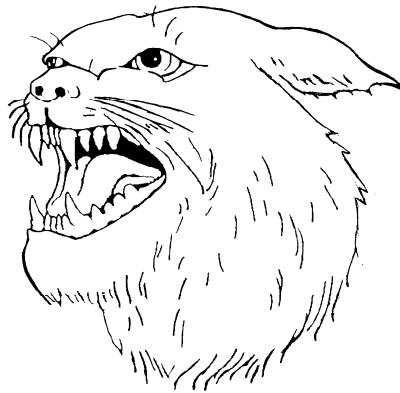


Gregory-Portland Independent School District

High School

Course Description Guide
2009-2010



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It is the policy of the Gregory-Portland Independent School District not to discriminate on the basis of race, color, national origin, sex, or handicap in its programs, and services.

District Title X Coordinator
Assistant Superintendent
608 College Street
Portland, TX 78374
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Es norma de el Escolar Independiente de Gregory-Portland no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas y servicios.

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Gregory-Portland High School

MOTTO:

Challenging the leaders of tomorrow!

HIGH SCHOOL MISSION:

To provide a challenging environment where all students will experience academic and cultural opportunities that result in creative, disciplined, and productive life-long learners with strong character and a commitment to community.

Intent of this Guide

The provisions and information set forth in this Course description Guide are intended to be informational and not contractual in nature. The District hereby reserves and retains the right to amend, alter, change, delete, or modify any of the provisions of this guide at any time, from time to time, in any manner that the Administration or the Board of Trustees of the District deems to be in the best interest of the students of this District. The contents of this guide apply to all students and programs in the District and do not amend, abridge, or replace Board policies or administrative regulations established by the District.

GREGORY-PORTLAND HIGH SCHOOL

SCHOOL PROFILE

Gregory-Portland High School is a public school located in Portland, Texas, which is a small urban community across the bay from Corpus Christi (pop. 282,000). In addition to serving the students of Portland, the school serves students from the rural area of Gregory, Texas (combined Portland and Gregory pop. 16,200).

The total enrollment of the school is approximately 1323, with 44% of the enrollment being Hispanic and 56% non-Hispanic. The 2008-2009 senior class totals 263 students. The school year is comprised of two semesters of 18 weeks each with students taking seven fifty-five minute classes each day.

Gregory-Portland High School has a numerical grading system: A=90-100, B=80-89, C=70-79. Any grade below 70 is considered failing.

A student must complete 24 credits and pass the English Language Arts, Math, Social Studies & Science tests of the Texas Assessment of Knowledge and Skills (TAKS) in order to graduate. Graduates of 2011 and thereafter will be required to complete 26 credits.

A student's cumulative Grade Point Average (GPA) is figured by averaging each semester's grades. Summer school, Plato course and correspondence course grades are not used in computing GPA. When Advanced Placement, Pre-Advanced Placement and Gifted and Talented classes are taken, that class semester grade is multiplied by 1.1 and the weighted average is used to figure the GPA for that semester, provided they complete the full credit. Rank in class is based on weighted GPA and no two students hold the same rank.

There are eighty-one teachers, one principal, three assistant principals, two diagnosticians, one registered nurse and three counselors on staff at Gregory-Portland High School. Course offerings range from special education to honor/gifted-talented classes and Advanced Placement courses, with a complement of Career/Technology offerings, some of which may also afford college credit. Gregory-Portland High School offers twelve Advanced Placement exams.

Approximately 65 % of all 2008 seniors took the SAT and/or ACT tests. The average score for all testing students on SAT was 1000. The average composite score for ACT was 20.3. Forty percent of the graduates go on to two-year colleges and forty-five percent to universities and four-year colleges.

