to identify, collect, examine, and analyze data while preserving the integrity of the information and maintaining a strict chain of custody for data. Students will solve problems as they study the application of science to the law. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computing and networking systems that transmit or store electronic data. This course should be taken during the fall semester.

MOBILE APPLICATION DEVELOPMENT
TEC006
Grade Placement: 10-12
Prerequisite: None
Credit: .5

Will foster students' creativity and innovation by presenting opportunities to design, implement, and deliver meaningful projects using mobile computing devices. Students will collaborate with one another, their instructor, and various electronic communities to solve problems presented throughout the course. Students will identify task requirements, plan search strategies, and use software development concepts to access, analyze, and evaluate information needed to program mobile devices. By using software design knowledge and skills , students will select the technology appropriate for the task, researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of mobile application development through the study of development platforms, programming languages, and software design standards. This course is offered during the spring semester.

AP COMPUTER SCIENCE PRINCIPLES
TEC07A
Grade Placement: 9-12
Prerequisite: None
Credit: 1
Students are expected to take an Advanced Placement exam.

This is an advanced placement computer science course focusing on the power, beauty, and joy of computing and showing how computing impacts almost every aspect of our lives. Students should be prepared for college level rigor to complete two complex projects. Students learn how computational thinking can help solve real-world problems in varied fields such as forensics, social networking, and artificial intelligence. Students also develop basic programming skills. This course can be used to satisfy one Foreign Language requirement.

PRE-AP COMPUTER SCIENCE I
TEC01P
Grade Placement: 10-12
Prerequisite: Algebra I
Credit: 1

Pre-AP Computer Science I will foster students' creativity and innovation by presenting opportunities to design and implement programs using the Java programming language. After learning basic concepts, students will have the opportunity to create meaningful projects, including programs for mobile computing devices. Students will collaborate with one another and their instructor to solve the problems presented throughout the course. This course is intended to begin preparation of college-bound students in the evolving discipline of computer science. Students will also gain an understanding of the principles of mobile application development through the study of development platforms, programming languages, and software design standards. This course can serve both as an introductory course for potential computer science majors and as a foundation course for students planning to study in other fields that significantly involve computing. This course can be used to satisfy one Foreign Language requirement.

AP COMPUTER SCIENCE A
TEC01A
Grade Placement: 11-12
Prerequisite: Algebra I, Pre-AP Computer Science, Algebra II
Credit: 2 (1 LOTE, 1 Math)
Students are expected to take an Advanced Placement exam. This course meets graduation requirements for an advanced math credit.

Introduces Advanced Placement topics using Java as the primary programming language. Computer Science emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester course in college-level computer science. It also includes the study of data structures and abstraction. This course can be used to satisfy one Foreign Language requirement.

Field-Based Learning

Field-Based Learning occurs when students participate in work based instruction with a community-based agency or organization. These activities offer students challenges that differ from classroom instructional activities and from most independent learning. They involve experiential learning in a setting that directly supports a segment of the community. They also offer students an opportunity to go into the field and try on a particular professional role in public or community service. The following instructional delivery arrangement may be utilized:

Career Preparation/Paid Work-Based Learning – A paid work-based learning instructional arrangement in Career-Technical Education for students who, through written training agreements between the school and the employer (training sponsor), receive instruction by study in school with on-the-job training in an approved program area for paid employment. Paid work experiences build upon the academic and occupational competencies previously developed through a student's general education courses and other components of a program of study in Career-Technical Education. The daily classroom instruction and work-based instruction must occur each week for the entire school year and be planned and supervised by the teacher-coordinator and the employer (training sponsor) so that each contributes to the student's education and employability skills. Students must be a minimum age of 16 and hold valid work documentation, such as a Social Security Card. Employee, student, and parent/guardian must sign a performance contract. See the campus Career Preparation Instructor for training agreements and requirements. It is the student's responsibility to obtain an employer for on-the-job training. A signed training agreement must be provided to Instruction by September 1 for district approval.

CAREER PREPARATION I

CRP001
Grade Placement: 11-12
Prerequisite: Training agreement required
Credit: 2

Provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations and portfolio development. Career preparation is relevant, rigorous, supports, student attainment of academic standards and effectively prepares students for college and career success. A completed training plan agreement must be submitted the first week of school. Student must work an average of 10+ hours per week in a paid position during the entire school year.

CAREER PREPARATION II

CRP002
Grade Placement: 12
Prerequisite: Career Preparation 1; Training agreement required
Credit: 2

Develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved business and industry training area. Students will develop skills for lifelong learning, employability, leadership, management, work ethics, safety and communication as a group; however, each student will have a training plan that will address job-specific knowledge and skills. Approved training sponsors will provide paid occupational training for a student. The training sponsor will assist the teacher in providing the necessary knowledge and skills for the students' specific career preparation. A completed training plan agreement must be submitted and approved prior to the start of the course. Student must work an average of 10+ hours per week in a paid position during the entire school year.

EXTENDED CAREER PREPARATION I

CRP003
Grade Placement: 11-12
Credit: 3

The extended career preparation is a 15 hour or more internship of the course listed above.

EXTENDED CAREER PREPARATION II

CRP004
Grade Placement: 12
Credit: 3

The extended career preparation is a 15 hour or more internship of the course listed above.

PROJECT-BASED RESEARCH

OTH017
Grade Placement: 11-12
Prerequisite: Project Proposal Approval Required
Credit: 1

A rigorous course for students to research real-world problems. Students are matched with a mentor from the business or professional community to develop an original project on a topic related to career interests, use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply and transfer their knowledge and skills, in a variety of settings. Only students with excellent independent self-management skills should consider this course. A project proposal must be submitted and approved by district CTE prior to the 15th school day.

Welding-Dual Credit at Eastfield College*

See your CTE counselor for enrollment and tuition information

The Welding career field is part of the Manufacturing Career Cluster and includes careers that plan, manage, and perform the processing of raw materials into intermediate or final products and the related professional and technical support activities. Students participating in this pathway participate in dual credit welding courses at Eastfield College, receiving both college and high school credit. Welding students have the opportunity to earn industry certifications in three different welding applications. Interested students should contact their counselor for enrollment information.

Possible careers in Welding include: Possible career pathways in Welding include: Welder, Precision Layout Technician, Solder and Brazier, Calibration Technician, Electromechanical Technician, Safety Coordinator, Material Handler, Quality Control Inspector, Industrial & Manufacturing Engineer, and Production Manager. This course is offered at the Eastfield College campus only. Rockwall County students are charged In-district tuition & fees.

Automotive Technology-Dual Credit at Eastfield College*

See your CTE counselor for enrollment and tuition information

The Automotive Technology career field is part of the Transportation, Distribution & Logistics Career Cluster and includes careers that install, inspect, test, adjust, or repair automotive and/or diesel equipment or diagnose automotive problems and/or sell or manage automotive related products and services. Automotive Technology students have the opportunity to earn industry certifications in a variety of areas including engine repair, brakes, electrical, steering & suspension, air conditioning, and more. Students participating in this pathway participate in dual credit Automotive Technology courses at Eastfield College, receiving both college and high school credit. Interested students should contact their counselor for enrollment information.

Possible careers in Automotive Technology include: Automotive Technician, Diesel Mechanic, Aviation Maintenance Mechanic, Automotive Sales and Service, and Facility Maintenance Manager. This course is offered at the Eastfield College campus only. Rockwall County students are charged In-district tuition & fees.

*Course sequencing for Automotive Dual Credit and Welding Dual Credit is determined by Eastfield College. Certain courses are only offered during specific semesters of the school year. Course work necessary to obtain certificates in Automotive Dual Credit and Welding Dual Credit are listed on the following pages.

Eastfield College
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

COURSE	NUMBER	TITLE	COLLEGE CREDIT	SEMESTER CREDIT IS AWARDED
Automotive Dual Credit—Transmission Service Technician Certificate (6 Classes)				
First Year				
AUMT	1305	Intro to Auto Tech	3	Fall
AUMT	1307	Auto Electrical Systems	3	Fall
AUMT	2313	Manual Drive Train & Axis	3	Spring
AUMT	2321	Auto Electrical Diagnoses and Repair	3	Spring
Second Year				
AUMT	2380	Coop Edu-Auto Mechanics Tech	3	Fall
AUMT	2325	Automatic Transmission & Transaxle	3	Spring
Total Credits			**18**	

COURSE	NUMBER	TITLE	COLLEGE CREDIT	SEMESTER CREDIT IS AWARDED
Automotive Dual Credit—Electronics & Climate Controls Technician Certificate (ECCT)				
First Year				
AUMT	1305	Intro to Auto Tech	3	Fall
AUMT	1307	Auto Electrical Systems	3	Fall
AUMT	1345	Auto Climate Control Systems	3	Spring
AUMT	2321	Auto Electrical Diagnoses and Repair	3	Spring
Second Year				
AUMT	2381	Coop Edu-Auto Mechanics Tech 2	3	Fall (320 hours)
Total Credits			**15**	

COURSE	NUMBER	TITLE	COLLEGE CREDIT	SEMESTER CREDIT IS AWARDED
Automotive Dual Credit—Chassis Service Technician Certificate (Chassis)				
First Year				
AUMT	1305	Intro to Auto Tech	3	Fall
AUMT	1307	Auto Electrical Systems	3	Fall
AUMT	1310	Auto Brake Systems	3	Spring
AUMT	1316	Auto Suspension & Steering Sys	3	Spring
Second Year				
AUMT	2380	Coop Edu-Auto Mechanics Tech	3	Fall
Total Credits ****Students can take 8 classes to equal 2 certifications, instructor approval needed**			**15**	

COURSE	NUMBER	TITLE	COLLEGE CREDIT	SEMESTER CREDIT IS AWARDED
Welding Dual Credit—Gas Metal Arc Welding Certificate (GMAW)				
First Year				
WLDG	1430	Intro to Gas Metal Arc	4	Fall
WLDG	1428	Intro to Shielded Metal Arc	4	Spring
Second Year				
WLDG	1471	Welding Qualifications	4	Fall
WLDG	2447	Advanced Gas Metal Arc Welding	4	Spring
Total Credits			**16**	

COURSE	NUMBER	TITLE	COLLEGE CREDIT	SEMESTER CREDIT IS AWARDED
Welding Dual Credit—Gas Tungsten Arc Welding Certificate (GTAW)				
First Year				
WLDG	1425	Intro Oxy-Fuel Welding/Cutting	4	Fall
WLDG	1434	Intro to Gas Tungsten Arc Welding	4	Spring
Second Year				
WLDG	1471	Welding Qualifications	4	Fall
WLDG	2451	Advanced Gas Tungsten Arc Welding	4	Spring
Total Credits			**16**	

COURSE	NUMBER	TITLE	COLLEGE CREDIT	SEMESTER CREDIT IS AWARDED
Welding Dual Credit—Shielded Metal Arc Welding Certificate (SMAW)				
First Year				
WLDG	1428	Intro to Shielded Metal Arc	4	Fall
WLDG	1457	Intermediate Shielded Metal Arc Welding	4	Spring
Second Year				
WLDG	1471	Welding Qualifications	4	Fall
WLDG	2443	Advanced Shielded Metal Arc Welding	4	Spring
Total Credits			**16**	

Fine Arts - Music

Course Name	Credits	Grade Levels	Prerequisites
Varsity Band I-IV	1	9-12	Audition Required
Concert Band I-IV	1	9-12	Audition Required
Symphonic Band I-IV	1	9-12	Audition Required
Wind Ensemble I-IV	1	9-12	Audition Required
Jazz Band I-IV	1	9-12	Audition Required
JV Men Choir I-IV	1	9-12	Audition Required
JV Women Choir I-IV	1	9-12	Audition Required
Intermediate Women Choir I-IV	1	9-12	Audition Required
JV Mixed Choir I-IV	1	9-12	Audition Required
Varsity Mixed Choir I-IV	1	9-12	Audition Required
Chamber Choir I-IV	1	9-12	Audition Required
Women's Show Choir	1	9-12	Audition Required
Mixed Show Choir	1	9-12	Audition Required
String Orchestra I-IV	1	9-12	Audition Required
Concert Orchestra I-IV	1	9-12	Audition Required
JV Orchestra I-IV	1	9-12	Audition Required
Varsity Orchestra I-IV	1	9-12	Audition Required
Piano Performance I-IV	1	9-12	None
AP Music Theory	1	12	Prior Membership in band, choir, orchestra, piano lab , or other musical experience

BAND

VARSITY BAND I-IV

FINBV1, FINBV2, FINBV3, FINBV4
Grade Placement: 9-12
Prerequisite: Audition Required
Credit: 1

This course provides an opportunity for students to continue instrumental development. All students are members of the marching band in the fall semester and indoor drumline in the spring. This band will perform as part of the total band program at all designated football games, pep assemblies, parades, marching contests, concerts, and festivals. All members will also perform at all indoor percussion competitions and percussion concerts. Time will be required outside of the class for rehearsals, trips, and other engagements. Attendance at all outside of school rehearsals and performances is required. Band placement is determined by audition. This is a full year course.

CONCERT BAND I-IV

FINBC1, FINBC2, FINBC3, FINBC4
Grade Placement: 9-12
Prerequisite: Audition Required
Credit: 1

This course provides an opportunity for students to continue instrumental development at an intermediate/advanced level, and all students are members of the marching band in the fall semester. This band will perform as part of the total band program at all designated football games, pep assemblies, parades, marching contests, concerts, and festivals. Time will be required outside of the class for rehearsals, trips, and other engagements. Attendance at all outside of school rehearsals and performances is required. Band placement is determined by audition. This is a full-year course.

SYMPHONIC BAND I-IV

FINBS1, FINBS2, FINBS3, FINBS4
Grade Placement: 9-12
Prerequisite: Audition Required
Credit: 1

This course provides an opportunity for students to continue instrumental development at an advanced level, and all students are members of the marching band in the fall semester. This band will perform as part of the total band program at all designated football games, pep assemblies, parades, marching contests, concerts, and festivals. Time will be required outside of the class for rehearsals, trips, and other engagements. Attendance at all outside of school rehearsals and performances is required. Band placement is determined by audition. This is a full-year course.

WIND ENSEMBLE I-IV

FINBW1, FINBW2, FINBW3, FINBW4
Grade Placement: 9-12
Prerequisite: Audition Required
Credit: 1

This course provides an opportunity for students to continue instrumental development at the highest advanced level, and all students are members of the marching band in the fall semester. This band will perform as part of the total band program at all designated football games, pep assemblies, parades, marching contests, concerts, and festivals. Time will be required outside of the class for rehearsals, trips, and other engagements. Attendance at all outside of school rehearsals and performances is required. Band placement is determined by audition. This is a full-year course.

JAZZ BAND I-IV

FINJ01, FINJ02, FINJ03, FINJ04
Grade Placement: 9-12
Prerequisite: Audition Required
Credit: 1

This course is for those students interested in pursuing the study and performance of jazz/popular music. Students will perform in a variety of formal and informal settings and may participate in festivals and competitions. This course must be taken in conjunction with Band 1-4 except when instrumentation needs cannot be met with students within the band program. The study of improvisation will be incorporated into the curriculum of this course. Attendance at all outside of school rehearsals and performances is required. Band placement is determined by audition. This is a full-year course.

NOTES:_____

CHOIR

JV MEN CHOIR I-IV

FINCM1, FINCM2, FINCM3, FINCM4
Grade Placement: 9-12
Prerequisite: Audition Required
Credit: 1

This course is for male students with beginning or intermediate skills in sight-reading and choral singing. Instruction in this course will develop the vocal skills of the changing adolescent male voice. Emphasis will be placed upon developing an appreciation for music. Students will perform in concert programs and may participate in competitive events coordinated by the University Interscholastic League. Attendance at after school rehearsals and performances will be required to fulfill all course objectives. Choir placement is determined by audition. This is a full-year course.

JV WOMEN CHOIR I-IV

FINCW1, FINCW2, FINCW3, FINCW4
Grade Placement: 9-12
Prerequisite: Audition Required
Credit: 1

This course is for female students with beginning or intermediate skills in sight-reading and choral singing. Instruction in this course will develop the vocal skills of the changing adolescent female voice. Emphasis will be placed upon developing an appreciation for music. Students will perform in concert programs and may participate in competitive events coordinated by the University Interscholastic League. Attendance at after school rehearsals and performances will be required to fulfill all course objectives. Choir placement is determined by audition. This is a full-year course.

INTERMEDIATE WOMEN CHOIR I-IV

FINCI1, FINCI2, FINCI3, FINCI4
Grade Placement: 9-12
Prerequisite: Audition Required
Credit: 1

This course is for female students with intermediate/advanced skills in sight-reading and choral singing. Instruction in this course will develop the vocal skills of the changing adolescent female voice. Emphasis will be placed upon developing an appreciation for music. Students will perform in concert programs and may participate in competitive events coordinated by the University Interscholastic League. Attendance at after school rehearsals and performances will be required to fulfill all course objectives. Choir placement is determined by audition. This is a full-year course.

JV MIXED CHOIR I-IV

FINCJ1, FINCJ2, FINCJ3, FINCJ4
Grade Placement: 9-12
Prerequisite: Audition Required
Credit: 1

This choir is for male and female students with beginning or intermediate skills in sight-reading and choral singing. Instruction in this course will continue to develop vocal skills necessary for ensemble singing. Emphasis will be placed upon performance of a diverse variety of choral styles. Students will perform in concert programs and may participate in competitive events coordinated by the University Interscholastic League. Attendance at after school rehearsals and performances will be required to fulfill all course objectives. Choir placement is determined by audition. This is a full-year course.

VARSITY MIXED CHOIR I-IV

FINCV1, FINCV2, FINCV3, FINCV4
Grade Placement: 9-12
Prerequisite: Audition Required
Credit: 1

This choir is for male and female students with intermediate or advanced skills in sight-reading and choral singing. Instruction in this course will continue to develop vocal skills necessary for ensemble singing. Emphasis will be placed upon performance of a diverse variety of choral styles. Students will perform in concert programs and may participate in competitive events coordinated by the University Interscholastic League. Attendance at after school rehearsals and performances will be required to fulfill all course objectives. Choir placement is determined by audition. This is a full-year course.

CHAMBER CHOIR I-IV

FINCC1, FINCC2, FINCC3, FINCC4
Grade Placement: 9-12
Prerequisite: Audition Required
Credit: 1

This course is for male and female students interested in pursuing the study and performance of vocal music in a variety of languages and styles that reflect different musical cultures and historical periods. Students will perform in a small ensemble (12-24 voices) and a variety of formal and informal settings and may participate in festivals and competitions. This course must be taken in conjunction with mixed varsity choir. Attendance at after school rehearsals and performances will be required to fulfill all course objectives. Choir placement is determined by audition. This is a full-year course.

WOMEN'S SHOW CHOIR

FINCS1, FINCS2, FINCS3, FINCS4
Grade Placement: 9-12
Prerequisite: Audition Required
Credit: 1

This course is for female students interested in pursuing the study and performance of jazz and popular music. Students will perform in a variety of formal and informal settings and may participate in festivals and competitions. This course must be taken in conjunction with choir except when instrumentation needs cannot be met with students within that organization. The study of improvisation will be incorporated into the curriculum of this course. Attendance at after school rehearsals and performances will be required to fulfill all course objectives. Choir placement is determined by audition. This is a full-year course.

MIXED SHOW CHOIR

FINCH1, FINCH2, FINCH3, FINCH4
Grade Placement: 9-12
Prerequisite: Audition Required
Credit: 1

This course is for male and female students interested in pursuing the study and performance of jazz and/or popular music. Students will perform in a variety of formal and informal settings and may participate in festivals and competitions. This course must be taken in conjunction with choir except when instrumentation needs cannot be met with students within that organization. The study of improvisation will be incorporated into the curriculum of this course. Attendance at after school rehearsals and performances will be required to fulfill all course objectives. Choir placement is determined by audition. This is a full-year course.