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Gregory-Portland High School
Graduation Requirements: Students Entering Grade Nine Prior to 2007-2008

Discipline	Recommended (24 credits)	Distinguished Achievement (24 credits & Advanced Measures)
English Language Arts	Four credits English I, II, III, IV	Four credits English I, II, III, IV
Mathematics	Three credits Algebra I, Geometry, Algebra II	Three credits Algebra I, Geometry, Algebra II
Science	Three credits <i>One credit</i> from Biology, Pre-AP Biology, or AP Biology <i>Two credits</i> from the following areas with no more than one credit chosen from each of the areas <ul style="list-style-type: none"> • Integrated Physics & Chemistry • Chemistry, Pre-AP Chemistry, or AP Chemistry • Physics, Pre-AP Physics or AP Physics 	Three credits <i>One credit</i> from Biology, Pre-AP Biology, or AP Biology <i>Two credits</i> from the following areas with no more than one credit chosen from each of the areas <ul style="list-style-type: none"> • Integrated Physics & Chemistry • Chemistry, Pre-AP Chemistry, or AP Chemistry • Physics, Pre-AP Physics or AP Physics
Social Studies	Four credits <ul style="list-style-type: none"> • World Geography • World History • U.S. History • Government/Economics 	Four credits <ul style="list-style-type: none"> • World Geography • World History • U.S. History • Government/Economics
Languages Other Than English	Two credits In the same language	Three credits In the same language
Physical Education	One and one-half credits	One and one-half credits
Health Education	One-half credit	One-half credit
Technology Applications	One credit selected from: <ul style="list-style-type: none"> • Business Computer Information Sys I or II • Business Computer Programming I or II • Desktop Publishing • Web Mastering • Computer Science • AP Computer Science • Video Technology 	One credit selected from: <ul style="list-style-type: none"> • Business Computer Information Sys I or II • Business Computer Programming I or II • Desktop Publishing • Web Mastering • Computer Science • AP Computer Science • Video Technology
Fine Arts	One credit selected from: <ul style="list-style-type: none"> • Theater Arts • Art • Band • Music • Technical Theater 	One credit selected from: <ul style="list-style-type: none"> • Theater Arts • Art • Band • Music • Technical Theater
Speech	One-half credit Communication Applications	One-half credit Communication Applications
Electives	Three and One-half credits	Two and One-half credits
Total Credits	24	24

Graduation Checklist For Students Entering Grade Nine Prior to 2007-2008

It is highly recommended and important that students monitor their progress toward graduation. This checklist is designed to assist each individual student in tracking their credits. A minimum of 24 credits in designated areas are required for graduation under the Recommended or Distinguished Achievement Program Plans. Note: No student may receive credit twice for the same course. Students with IEP's may have different courses as determined by the ARD Committee. Students who are designated as ESL may have ESL I/II in place of English I/II as determined by an LPAC.

English/Language Arts: (4 credits)

English I (1.0) _____
 English II (1.0) _____
 English III (1.0) _____
 English IV (1.0) _____

Mathematics: (3 credits)

Algebra I (1.0) _____
 Geometry I (1.0) _____
 Algebra II (1.0) _____

Science: (3 credits)

Integrated Physics & Chemistry(1.0) _____
 Biology (1.0) _____
 Chemistry (1.0) _____
 Physics (1.0) _____

Social Studies: (4 credits)

World Geography (1.0) _____
 World History (1.0) _____
 US History (1.0) _____
 Government (0.5) _____
 Economics (0.5) _____

Speech: (0.5 credits)

Communications Applications (0.5) _____

Languages other than English: (2 or 3 credits in the same language)

Spanish I (1.0)____ II(1.0))____ III(1.0)____
 German I (1.0)____ II(1.0))____ III(1.0)____
 American Sign Language I (1.0)____ II(1.0))____
 III(1.0))____ (11th & 12th)

Health &Physical Education: (2 credits)

Health (0.5) _____
 P.E. (0.5) _____
 P.E. (0.5) _____
 P.E. (0.5) _____

(1.5 P.E. credits may be met through equivalencies such as Athletics, Band, & Cheerleading.)

Technology Applications: (1 credit)

As listed in course description guide (1.0) _____

Fine Arts: (1 credit)

Band, Art, Choir, Theater Arts, Technical Theater, or Theater Productions _____

Electives/Career Pathway: (2.5 or 3.5 credits)

Name of Course		Credit Awarded
Name of Course		Credit Awarded
Name of Course		Credit Awarded
Name of Course		Credit Awarded
Name of Course		Credit Awarded

(May be taken by half and/or full-credit courses to achieve 2.5/3.5 credits. Students may take Career & Technology and other Academic or Co-Curricular courses.)