NOTES:_____

ORCHESTRA / PIANO/ THEORY

STRING ORCHESTRA I-IV

FINOS1, FINOS2, FINOS3, FINOS4
Grade Placement: 9-12
Prerequisite: Audition Required
Credit: 1

This orchestra provides an opportunity for students to continue instrumental development at an intermediate level. Time will be required outside of class for rehearsals, trips, and other engagements. Attendance at all outside of school rehearsals and performances is required. Orchestra placement is determined by audition. This is a full year course.

CONCERT ORCHESTRA I-IV

FINOC1, FINOC2, FINOC3, FINOC4
Grade Placement: 9-12
Prerequisite: Audition Required
Credit: 1

This orchestra provides an opportunity for students to continue instrumental development at an intermediate/advanced level. Time will be required outside of class for rehearsals, trips, and other engagements. Attendance at all outside of school rehearsals and performances is required. Orchestra placement is determined by audition. This is a full year course.

JV ORCHESTRA I-IV

FINOJ1, FINOJ2, FINOJ3, FINOJ4
Grade Placement: 9-12
Prerequisite: Audition Required
Credit: 1

This orchestra provides an opportunity for students to continue instrumental development at an advanced level. Time will be required outside of class for rehearsals, trips, and other engagements. Attendance at all outside of school rehearsals and performances is required. Orchestra placement is determined by audition. This is a full year course.

VARSITY ORCHESTRA I-IV

FINOV1, FINOV2, FINOV3, FINOV4
Grade Placement: 9-12
Prerequisite: Audition Required
Credit: 1

This orchestra provides an opportunity for students to continue instrumental development at the highest advanced level. Time will be required outside of class for rehearsals, trips, and other engagements. Attendance at all outside of school rehearsals and performances is required. Orchestra placement is determined by audition. This is a full year course.

PIANO PERFORMANCE I-IV

FINP01, FINP02, FINP03, FINP04
Grade Placement: 9-12
Prerequisite: None
Credit: 1

A performance-based course that introduces students to the basic study of music, rhythm and keyboard skills through listening and playing. Students learn standard music notation while playing and performing. Class time is spent at the keyboard as well as other activities designed to develop music theory competencies. It is not necessary for students to have a keyboard at home in order to be successful in the class. No charge for materials or books.

AP MUSIC THEORY

FIN01A
Grade Placement: 12
Prerequisite: Prior membership in band, choir, orchestra, piano lab, or other musical experience
Credit: 1
Students are expected to take an Advanced Placement exam.

This course will provide students with a learning experience equivalent to that of an introductory college course in music theory. The course will develop a student's ability to recognize, understand, describe, and analyze the basic materials and processes of music that are heard or presented in a score. It is recommended that students have prior training in music either through lessons (voice or instrumental), participation in an ensemble, or an introductory rudiments/ theory course.

IB MUSIC SL

FIN10I, FIN20I
Grade Placement: 11 and 12
Prerequisite: Concurrent enrollment in Choir 3/4, Band 3/4, Orchestra 3/4, or Piano 3/4
Credit: 2
This course is taken over a two year period.

The IB Diploma Programme standard level music course seeks to develop student's' knowledge and potential as musicians, both personally and collaboratively. IB Diploma Programme music students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology and context. Through the course of study, students become aware of how musicians work and communicate.

Fine Arts—Visual Arts

Course Name	Credits	Grade Levels	Prerequisites
Art I	1	9-12	None
Art II-IV Drawing	1	10-12	Art 1 or portfolio review
Floral Design	1	9-12	None
Advanced Floral Design	1	11-12	Floral Design
Practicum in Floral Design	2	12	Advanced Floral Design
Art II-IV Painting	1	10-12	Art 1 or portfolio review
Art II-IV Ceramics	1	10-12	Art 1 or portfolio review
Art II-IV Sculpture (Three –Dimensional Work)	1	10-12	Art 1 or portfolio review
Art II-IV Printmaking	1	10-12	Art 1 or Portfolio Review
Pre-AP Portfolio Art I	1	9-12	Portfolio Review Required
Pre-AP Portfolio Art II—2-D Design	1	9-12	Portfolio Review Required
Pre-AP Portfolio Art II—3-D Design	1	9-12	Portfolio Review Required
AP Studio Art Drawing	1	11-12	Portfolio Review Required
AP Studio Art 2-D Design	1	11-12	Portfolio Review Required
AP Studio Art 3-D Design	1	11-12	Portfolio Review Required
AP Art History	1	11-12	None
IB Visual Arts Higher Level/Standard Level	1	11 and/or 12	Art I or Teacher approval
IB Film Standard Level	1	11 or 12	Enrollment in the IB Diploma Programme

VISUAL ARTS - The Visual Arts Department requires all students to have their own supplies to take any art course. The cost is approximately $65.00. These may be purchased from the art department. Financial assistance or payment plans are available for those who qualify and must be applied for by parents or guardians.

ART I
ART001
Grade Placement: 9-12
Prerequisite: None
Credit: 1

Course is designed for art students who wish to develop their artistic skills and continue in advanced art. Students learn the foundation skills needed to create in any art medium. This is the prerequisite course for all advanced courses. Students are responsible for all supplies

ART II-IV DRAWING
ARTD02, ARTD03, ARTD04
Grade Placement: 10-12
Prerequisite: Art 1 or portfolio review
Credit: 1

Course is a continuation of the drawing skills studied in the Art 1 class. This course focuses on the creativity and exploration of media. Students are responsible for all supplies.

FLORAL DESIGN
AFN017
Grade Placement: 9-12
Prerequisite: None
Credit: 1
This course fulfills the state requirement for a fine arts credit.

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse development of lifelong skills of making informed judgments and evaluations. To prepare for careers in floral design, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems, and develop knowledge and prepare for success, students need opportunities to learn, reinforce, apply and transfer their knowledge and skills and technologies in a variety of settings. This course is taught at GBCCA and requires a lab fee of $50.00 to assist in covering the cost of materials and supplies.

ADVANCED FLORAL DESIGN

AFN019
Grade Placement: 11-12
Prerequisite: None
Credit: 1
This course fulfills the state requirement for a fine arts credit.

In this course, students build on the knowledge from the Floral Design course and are introduced to more advanced floral design concepts, with an emphasis on specialty designs and specific occasion planning. This course focuses on building skills in advanced floral design and providing students with a thorough understanding of the design elements and planning techniques used to produce unique specialty floral designs that support the goals and objectives of a specific occasion or event. Through the analysis and evaluation of various occasion and event types, students explore the design needs and expectations of clients and propose and evaluate appropriate creations. From conception to evaluation, students are challenged to create and design appropriate specialty floral designs that meet the needs of the client. Furthermore, an emphasis on budgetary adherence and entrepreneurship equips students with many of the necessary skills needed for success in floral enterprises. This course is taught at GBCCA and requires a lab fee of $50.00 to assist in covering the cost of materials and supplies.

PRACTICUM IN FLORAL DESIGN

AFN020
Grade Placement: 12
Prerequisite: None
Credit: 1

Designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships and mentorships. The practicum course is a paid or unpaid capstone experience of 10 or more hours for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food and Natural Resources cluster. This course is taught at GBCA and requires a lab fee of $50.00 to assist in covering the cost of materials and supplies.

ART II-I PAINTING

ARTP02, ARTP03, ARTP04
Grade Placement: 10-12
Prerequisite: Art I or portfolio review
Credit: 1

Course is an in-depth exploration of a variety of painting techniques and media. Students are required to create a working portfolio. Students are responsible for all supplies.

ART II-IV CERAMICS

ARTC02, ARTC03, ARTC04
Grade Placement: 10-12
Prerequisite: Art I or portfolio review
Credit: 1

Explores figurative sculpture and functional uses of clay. Students create clay works using the potter's wheel and other methods. Students are responsible for all supplies.

ART II-IV SCULPTURE

(THREE-DIMENSIONAL WORK)
ARTS02, ARTS03, ARTS04
Grade Placement: 10-12
Prerequisite: Art I or portfolio review
Credit: 1

Course is an exploration of three-dimensional media and techniques. This in-depth study involves many media and techniques. Students are required to create a working portfolio. Students are responsible for all supplies.

ART II-IV PRINTMAKING

ART2PRNT, ART3PRNT, ART 4PRNT
Grade Placement: 10-12
Prerequisite: Art I or Portfolio Review Required
Credit: 1

Art 2-4 Printmaking is an in-depth exploration of a variety of printmaking techniques and media. Students are required to create a working portfolio. Students are responsible for all supplies.

PRE-AP PORTFOLIO ART I

ART01P
Grade Placement: 9-12
Prerequisite: Portfolio Review Required
Credit: 1

Course is designed for the advanced, dedicated artist. Work is directed towards the AP Portfolio. Students make slide portfolios for final grade. Students are responsible for all supplies.

PRE-AP PORTFOLIO ART II—2-D DESIGN

ART02P
Grade Placement: 9-12
Prerequisite: Portfolio Review Required
Credit: 1

Course is designed for the advanced, dedicated artist drawing, painting, and other 2-D media. Work is directed towards the AP Portfolio. Students make slide portfolios for final grade. Students are responsible for all supplies.

PRE-AP PORTFOLIO ART II—3-D DESIGN

ART03P
Grade Placement: 9-12
Prerequisite: Portfolio Review Required
Credit: 1

Course is designed for the advanced, dedicated artist in sculpture, ceramics, and other 3-D media. Work is directed towards the AP Portfolio. Students make slide portfolios for final grade. Students are responsible for all supplies.

AP STUDIO ART DRAWING

ART05A
Grade Placement: 11-12
Prerequisite: Portfolio Review Required
Credit: 1
Students are expected to take an Advanced Placement exam.

Allows students to demonstrate a mastery of drawing through a wide range of approaches and media. Students will explore a variety of drawing media such as pencil, charcoal, pen and ink, pastel, printmaking, collage, and other materials to demonstrate drawing issues such as light and shade, line quality, rendering of form, surface manipulation, and the illusion of depth. The scope of the AP Studio Drawing course requires the student to submit an extensive portfolio (24 pieces of work) of artwork that demonstrates the student's growth and development in three specific categories: quality, breadth (a variety of techniques) and concentration (an in depth exploration of a particular drawing concern). Permission of an art instructor is required. In addition to the AP class an art lab is recommended.

AP STUDIO ART 2-D DESIGN

ART06A
Grade Placement: 11-12
Prerequisite: Portfolio Review Required
Credit: 1
Students are expected to take an Advanced Placement exam.

Allows students to demonstrate an understanding of design principles as applied to the two-dimensional surface. Students will explore and demonstrate a mastery of 2-D media such as graphic design, digital imaging, photography, collage, drawing, illustration, painting, and printmaking. The scope of the AP Studio Art 2-D Design course requires the student to submit an extensive portfolio (24 pieces of work) of artwork that demonstrates the student's growth and development in three specific categories: quality, breadth (a variety of techniques) and concentration (an in depth exploration of a particular design concern). Permission of an art instructor is required. In addition to the AP class an art lab is recommended.

AP STUDIO ART 3-D DESIGN

ART07A
Grade Placement: 11-12
Prerequisite: Portfolio Review Required
Credit: 1
Students are expected to take an Advanced Placement exam.

Allows students to demonstrate an understating of design principles as they relate to depth and space. Student will explore and demonstrate a mastery of sculptural media such as clay, plaster, metals, wood, found objects, and other materials. The scope of the AP 3-D Design course requires the student to submit an extensive portfolio (20 pieces of work) of artwork that demonstrates the student's growth and development in three specific categories: quality, breadth (a variety of techniques) and concentration (an in depth exploration of a particular design concern). Permission of an art instructor is required. In addition to the AP class an art lab is recommended.

AP ART HISTORY

ART08A
Grade Placement: 11-12
Prerequisite: None
Credit: 1
Students are expected to take an Advanced Placement exam.

Course is an advanced course in the history of art. All students are expected to take the AP College Board exam in the second semester.

IB VISUAL ARTS HIGHER LEVEL/STANDARD LEVEL

ART01I

Grade Placement: 11 or 12 (Standard Level); or 11 and 12 (Higher Level)
Prerequisite: Art I or teacher approval
Credit: 1

The IB Diploma Programme Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

IB FILM STANDARD LEVEL

FIN01I

Grade Placement: 11 or 12
Prerequisite: Enrollment in the IB Diploma Programme
Credit: 1

The IB film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others. IB Film students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film. The film course emphasizes the importance of working collaboratively. It focuses on the international and intercultural dynamic that triggers and sustains contemporary film, while fostering in students an appreciation of the development of film across time, space and culture. **Students are required to take the appropriate IB Assessment.**

NOTES:

Fine Arts—Theatre Arts

Course Name	Credits	Grade Levels	Prerequisites
Theatre Arts I Advanced	1	9	Middle School Theatre Teacher Recommendation
Theatre Arts I	1	9-12	None
Theatre Arts II-IV	1	10-12	Theatre Arts I
Advanced Theatre Production I-IV "Spotlight Productions" - RHS "Centerstage Productions: - RHHS	.5-1	10-12	Level I Theatre class, Audition
Technical Theatre I	1	9-12	None
Technical Theatre II-IV	1	10-12	Technical Theatre I

THEATRE ARTS I ADVANCED

THE01A
Grade Placement: 9
Prerequisite: Middle School Theatre Teacher Recommendation
Credit: 1

This course is designed for students who have already studied the basics of theatre at the middle school lever in both 7th and 8th grade. The class covers the same topics as Theatre I but with more advanced techniques. This class will present one public performance (in the spring), which will require some outside rehearsals after school. Requirements also include attendance at one live theatrical performance selected from professional, community and/or educational theatre each semester.

THEATRE ARTS I

THE001
Grade Placement: 9-12
Prerequisite: None
Credit: 1

This course incorporates an introduction to theatre, study of theatre history, the role of an actor in interpreting and performing comedic and dramatic literature, performance theory and techniques and an overview of the technical elements of theatrical production. Requirements include attendance at one live theatrical performance selected from professional, community and/or educational theatre; one performance per school year.

THEATRE ARTS II-IV

THE002, THE003, THE004
Grade Placement: 10-12
Prerequisite: Theatre Arts 1
Credit: 1

This course is for the student who has already had the basics of Theatre I or IA but wishes to pursue more extensive study of theatrical elements. Required are advanced, individual and group projects through class and public performance. This will require some outside rehearsals after school. Requirements also include attendance at one live theatrical performance selected from professional, community and/or educational theatre each semester.

ADVANCED THEATRE PRODUCTION I-IV

"Spotlight Productions" - RHS
"Centerstage Productions" - RHHS
THEP01, THEP02, THEP03
Grade Placement: 10-12
Prerequisite: Level I Theatre class, Audition
Credit: .5-1

Course is an advanced fine arts course exploring the principles of production through practical experiences in acting, creative movement, improvisation, directing and technical theatre. Requirements for this class are **30 outside crew hours per year,** purchasing characters shoes, multiple productions that require after school and evening rehearsals, and attendance of a live theatrical performance selected from professional, community and educational theatre each semester.

TECHNICAL THEATRE I

THET01
Grade Placement: 9-12
Prerequisite: None
Credit: 1

Combines theories of design and stagecraft techniques with construction and operation of the various technical theatre elements including scenery, properties, lighting, sound, costumes, makeup and publicity. This is a study of the backstage elements of theatre and does not include any acting. Requirements include traveling to and from the PAC for the purpose of building scenery for productions at that venue as well as productions on the home campus and attendance at one live theatrical performance selected from professional, community and educational theatre each semester.

TECHNICAL THEATRE II-IV

THET02, THET03, THET04
Grade Placement: 10-12
Prerequisite: Technical Theatre 1
Credit: 1

Course is for the student who has already had Technical Theatre 1 but wishes to pursue more extensive study of the backstage elements. Some more advanced, individual projects are required of this student. Requirements include traveling to and from the PAC for the purpose of building scenery for productions at that venue as well as productions on the home campus and attendance at one live theatrical performance selected from professional, community and educational theatre each semester.

NOTES:_____

Fine Arts—Dance

Course Name	Credits	Grade Levels	Prerequisites
Principles of Dance I-IV	1	9-12	None
Dance Performance Ensemble I-IV	1	9-12	Audition required for Dance II, III and I. Tryouts may be required for JV and Varsity drill team.
Dance I & II Composition and Improvisation	1	11-12	Audition required for JV and Varsity, Dance Performance Ensemble or Dance I-II, Director Placement

PRINCIPLES OF DANCE I-IV

DAN001, DAN002, DAN003, DAN004
Grade Placement: 9-12
Credit: 2 (1 credit for Fine Arts concurrent with 1 aerobic PE for Dance 1; Dance 2-4 is 1 Fine Arts credit only)

Provides students with the fundamental skills and knowledge of dance as an art form and lifetime activity. The course develops kinesthetic awareness, creates aesthetic appreciation of various dance forms and provides fitness opportunities for students.

DANCE PERFORMANCE ENSEMBLE I-IV

Drill Team: DAND01, DAND02, DAND03, DAND04
Flag: DANF01, DANF02, DANF03, DANF04
Grade Placement: 9-12
Prerequisite: Audition required for DAND02, DAND03 and DAND04
Credit: 2 (1 credit for Fine Arts concurrent with 1 PE substitution for Dance I; Dance II-IV is 1 Fine Arts credit only)

This course provides an opportunity for students to learn or continue to learn dance and color-guard skills. All students are members of the marching band in the fall semester and winter-guard in the spring. The guard will perform as part of the total band program at all designated football games, pep assemblies, parades, and marching contests. All members will also perform at all winter-guard competitions. Time will be required outside of the class for rehearsals, trips, and other engagements. Attendance at all outside of school rehearsals and performances is required. Placement is determined by audition. This is a full year course.

DANCE I & II COMPOSITION AND IMPROVISATION

DAN1C1, DAN2C1
Grade Placement: 11-12
Credit: 1
Prerequisite: Dance Performance Ensemble or Dance I-II, Director Placement

Dance Composition and Improvisation provides two levels of instruction that incorporate ballet, tap, jazz, modern, and contemporary dance genres. Students learn how to choreograph and actually choreograph in each dance genre. Students will work on the breakdown of music and rhythmic interpretations as they develop improvisational skills. This is a performance class and requires dancers who are highly skilled. Students are required to audition for this class.

Physical Education

Course Name	Credits	Grade Levels	Prerequisites
Adventure/Outdoor Education	1	9-12	None
Aerobic Activities	1	9-12	None
Weight Training I-IV	1	9-12	None
Team Sports	1	9-12	None
Foundations of Personal Fitness	1	9-12	None
Foundations of Personal Fitness-Partner Program	1	9-12	Application and approval

PHYSICAL EDUCATION SUBSTITUTION - Students are allowed to substitute certain physical activities for the required units of Physical Education. Such a substitution shall be based on the physical activity involved in:

1. Drill Team (Dance Performance Ensemble 1), Marching Band and Cheerleading - Up to 1 credit
2. Athletics - Up to 4 credits
3. Off Campus Physical Activity (OCPA) — A district approved, private or commercially sponsored physical activity program conducted either on or off campus:
   - A list of approved private or commercially sponsored physical activity programs is available from the counselor;
   - Application fees and deadlines apply for approval - Up to 4 credits;
   - Students in 7th through 12th grades who participate in OCPA, will be required to pay an administrative fee per semester.

In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health through the lifespan.

ADVENTURE/OUTDOOR EDUCATION

PED006
Grade Placement: 9-12
Prerequisite: None
Credit: 1

This course is designed for students who enjoy outdoor activities. Students enrolled in adventure outdoor education are expected to develop competency in outdoor education activities that provide opportunities for enjoyment and challenge such as camping, fishing and archery. Emphasis is placed upon student selection of activities that also promote a respect for the environment and that can be enjoyed for a lifetime. A $35 fee is required for hunter safety and boater education certifications. Teacher specified workout attire required.