TOTAL REQUIRED CREDITS 24

Graduation Requirements

Students entering Grade 9 in the 2007-2008 school year and thereafter

Discipline	Recommended 26 Credits	Distinguished Achievement 26 Credits & Advanced Measures
English/Language Arts	Four Credits English I, II, III, IV	Four Credits English I, II, III, IV
Mathematics	<p style="text-align: center;">Four Credits</p> <p>Three of the credits must be Algebra I, Algebra II, and Geometry. The fourth credit may be selected from the following:</p> <ul style="list-style-type: none"> *Math Models *Precalculus *Independent Study in Mathematics *AP Statistics *AP Calculus AB *AP Calculus BC *AP Computer Science <p>For students who select Math Models, Algebra II is their fourth and final course. They may NOT take Math Models after taking Algebra II.</p>	<p style="text-align: center;">Four Credits</p> <p>Four credits which must consist of Algebra I, Algebra II, and Geometry and an additional SBOE-approved mathematics course for which Algebra II is a prerequisite:</p> <ul style="list-style-type: none"> *Precalculus *Independent Study in Mathematics *AP Statistics *AP Calculus AB *AP Calculus BC
Science	<p style="text-align: center;">Four Credits</p> <p>Four credits, one of which must be Biology and/or AP Biology, and three of which are selected from the following list:</p> <ul style="list-style-type: none"> *Biology—must be taken first *Chemistry *Physics *Environmental Systems *GMO(Geology, Meteorology, Oceanography *Aquatic Science *Conceptual Physics *Conceptual Chemistry *AP Biology *AP Chemistry *AP Physics *AP Environmental Science *AP Principles of Technology I 	<p style="text-align: center;">Four Credits</p> <p>Four credits, which must consist of a Biology credit, one Chemistry credit, a Physics credit, and an additional approved lab-based science course. The fourth credit may be selected from the following list:</p> <ul style="list-style-type: none"> *Environmental Systems *AP Biology *AP Chemistry *AP Physics *AP Environmental Science *Aquatics
Social Studies	<p style="text-align: center;">Three and one-half credits</p> <ul style="list-style-type: none"> *World Geography (one credit) *World History(one credit) *US History (one credit) *US Government (1/2 credit) 	<p style="text-align: center;">Three and one-half credits</p> <ul style="list-style-type: none"> *World Geography (one credit) *World History(one credit) *US History (one credit) *US Government (1/2 credit)
Economics	One-Half Credit	One-Half Credit
Languages Other Than English	Two Credits In the same language	Three Credits In the same language
Physical Education	One and One-Half Credits	One and One-Half Credits
Health Education	One-Half Credit Or Health Science Tec (one credit)	One-Half Credit Or Health Science Tec (one credit)

Graduation Requirements
Students entering Grade 9 in the 2007-2008 school year and thereafter

Technology Applications	One Credit selected from: *Business Computer Information Systems I or II *Desktop Publishing *Web Mastering *Computer Science *AP Computer Science *Video Technology *Digital Graphics and Animation *Independent Student in Technology Applications	One Credit selected from: *Business Computer Information Systems I or II *Desktop Publishing *Web Mastering *Computer Science *AP Computer Science *Video Technology *Digital Graphics and Animation *Independent Student in Technology Applications
Fine Arts	One Credit selected from: *Theater Arts *Art *Band *Choir *Technical Theater	One Credit selected from: *Theater Arts *Art *Band *Choir *Technical Theater
Speech	One-Half Credit Communication Applications	One-Half Credit Communication Applications
Electives	Three and One-Half Credits	Two and One-Half Credits
Total Credits	26	26

Graduation Options

State and National Standards

Gregory-Portland High School curriculum offers courses taught at or above prescribed State and National Standards. Teachers provide instruction as outlined in the Texas Essential Knowledge and Skills (TEKS) and work to prepare students for the state Texas Assessment of Knowledge and Skills (TAKS) tests as well as Advanced Placement exams.

Recommended Plan

Gregory-Portland High School offers the recommended plan for graduation. A student must complete the core courses which include: English, Mathematics, Science and Social Studies. Two years of the same language other than English are also required, as well as those listed on page one. All students who graduate from Gregory-Portland High School are eligible to apply for the Texas Grant for college and receive the honor of being a Texas Scholar.