AEROBIC ACTIVITIES

PED003
Grade Placement: 9-12
Prerequisite: None
Credit: 1

Exposes students to a variety of aerobic activities that promote health-related fitness. The knowledge and skills promoted in this course include teaching students the value and options of aerobic activity as part of a balanced fitness program. Students will have opportunity to achieve a higher level of aerobic fitness by learning effective goal setting strategies, designing personal fitness plans, and participating in a variety of aerobic fitness activities. Teacher specified workout attire required.

WEIGHT TRAINING I-IV

PEDW04, PEDW05, PEDW06, PEDW07
Grade Placement: 9-12
Prerequisite: None
Credit: 1

Individual Sports best serves students who desire to participate in a wide range of individual sports which can be pursued for a lifetime. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable is a major objective of this course. Students will learn to design a Personal Fitness Program. Weight training will be emphasized. Teacher specified workout attire will be required.

TEAM SPORTS

PED005
Grade Placement: 9-12
Prerequisite: None
Credit: 1

Team Sports is ideal for students who are looking to develop health-related fitness and an appreciation for team work and fair play. Team Sports reinforces the concept of incorporating physical activity into a lifestyle of improved fitness and health. Students will learn to design a Personal Fitness Program. Sport activities that may be included are: flag football, volleyball, soccer, hockey, lacrosse, softball, basketball, tennis and badminton. Teacher specified workout attire required.

FOUNDATIONS OF PERSONAL FITNESS

PED001
Grade Placement: 9-12
Prerequisite: None
Credit: 1

Focuses on empowering students to strive for a lifetime of personal fitness with an emphasis on health-related components of physical fitness. The knowledge and skills covered in this course include teaching students the value and process of becoming physically fit. Students will have opportunity to achieve a higher level of physical fitness by learning effective goal setting strategies, designing personal fitness plans, and participating in a variety of fitness activities. Teacher specified workout attire required.

FOUNDATIONS OF PERSONAL FITNESS – PARTNER PROGRAM

PED007
Grade Placement: 9-12
Prerequisite: Application and approval
Credit: 1

Course is designed for students with special needs who will benefit more from an individualized and developmental program than from general physical education. A unique component of this program is the addition of peer teachers who are recruited from the general student population. The goal of the peer teachers is to provide an opportunity to teach exceptional learners in the physical education environment. Enthusiasm, determination and communication skills are a must.

NOTES:_____

Athletics

Course Name	Credits	Grade Levels	Prerequisites
Athletics (as listed)	.5-4	9-12	None
Sports Medicine I	1	9-12	None
Athletic Trainer	1	9-12	Application Required and completion or concurrent enrollment in Sports Medicine
Cheerleading	1	9-12	Tryout required

ATHLETICS (as listed below)

Grade Placement: 9-12
Prerequisite: Coach's approval
Credit: .5 state Physical Education credit
(up to a maximum of 4 credit)

Students participating in athletics in the Rockwall Independent School District must obtain a physical and complete appropriate paper work to participate in class or participate in before or after school practices or sessions prior to the beginning of school in the fall. Saturday practice sessions may also be required. Many athletic programs require prior approval by the coach. Any questions concerning participation should be addressed to that coach or the athletic coordinator. The following is a list of sports available in RISD:

Baseball
Boys' and Girls' Basketball
Boys' and Girls' Cross Country
Boys' and Girls' Golf
Boys' and Girls' Gymnastics
Boys' and Girls' Soccer
Boys' and Girls' Swimming
Boys' and Girls' Tennis
Boys' and Girls' Track
Boys; and Girls' Water Polo
Football
Softball
Volleyball
Wrestling

Students desiring to participate in athletics after high school, will want to visit the following websites:

www.eligibilitycenter.org
www.playnaia.org
www.freerecruitingwebinar.org

SPORTS MEDICINE I

ISPMED
Grade Placement: 9-12
Prerequisite: None
Credit: 1
This course does not satisfy the physical education requirement for graduation.

This course is designed for students interested in fields such as athletic training, physical therapy, or sports medicine. The course includes classwork and practical hands-on application in the following areas: prevention, treatment, and rehabilitation of sports injuries, taping and wrapping of injuries, First-Aid/CPR, and emergency procedures. It is a majority of classroom-based teaching with practical experiences with athletic teams, and athletic training room procedures as a vital part of the student athletic training program. This class is mandatory for approval into the athletic training program and all students in the class will be required to be at practices and assigned athletic events.

ATHLETIC TRAINER

PED004
Grade Placement: 9-12
Prerequisite: Application Required and Completion or Concurrent Enrollment in Sports Medicine
Credit: 1
This course does not satisfy the physical education requirement for graduation.

Student athletic training is a full year class that involves hands-on experience on the field and in the training room. This class is designed for students interested in fields such as athletic training, physical therapy, or sports medicine. This class will involve required practice and game coverage (nights and occasional weekends), first aid and emergency care, and team travel.

CHEERLEADING

PEDC09, PEDC10, PEDC11, PEDC12
Grade Placement: 9-12
Credit: 1 (PE substitution credit for 1st year; Gymnastics for 2nd year-4th years)
Prerequisite: Tryout required

This class meets during the school day and consists of conditioning activities, skill development in several cheerleading techniques, and specific preparation for game and competition performances. Cheerleaders are involved in summer camps, pep rallies, games, community events and competitions. Students gain membership through a try-out procedure held during the spring of the previous school year. A student who successfully completes cheerleading both fall and spring semesters will receive 1 credit of substitution toward the physical education state graduation requirement. The next year's credit for cheerleading will be awarded through enrollment in gymnastics. For students interested in participating in a U.I.L. sport simultaneously, please see your school counselor for clarification.

NOTES:_____

Health

Course Name	Credits	Grade Levels	Prerequisites
Health	.5	9-12	None

HEALTH
HLH001
Grade Placement: 9-12
Prerequisite: None
Credit: .5

Students learn health concepts recommended for comprehensive health instruction. This survey course includes instruction in mental health, family and social health, the life cycle, body systems, personal health and physical fitness, nutrition, medicines and drugs, diseases and disorders, community and environmental health, consumer health and safety and emergency care.

NOTES:_____

Other Courses

Course Name	Credits	Grade Levels	Prerequisites
AVID I-IV	1	9-12	Must be identified as an AVID student
SAT Prep-Critical Reading, Writing & Math	.5	10-12	None
Peer Assistant Leadership I-II (PALS)	1	11-12	Application Required
Student Leadership	1	10-12	Application Required
Office Aide (local credit)	1	12	With approval and at least a "C" average or above and no disciplinary action in the prior semester
Laboratory Management (local credit)	1	11-12	Teacher approval
H.O.P.E.. "Helping our Peers Excel"	.5-4	9-12	Application

AVID I-IV

AVID1, IAVID2, IAVID3, IAVID4
Grade Placement: 9-12
Prerequisite: Must be identified as an AVID student through a recommendation, an application and interview process.
Credit: 1

AVID is an elective class that prepares identified students for post-secondary education success. Students receive instruction in writing, inquiry, collaboration, organization and reading strategies that are necessary for academic success. Concurrent enrollment in at least one Pre-AP, AP, IB or dual credit course is required. Support is provided during the AVID class for student success in rigorous core content classes.

PEER ASSISTANT LEADERSHIP I-II (PALS)

IPALS1, IPALS2
Grade Placement: 11-12
Prerequisite: Application Required
Credit: 1

PALS is implemented as a peer-helping program in which selected high school students are trained to work as peer facilitators with younger students on their own campuses and/or from feeder middle and elementary schools. Participants are trained in a variety of helping skills which enables them to assist other students in having a more positive and productive school experience. The course serves the dual purposes of providing practical know-ledge and skills, as well as actual field experience, for students potentially interested in careers in education or other service professions. PALS use positive peer influence as a central strategy for addressing dropouts, substance abuse prevention, teen pregnancy and suicide, absenteeism and other areas of concern.

STUDENT LEADERSHIP

ILEAD
Grade Placement: 10-12
Prerequisite: Application Required
Credit: 1

Prepares students for leadership positions in the school and community through involvement in Student Council. Leadership development and community service are the focus of this course.

SAT PREP-CRITICAL READING, WRITING & MATH

ELA014
Grade Placement: 10-12
Prerequisite: None
Credit: .5

This course is designed to prepare students for success on the SAT. This course will teach students the format of the test and provide both strategies and practice for questions on critical reading, sentence completion, grammar, usage, and writing. In addition to reviewing topics from pre-algebra, algebra, and geometry, students will become familiar with the format of the SAT test and learn strategies for success.

OFFICE AIDE

@OFCOU (Counselor); @OFATT (Attendance); @OFLIB (Library)
Grade Placement: 12
Prerequisite: Must have approval from assistant principal, office staff and counselor, A "C" average or above and no disciplinary action in the previous semester
Credit: .5-1 local credit

A one or two semester course involving practical work experiences for the student in assisting the administrative staff in school offices or library.

LABORATORY MANAGEMENT
@LMSCI
Grade Placement: 11-12
Prerequisite: Teacher approval
Credit: 1 local credit

Designed to allow a student to assist teachers in setting up and carrying out laboratory activities, keeping laboratory management duties as assigned by the supervising teacher. For grading purposes, the student will demonstrate knowledge about the responsibilities of the course and will perform duties over the semester in a consistent and responsible manner. Opportunities in Lab Management include science and art.

H.O.P.E. "HELPING OUR PEERS EXCEL"
IHOPE1
Grade Placement: 9-12
Prerequisite: APPLICATION
Credit: .5-4

H.O.P.E. is a peer-tutoring/mentoring program that pairs peer tutors with students who have significant cognitive disabilities or other disabilities. Peer tutors will assist these students one class period a day, wither in a core class or an elective class. The peer tutor, in addition to helping the student with his/her class work, will also develop a friendship with the student.

Students desiring to enroll in the H.O.P.E. course will submit a brief application form with demographic information and a statement of why they would like to be a part of H.O.P.E. They will also secure at least one faculty recommendation. H.O.P.E. participants will be selected by a team consisting of the ACE Teacher(s) and an administrator.

NOTES:_____

Special Education Course Offerings

An Admission, Review and Dismissal (ARD) Committee determines Special Education placement and individual course selections. Placement and course selections are reviewed, at a minimum, on an annual basis.

Special Education Course Offerings: The following two sections list the special education courses instructed by certified special education teachers. All students will have access to the general curriculum and to the Texas Essential Knowledge and Skills (TEKS). Curriculum may be accessed through modifications, accommodations, and/or recommended prerequisite skills dependent upon the individual needs of the student. All core subject special education courses are taken for credit towards graduation.

4 Year Plan: Modified/Co-Teach, Resource				
Course/Subject	**9th/Freshman**	**10th/Sophomore**	**11th/Junior**	**12th/Senior**
Modified/Co-Teach English (4 credits)	English I M	English II M	English III	English IV
Modified/Co-Teach Mathematics (3 credits for Foundation High School Graduation Plan and 4 credits for Foundation High School Graduation Plan w/Endorsement)	Algebra I M	Geometry M	Algebraic Reasoning M (Algebra II M or Financial Math M)	Algebra II M
Modified/Co-Teach Science (3 credits for Foundation High School Graduation Plan and 4 credits for Foundation High School Graduation Plan w/Endorsement)	IPC M	Biology M	Chemistry M or Aquatic Science M	Earth & Space M or Physics M
Modified/Co-Teach Social Studies (3 credits)	World Geography M	World History M	US History M	Government M/ Economics M
Physical Education (1 credit)	Physical Education Courses, Athletics			
Languages Other Than English (LOTE) (1 credit for Foundation High School Graduation Plan and 2 credits for Foundation High School Graduation Plan w/Endorsement)	2 Credits from the same language May substitute *Modified Elective - Reading I-IV* per ARD Decision			
Fine Arts (1 credits)	1 Credit: Fine Arts Theatre Arts, Music and Visual Arts			
Electives (5 credits for Foundation High School Graduation Plan and 7 credits for Foundation High School Graduation Plan w/Endorsement)	All students on a modified curriculum have access to all general education electives. The level of support will be determined by the ARD.			
Modified Electives - All electives are taught by a Special Education Teachers	Reading I M- II M MAPS (9-10)		Reading III M General Employability Skills (11-12) College Transition (12)	
	Path-College/Career Prep I-IV (9-12)			

ENGLISH LANGUAGE ARTS

ENGLISH I M
Modified/Co-Teach
ELA001
Grade Placement: 9
Prerequisite: ARD Decision
Credit: 1
This course requires an EOC assessment.

This course uses modified English I content to meet the individual learning requirements of students. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and view representing. Students will integrate correct language skills within the reading and writing processes; plan, draft, and complete written compositions from all writing forms on a regular basis; read and respond to multiple genres from world literature translated into English from various cultures; understand basic literary concepts. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

ENGLISH II M
Modified/Co-Teach
ELA002
Grade Placement: 10
Prerequisite: ARD Decision
Credit: 1
This course requires an EOC assessment.

This course uses modified English II content to meet the individual learning requirements of students. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing representing. Students increase and refine their communication skills; plan, draft, and complete written compositions with emphasis on persuasive forms; read extensively in multiple genres from world literature translated to English from various cultures. Students continue development of study skills, strategies, and the use of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual needs of the students.

ENGLISH III M
Modified/Co-Teach
ELA003
Grade Placement: 11
Prerequisite: ARD Decision
Credit: 1

This course uses modified English III content to meet the individual learning requirements of students. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing representing. Students continue to increase and refine communication skills; plan, draft, and complete written compositions with emphasis on business forms on a regular basis. American literature and other world literature provide the source for critical thinking and literary essays. Students' present and critique oral communications and Graphic Design & Illustration products. Students continue development of study skills, strategies, and the use of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

ENGLISH IV M
Modified/Co-Teach
ELA004
Grade Placement: 12
Prerequisite: ARD Decision
Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skill for the grade level English I TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students will integrate correct language skill within the reading and writing processes; plan, draft, and complete written compositions from all writing forms on a regular basis; read, and respond to multiple genres from world literature translated into English from various cultures; understand basic literary concepts. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

MATHEMATICS

ALGEBRA I M
Modified/Co-Teach
MAT001
Grade Placement: 9
Prerequisite: ARD Decision
Credit: 1
This course requires an EOC assessment

Algebra I Modified is designed for students to learn the skills and application of Algebra I through modified and accommodated curriculum. Algebra I Modified students build on earlier math experiences, deepening their understanding of relations and functions and expanding their repertoire of familiar linear and quadratic functions, among others.

GEOMETRY M
Modified/Co-Teach
MAT002
Grade Placement: 9-10
Prerequisite: ARD Decision
Credit: 1

Geometry Modified is designed for students to learn the skills and application of Geometry through modified and accommodated curriculum. Students develop the facility with a broad range of ways of representing geometric ideas that allow multiple approaches to geometric problems that connect geometric interpretations to other contexts.

ALGEBRA II M
Modified/Co-Teach
MAT004
Grade Placement: 10-11
Prerequisite: ARD Decision
Credit: 1

Algebra II Modified is designed for students to build on Algebra I Modified and Geometry Modified experiences, both deepening their understanding of relations and functions and expanding their repertoire of familiar functions. Through the use of modified and accommodated curriculum students will be provided insights into mathematical abstraction and structure though the content strands. Connection will be made between algebra and geometry and the tools of one will be used to help solve problems in the other.

ALGEBRAIC REASONING M
Modified/Co-Teach
MAT008
Grade Placement: 11-12
Prerequisite: ARD Decision
Credit: 1

Algebraic Reasoning Modified is designed for students to broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions, this course will serve to strengthen students' algebraic skills prior to Algebra II. This course meets state eligibility requirements for a 3 or 4 year math course for graduation. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

FINANCIAL MATH M
Modified/Co-Teach
BMA2016
Grade Placement: 11-12
Prerequisite: ARD Decision
Credit: 1

This course uses a modified curriculum meets the requirements for the third mathematics credit. This course is designed for students in the business endorsement pathway. This course does not meet NCAA eligibility requirements. This course meets the requirements for the advanced mathematics credit or can be taken as an elective. This course is about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors. Financial Mathematics will integrate career and postsecondary education planning into financial decision making. Financial planning curriculum is used in this course.

SCIENCE

BIOLOGY M
Modified/Co-Teach
SCI001
Grade Placement: 9-10
Prerequisite: ARD Decision
Credit: 1
This course requires an EOC assessment.

This course meets the individual learning requirements of students by focusing on a modified curriculum for the grade level Biology TEKS. The course may cover cell structure and function of systems in organisms, scientific, processes and basic concept of biochemistry, genetics, microbiology, taxonomy, botany, physiology, and zoology. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

INTEGRATED PHYSICS AND CHEMISTRY (IPC) M
Modified/Co-Teach
SCI002
Grade Placement: 9-10
Prerequisite: ARD Decision
Credit: 1

This course meets the requirements of students by focusing on an individual modified curriculum for the grade level of Integrated Physics and Chemistry (IPC) TEKS. 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 with the following topics: force, motion, energy, and matter.

AQUATIC SCIENCE M
Modified/Co-Teach
***SCA01**
Grade Placement: 11-12
Prerequisite: ARD Decision
Credit: 1

This course uses modified Aquatic Science content to meet the individual learning requirements of students. Students will study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Students will conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical thinking problem solving skills.

SOCIAL STUDIES

WORLD GEOGRAPHY M
Modified/Co-Teach
SSH001
Grade Placement: 9-12
Prerequisite: ARD Decision
Credit: 1

This course meets the individual learning requirements of students by focusing on individual modified curriculum for the grade level World Geography TEKS. This course involves study of the interaction of people and cultures with their physical environment in the world's major areas: attention to the locations of natural resources, geographic boundaries, landforms, economic development, language, patterns of settlement, and the interaction of cultures and nations within the context of global development. Activities use critical thinking skills and technology resources designed to assist students in recognizing how understanding events in World Geography will influence our country and our people. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

WORLD HISTORY STUDIES M
Modified/Co-Teach
SSH003
Grade Placement: 10-12
Prerequisite: ARD Decision
Credit: 1

This course meets the individual learning requirements of students by focusing on the individual modified curriculum for the grade level World History TEKS. The course focuses on historical development of human society from past to present times. Emphasis placed on major events, world leaders, economic and political institutions, technological innovations, and the philosophical and religious beliefs that have shaped the modern world. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

UNITED STATES STUDIES SINCE 1877 M
Modified/Co-Teach
SSH004
Grade Placement: 11
Prerequisite: ARD Decision
Credit: 1
This course requires an EOC assessment.

This course meets the individual learning requirements of students by focusing on the individual modified curriculum for the grade level U.S. History TEKS. The course focuses on U.S. history from Reconstruction to the present. Students review and evaluate major themes and events in U.S. history, leaders, economic and political institutions, technological innovations, and the philosophies that affect the United States today. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

UNITED STATES GOVERNMENT M
Modified/Co-Teach
SSH005
Grade Placement: 12
Prerequisite: ARD Decision
Credit: .5

ECONOMICS WITH EMPHASIS ON FREE ENTERPRISE AND ITS BENEFITS M
Modified/Co-Teach
SSH006
Grade Placement: 12
Prerequisite: ARD Decision
Credit: .5

This course meets the individual learning requirements of students by focusing on the individual modified curriculum for the grade level Government and Economics. These modified courses will enable the student to define their rights, privileges and responsibilities within the school, community, and employment settings. Concepts include voting, laws, and consequences of unlawful behavior, honesty, integrity, community volunteerism, rules, and regulations. Students are instructed on how to be productive and safe in a variety of community situations including employment. Students will become familiar with the basic concepts of personal responsibility related to employability and being a productive, contributing member of a business, community and/or organization. History studies will provide a survey of the history and development of our world's area and cultures with emphasis on social, cultural, economic, and political developments of the United States of America. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

ELECTIVES

READING IM, IIM, IIIM, IVM
****M**
Grade Placement: 9-12
Prerequisite: ARD Decision
Credit: 1

Designed to help students meet the expectations of the new standards and experience success in reading. Reading 1, 2, and 3 provides students with a wide range and quality of genres, increasing complexity of text to challenge and accelerate student reading, develop strong academic vocabulary, and increase student proficiency in writing informative, argumentative and narrative essays. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

METHODOLOGY FOR ACADEMIC AND PERSONAL SUCCESS (MAPS)
***MAPS1**
Grade Placement: 9-10
Prerequisite: ARD Decision
Credit: 1

The course focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher education, and the professional world in order to establish both immediate and long-range personal goals. STUDENTS CAN ONLY OBTAIN 1 CREDIT FOR THIS COURSE. MAPS II IS FOR ZERO CREDIT.