Please note: Gregory-Portland High School does not offer a Minimum Graduation Plan.

Distinguished Achievement Program

To graduate under the Distinguished Achievement Program, a student must complete all Gregory-Portland High School required course credits for the Distinguished Achievement Plan plus any four combinations of the advanced measures noted below. Example 1: Score of three or better on two AP examinations; successful completion of one college course and one research project. Example 2: Score of three or better on four AP examinations.

Advanced Measures

- Original research/project that is:
 - Evaluated by a panel of professionals in the field that is the focus of the project, or
 - Conducted under the direction of mentor(s) and reported to an appropriate audience.

Note: This measure may not be used for more than two of the four advanced measures in meeting the requirement of the Distinguished Achievement Program.
- Test data:
 - Achievement of a score of three or above on a College Board Advanced Placement examination,
 - Achievement of a score on the PSAT that qualifies a student for recognition as a Commended Scholar or higher
 - by the National Merit Scholarship Corporation,
 - or as part of the National Hispanic Scholar Program of The College Board,
 - or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation.

Note: The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.
- College courses:
 - Achievement of a grade of 80 or higher on courses that count for college credit including Tech Prep courses.

Note: Tech Prep courses may not be used for more than two of the four advanced measures in meeting the requirement of the Distinguished Achievement Program regardless of the number of such courses undertaken.
- Completion of one Dual Credit course will satisfy two Advanced Measures

Graduation Requirements for Students Receiving Special Education Services

Graduation may occur through one of the following options:

Graduation Method I for Students Receiving Special Education Services

- a. A student receiving special education services may graduate and be awarded a high school diploma if the student has satisfactorily completed the district's least curriculum and credit requirements for graduation applicable to students in general education, including satisfactory performance on the exit-level assessment instrument (TAKS).
- b. A student receiving special education services may graduate and be awarded a high school diploma if the student has satisfactorily completed the district's least curriculum and credit requirements for graduation applicable to students in general education and has been exempted from the exit-level assessment instrument (TAKS).

Graduation Method II for Students Receiving Special Education Services

A student receiving special education services may graduate and be awarded a high school diploma if the student has satisfactorily completed the district's least curriculum and credit requirements for graduation to the extent possible with modifications/substitutions only when it is determined necessary by the admission, review, and dismissal (ARD) committee for the student to receive an appropriate education applicable to students in general education who have been exempted from the exit-level assessment instrument (TAKS). The ARD committee must also determine that the student has successfully completed the student's individual education program (IEP) and has met one of the following conditions:

- a. 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.
- b. Demonstrated mastery of specific employability skills and self-help skills which do not require direct, ongoing educational support of the local school district.
- c. Access to services which are not within the legal responsibility of public education, or employment educational options for which the student has been prepared by the academic program.

Graduation Method III for Students Receiving Special Education Services

The student no longer meets age eligibility requirements and has completed the requirements specified in the Individualized Education Plan (IEP).

Note: For students who graduate through Graduation Method II a, b, or c, the ARD committee shall determine whether educational services will be resumed upon request of the student, as appropriate, so long as the student meets the age eligibility requirement.

Graduation with a high school diploma under Graduation Method I a or b terminates a student's eligibility for special education services.

Graduation Ceremony

There will be one formal graduation ceremony held in May. A fall graduate or a three year graduate may participate in May graduation ceremonies. A fall graduate must notify the principal on or before March 1 of the spring semester of his/her intent to participate.

Graduation Through Acceleration (Three-Year Graduates)

It is strongly recommended that students who wish to graduate through acceleration apply as early as possible in their high school career to facilitate appropriate planning. Therefore, students should apply no later than the **September 15 of their junior year**.

Graduation through acceleration may be accomplished by following district policy and completing graduation requirements through:

- Normal academic-year coursework,
- Credit by Exam without prior instruction,
- Summer school courses, and/or
- Correspondence courses.

Students will receive credit on transcripts for courses taken through these methods. Grades achieved will not be utilized to calculate the student's GPA or class rank. Weighted or Dual Credit courses taken during the summer do not count in class rank or calculate GPA. Please see your counselor regarding early graduate scholarship. A student who has applied for early graduation, may reverse that decision with written parent permission and principal approval.