GENERAL EMPLOYABILITY SKILLS
***EMPSK**
Grade Placement: 11-12
Prerequisite: ARD Decision
Credit: 1

This course provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. Employability skills include fundamentals of maintenance of personal appearance and grooming. The course also includes the knowledge, skills, and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team. Discovering job possibilities that link skills, abilities, interests, values, needs, and work environment preferences is a part of the process of obtaining employability skills and abilities and is experiential learning that takes place over time. This course is designed to guide students in obtaining the knowledge and the needed employability skills that are transferable among a variety of jobs and careers and are considered essential in any employment situation. Students will learn and apply basic knowledge of what is expected in the workplace.

PATH-COLLEGE/CAREER PREP I-IV
*****A**
*****A**
Grade Placement: 9-12
Prerequisite: ARD Decision
Credit: 1

All students deserve academic and social support to help prepare them for the challenges they must face after high school graduation. The Path-College/Career Prep courses are the final stage of the multi-level College/Career Readiness System of Study (CCR-SOS) implements district-wide that advances intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas. The Path secondary course series focuses on developing the habits and skills that are expected in college study and the workforce.

COLLEGE TRANSITION
*****A**
*****A**
Grade Placement: 11-12
Prerequisite: ARD Decision
Credit: 0

College Transition is designed to equip students with the knowledge, skills, and abilities necessary to be active and successful learners, both in high school and in college. Students examine numerous research-based learning strategies that are proven to lead to academic success such as goal setting, effective time management, handling stress, note taking, active reading, test-taking strategies, and conducting research. In the College Transition course, students will research financial scholarships and grant opportunities, complete applications, and explore technical schools, colleges, and universities. With the increased emphasis on career and college readiness and post-secondary education, students need a course that will provide opportunities to meet these post-secondary opportunities in grade 12.

4 Year Plan: Alternate Curriculum Education				
Course/Subject	**9th/Freshman**	**10th/Sophomore**	**11th/Junior**	**12th/Senior**
Alternate English (4 credits)	English I A	English II A	English III A	English IV A
Alternate Mathematics (3 credits for Foundation High School Graduation Plan and 4 credits for Foundation High School Graduation Plan w/Endorsement)	Algebra I A	Geometry A	Algebraic Reasoning A	Financial Math A
Alternate Science (3 credits for Foundation High School Graduation Plan and 4 credits for Foundation High School Graduation Plan w/Endorsement)	IPC A	Biology A	Aquatic Science A	Earth & Space A
Alternate Social Studies (3 credits)	World Geography A	World History A	Us History A	Government A/ Economics A
Physical Education (1 credit)	Physical Education Courses, Athletics Foundation of Personal Fitness - Partner Program			
Languages Other Than English (LOTE) (1 credit for Foundation High School Graduation Plan and 2 credits for Foundation High School Graduation Plan w/Endorsement)	2 Credits from the same language May substitute *Alternate Elective - Reading I-IV* per ARD Decision			
Fine Arts (1 credits)	1 Credit: Fine Arts Music and Visual Arts: Applied Music Alternate, Art Alternate			
Electives (5 credits for Foundation High School Graduation Plan and 7 credits for Foundation High School Graduation Plan w/Endorsement)	All students on an alternate curriculum have access to all general education electives. The level of support will be determined by the ARD.			
Alternate Electives - All electives are taught by a Special Education Teachers	Activities of Daily Living I-IV Occupational Preparation I & II Reading IA, IIA, IIIA			
			Community Based Vocational Instruction I & II Career Preparation I & II	

ENGLISH LANGUAGE ARTS

ENGLISH I A
Alternate Curriculum
***EL01A**
Grade Placement: 9
Prerequisite: ARD Decision
Credit: 1
This course requires an EOC assessment

This course meets the individual learning requirements of students by focusing on Prerequisite skills for the grade level English I TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students will integrate correct language skill within the reading and writing processes; plan, draft, and complete written compositions from all writing forms on a regular basis; read, and respond to multiple genres from world literature translated to English from various cultures; understand basic literary concepts. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

ENGLISH II A
Alternate Curriculum
***EL02A**
Grade Placement: 10
Prerequisite: ARD Decision
Credit: 1
This course requires an EOC assessment

This course meets the individual learning requirements of students by focusing on Prerequisite skills for the grade level English II TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students increase and refine their communication skills; plan, draft, and complete written compositions with emphasis on persuasive forms; read extensively in multiple genres from world literature translated into English from various cultures. Students continue development of study skills, strategies, and the use of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

ENGLISH III A
Alternate Curriculum
***EL03A**
Grade Placement: 11
Prerequisite: ARD Decision
Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level English III TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students continue to increase and refine communication skills; plan, draft, and complete written compositions with emphasis on business forms on a regular basis. American literature and other world literature provide the source for critical thinking and literary essays. Students' present and critique oral communications and Graphic Design & Illustration products. Students continue development of study skills, strategies, and the use of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

ENGLISH IV A
Alternate Curriculum
***LA04A**
Grade Placement: 12
Prerequisite: ARD Decision
Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level English IV TEKS. The focus is on integrated language arts study in language/writing, literature/reading, speaking/listening, and viewing/representing. Students continue to increase and refine communication skills; plan, draft, and complete written compositions with emphasis on business forms on a regular basis. American literature and other world literature provide the source for critical thinking and literary essays. Students continue development of study skills, strategies, and the use of critical thinking skills. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

MATHEMATICS

ALGEBRA I A
Alternate Curriculum
***MAT01A**
Grade Placement: 9
Prerequisite: ARD Decision
Credit: 1
This course requires an EOC assessment

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level Algebra I TEKS. Algebra I Alternate students build on earlier math experiences, deepening their understanding of relations and functions and expanding their repertoire of familiar linear and quadratic functions, among others. Students learn to combine functions, express functions in equivalent forms, compose functions and find inverses where possible. Algebra I Alternate will provide students with insights into mathematical abstraction and structure through the content strands Foundations for Functions, Linear Functions, and Quadratics and other Non-Linear Functions. It is extremely important for students to learn Algebra I standards in depth, as it is a foundation for other math courses.

GEOMETRY A
Alternate Curriculum
***MAT02A**
Grade Placement: 9-10
Prerequisite: ARD Decision
Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level Geometry TEKS. High school students develop facility with a broad range of ways of representing geometric ideas, including coordinates, networks, transformations, that will allow multiple approaches to geometric problems and that connect geo-matric interpretations to other contexts. Students learn to recognize connections among different representations, thus enabling them to use these representations flexibly. Students will expand their understanding through other mathematical experiences through the Geometry content strands of Geometric Structure, Geometric Patterns, Dimensionality and the Geometry of Location, Congruence and the Geometry of Size, and Similarity and the Geometry of Shape.

FINANCIAL MATHEMATICS—PERSONAL MONEY MANAGEMENT A
***AF16A**
Grade Placement: 11-12
Prerequisite: ARD Decision
Credit: 1 (Math credit)

This course meets the requirements for the third mathematics credit. This course is designed for students in the business endorsement pathway. This course does not meet NCAA eligibility requirements. This course meets the requirements for the advanced mathematics credit or can be taken as an elective. This course is about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors. Financial Mathematics will integrate career and postsecondary education planning into financial decision making. Financial planning curriculum is used in this course.

ALGEBRAIC REASONING A
Alternate Curriculum
***MAT08A**
Grade Placement: 11-12
Prerequisite: ARD Decision
Credit: 1

Utilizing a focus on prerequisite skills, Algebraic Reasoning Modified is designed for students to broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions, this course will serve to strengthen students' algebraic skills prior to Algebra II. This course meets state eligibility requirements for a 3 or 4 year math course for graduation. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

SCIENCE

BIOLOGY A
Alternate Curriculum
***SCI01A**
Grade Placement: 9-10
Prerequisite: ARD Decision
Credit: 1
This course requires an EOC assessment.

This course meets the individual learning requirements of students by focusing on prerequisite skills for the grade level Biology TEKS. The course may cover cell structure and function of systems in organisms, scientific, processes and basic concept of biochemistry, genetics, microbiology, taxonomy, botany, physiology, and zoology. Some variation in course content/ emphasis may occur on campus depending on the individual learning needs of the students.

INTEGRATED PHYSICS AND CHEMISTRY (IPC) A
Alternate Curriculum
***SCI02A**
Grade Placement: 9-10
Prerequisite: ARD Decision
Credit: 1

This course meets the requirements of students by focusing on prerequisite skills for the grade level of Integrated Physics and Chemistry (IPC) TEKS. In Integrated Physics and Chemistry, students conduct field and laboratory investigations, uses scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry with the following topics: force, motion, energy, and matter.

AQUATIC SCIENCE A
Alternate Curriculum
***SCA02**
Grade Placement: 11-12
Prerequisite: ARD Decision
Credit: 1

This course uses alternate to meet the individual learning requirements of students. Students will study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Students will conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical thinking problem solving skills.

EARTH AND SPACE SCIENCE A
Alternate Curriculum
***SCI10A**
Grade Placement: 11-12
Prerequisite: ARD Decision
Credit: 1

This course uses alternate curriculum content to meet the individual learning requirements of students and combines earth science, ocean science, atmospheric science, and space science in a single course. In one year, students learn the basics and special topics of geology, oceanography, meteorology, and planetary astronomy in a course that builds upon the knowledge they learned in their earlier science courses. Some variation in course content/ emphasis may occur on campus depending on the individual learning needs of the students.

SOCIAL STUDIES

WORLD GEOGRAPHY A
Alternate Curriculum
***SS01A**
Grade Placement: 9-12
Prerequisite: ARD Decision
Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level World Geography TEKS. This course involves study of the interaction of people and cultures with their physical environment in the world's major areas: attention to the locations of natural resources, geographic boundaries, landforms, economic development, language, patterns of settlement, and the interaction of cultures and nations within the context of global development. Activities use critical thinking skills and technology resources designed to assist students in recognizing how understanding events in World Geography will influence our country and our people. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

WORLD HISTORY STUDIES A
Alternate Curriculum
***SS03A**
Grade Placement: 10-12
Prerequisite: ARD Decision
Credit: 1

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level World History TEKS. The course focuses on historical development of human society from past to present times. Emphasis placed on major events, world leaders, economic and political institutions, technological innovations, and the philosophical and religious beliefs that have shaped the modern world. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

UNITED STATES STUDIES SINCE 1877 A
Alternate Curriculum
***SS04A**
Grade Placement: 11
Prerequisite: ARD Decision
Credit: 1
This course requires an EOC assessment.

This course meets the individual learning requirements of students by focusing on Recommended Prerequisite skills for the grade level U.S. History TEKS. The course focuses on U.S. history from Reconstruction to the present. Students review and evaluate major themes and events in U.S. history, leaders, economic and political institutions, technological innovations, and the philosophies that affect the United States today. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

UNITED STATES GOVERNMENT A
Alternate Curriculum
***SS05A**
Grade Placement: 12
Prerequisite: ARD Decision
Credit: .5

ECONOMICS WITH EMPHASIS ON FREE ENTERPRISE AND ITS BENEFITS A
Alternate Curriculum
***SS06A**
Grade Placement: 12
Prerequisite: ARD Decision
Credit: .5

Government and Economics Alternate courses will enable the student to define their rights, privileges and responsibilities within the school, community, and employment settings. Concepts include voting, laws, and consequences of unlawful behavior, honesty, integrity, community volunteerism, rules, and regulations. Students are instructed on how to be productive and safe in a variety of community situations including employment. Students will become familiar with the basic concepts of personal responsibility related to employability and being a productive, contributing member of a business, community and/or organization. History studies will provide a survey of the history and development of our world's area and cultures with emphasis on social, cultural, economic, and political developments of the United States of America.

ELECTIVES

READING IA, IIA, IIIA, IVA
***ELR1A, *ELR2A, *ELR3A, *ELR4A**
Alternate Curriculum
Grade Placement: 9-12
Prerequisite: ARD Decision
Credit: 1

Designed to help students meet the expectations of the new standards and experience success in reading. Reading IA, IIA, IIIA, IVA provides students with a wide range and quality of genres, increasing complexity of text to challenge and accelerate student reading, develop strong academic vocabulary, and increase student proficiency in writing informative, argumentative and narrative essays.

ACTIVITIES OF DAILY LIVING I-IV (ADL)
*****A**
*****A**
*****A**
*****A**
Grade Placement: 11-12
Prerequisite: ARD Decision
Credit: 0

This course is developed to integrate the domestic, recreation, leisure, school, and community domains. Students investigate through activity based sessions, a variety of activities associated with the daily living experience. Organizing a daily routine and schedule will serve the students in their process of taking charge of independent living. Students will study areas of cooking, safety, leisure, chores, duties, responsibilities, budget, time management, first-aid, and communication. Personal safety and responsibility will be examined in response for taking care of one's self, others, and/or pets. Health care, transportation, telephone skills, and appropriate recreation activities are addressed in the context of developing a full capacity living experience. Students will develop strategies to respond to potential emergencies that may appear in the process of daily living.

- **Activities for Daily Living 1:** Focus will be on the study of daily living experiences with emphasis on daily routines and schedules.
- **Activities for Daily Living 2:** Focus will be on the study of daily living experiences with emphasis on personal safety and responsibility.
- **Activities for Daily Living 3** Focus will be on the study of daily living experiences with emphasis on independent living skills.
- **Activities for Daily Living 4:** Focus will be on the study of daily living experiences with emphasis on life choices, needs, and employment issues.

COMMUNITY BASED VOCATIONAL INSTRUCTION
*****A**
*****A**

Grade Placement: 10-12
Prerequisite: ARD Decision
Credit: 0

In this instructional arrangement/setting students will practice employability skills at actual job sites in the local community. A wide range of sites will be used including, but not limited to: retail, service, volunteer, health related and clerical so as to provide the student with numerous opportunities to explore a variety of employment options. Students will be supervised directly by special education personnel without remuneration.

- Community Based Vocational Instruction (CBVI) I: Focus of instruction will be on individual responsibility on the job sites in the community with direct supervision by a certified teacher.
- Community Based Vocational Instruction (CBVI) II: Continued focus of instruction will be on individual responsibility on the job sites in the community with direct supervision by a certified teacher.

FOUNDATIONS OF PERSONAL FITNESS – PARTNER PROGRAM
Alternate Curriculum
PED007A
Grade Placement: 9-12
Prerequisite: ARD Decision
Credit: 1

Course is designed for students with special needs who will benefit more from an individualized and developmental program than from general physical education. A unique component of this program is the addition of peer teachers who are recruited from the general student population. The goal of the peer teachers is to provide an opportunity to teach exceptional learners in the physical education environment. Enthusiasm, determination and communication skills are a must.

APPLIED MUSIC IA, IIA ALTERNATE
Alternate Curriculum
***FINM1, *FINM2**
Grade Placement: 9-12
Prerequisite: ARD Decision
Credit: 1

The Applied Music course will introduce to the student the basic skills and concepts which will enable the student to explore life around them in new ways. Through the applied arts, the students will increase their problem-solving skills, sharpen their communication skills and participate in cooperative learning activities.

ART ALTERNATE
Alternate Curriculum
***ARTAL**
Grade Placement: 9-12
Prerequisite: ARD Decision
Credit: 1

This alternate comprehensive study stresses the elements and principles of art and their uses in two and three- dimensional art. Various media and art forms are used to gain understanding of the basics. Some variation in course content/emphasis may occur on campus depending on the individual learning needs of the students.

OCCUPATIONAL PREPARATION I-II
*****A**
*****A**
Grade Placement: 11-12
Prerequisite: ARD Decision
Credit: 0

This course prepares students to enter the job market through a study of employment issues including recognizing what skill define particular jobs, the application and interview processes, identifying barriers to employment, individual attributes that enhance employability, ways to locate jobs, using community services/resources to aid employment and maintaining a successful job experience. Issues to be presented are: safety, understanding job responsibilities, time requirements and management, relationships, task commitment, accepting feedback from authority figures, leaving a job appropriately, organizational skills, performance and evaluation, conduct, working with customers, and acceptance of job requirements. Job specific skills are presented in the areas of newspaper skills, telephone, placement assistance, multiple tasks and priority task awareness. Students will explore a variety of jobs and activities related to the job.

- Occupational Preparation I: Focus of instruction will be on employability skills and job search.
- Occupational Preparation II: Focus of instruction will be on aptitude, interests, and skills related to job search.

CAREER PREPARATION ALTERNATE I-II

*****A**
*****A**
Grade Placement: 11-12
Prerequisite: ARD Decision
Credit: 0

This instructional arrangement/setting is for providing special education or related services to students who are placed on a job with direct involvement by special education personnel in the implementation of the student's Individual Education Plan (IEP). This instructional arrangement/setting shall be used only after the school district's career and technology classes have been considered and determined inappropriate for the student. **Practicum Experience is actual work period scheduled within the school day.**

ADULT TRANSITION 12th Grade Plus

Completed requirements under minimum graduation plan; documented educational need in the form of an Individualized Education Program (IEP) in the area of postsecondary goals and/or functional based goals as documented in their individual transition plan.

The goal of the Rockwall ISD Secondary Transition Services program, is to provide a seamless transition to life after high school by offering multiple opportunities to learn and use the skills necessary to function as independently as possible. Based on individual interests, strengths, and choices, each student will participate in community, recreational, employment, and independent living activities. These activities will continue into their adult life independent of educational services. Individualized supports for a successful transition to adult life are provided in the area of employment, recreation/activities, and independent living. Each young adult's daily schedule is based upon their postsecondary goals and corresponding performance expectations, and Individualized Education Program goals and objectives developed with collaboration of the student, his/her parents, teachers, and identified adult agencies. Transition Services Programming is offered at on-campus locations and off-campus locations.

In addition to completing the minimum credit requirements, the student will graduate and be awarded a regular high school diploma when they have successfully completed their IEP consistent with one of the following conditions:

- The student has maintained full time employment based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district.
- The student has demonstrated mastery of specific employability skills and self-help skills, which do not require direct ongoing educational support of the local school district.
- The student has gained access to services, which are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program.

It is the policy of Rockwall ISD not to discriminate on the basis of race, color, national origin, sex, age or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; as amended and Section 504 of the Rehabilitation Act of 1973, as amended. Rockwall ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

Es la norma de Rockwall ISD de no discriminar en base a la raza, color, origen nacional, sexo, discapacidad en sus programas vocacionales, en los servicios, ni en las actividades como lo requiere la enmienda de Título VI del Acta Civil de Derechos de 1964; el Título IX de las Enmiendas de la Educación de 1972; y la Sección 504 del Acta de Rehabilitación de 1973. Rockwall ISD tomará los pasos necesarios para asegurar que la falta de habilidades en el idioma inglés no será una barrera para la admisión y participación total en los programas educativos y vocacionales.

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