Parent and Student Information Regarding the SAVE Committee Process

For several reasons it is important that students and parents carefully plan the course selections for each semester and year. Most importantly, students should question and explore the content of a course option before making and submitting a choice. Jumping from course to course during a semester interrupts the learning process and does not help students learn thoughtful decision-making, commitment, and perseverance. Secondly, master schedules are developed in the spring prior to the upcoming year. Selections during registration indicate how many teachers and sections will be needed for each course. This process allows administrators to plan and to hire for optimum academic excellence and success.

When students are permitted to randomly change schedules, classes can become overcrowded and imbalanced. Many students can be affected. Even the most effective planning is compromised since it is very seldom that a one-course change affects only one course. Careful selections benefit everyone. Thank you for being a crucial part of the high school educational team as everyone works together for academic excellence.

- Registration
 - Parent and student informational meetings will be held during spring registration.
 - Students will be guided through course selection during registration.
 - Students who do not submit a registration form will have a schedule arranged for them by their counselor according to their academic needs and/or graduation plan.
- Add/Drop Date
 - The last day of school in May will officially end the opportunity for schedule changes.
 - Only schedule changes pertaining to graduation plans and/or computer errors will be addressed during the following year.
 - A student who does not submit a registration form by the add/drop date will not be eligible for a schedule change.
- SAVE Committee Process
 - Schedule changes that are requested after the add/drop date and that only affect core classes will be addressed through the SAVE Committee process.
 - Schedule change requests for elective classes will not be considered after the add/drop date.
 - After conferencing with the student's teacher, the student and/or parents may make application with the counselor to request a SAVE Committee meeting.
 - The SAVE Committee is chaired by the counselor and is composed of the student, the parent/guardian, the teacher whose class the student is requesting to exit, the department chair (if necessary), and an administrator.
 - The SAVE Committee process becomes an option on the sixth day of the course.
 - Every effort will be made to "save" the student's schedule.

Prepare for Post-Graduation

Always choose the courses which are most rigorous and challenging for you. High school is not just something you have to get through. It is the foundation for college and your life work.

It is not too early to start thinking of colleges, universities, and/or trade or technical schools which you would like to attend. The high school counselors will help you in your search. See your counselor for further information.

9th Grade: Get to know your counselor by signing in on the form provided in the Guidance Office. Visit the Guidance Office and library to discover available resources. Take advantage of meeting college representatives when they visit GPHS, attend Coastal Bend College Night, take the PSAT, and begin to develop a list of all your activities, awards, and honors (a student résumé).

10th Grade: Continue gathering college and career information. Utilize career and interest software in lab. Apply for summer college programs for high school students and participate in summer enrichment activities. Share your interests and concerns about college with your parents and your counselor. Take the PSAT. Add to your student résumé.

11th Grade: Take the PSAT in October. Take the ACT or SAT in spring or early summer. If not exempt, take the THEA if planning on taking any dual credit courses. If possible, visit some of the college campuses which you are considering attending. Talk to college students and ask them questions about college. Visit the GO Center. See your counselor about procedures for applying to military academies if interested. **Update your résumé.** Spend time planning and writing essays for college admissions.

12th Grade: Repeat college entrance exams if scores need to be increased and take the THEA test if not exempt. Narrow down your list of colleges; **keep in mind costs**, admissions requirements, academic offerings, your interests, strengths, and weaknesses. **Meet Deadlines!** Apply for scholarships for which you qualify listed in Senior Guidance Newsletter, on the Internet and from other available sources found in the library. **Meet Deadlines!** Complete and submit at least two or three applications to schools for which you meet the entrance requirements. Complete your résumé and give a copy to your counselor. Complete the FASFA as soon after January 1 as possible.

Grading System

A minimum semester average of seventy percent (70%) is required in order to receive credit in a course; however, both passing and failing grades are used in computing grade point average. In a one credit class, the first and second semester averages are averaged together to give the student the opportunity to receive full credit, even with one failing semester grade.

A student's cumulative Grade Point Average (GPA) is figured by averaging each semester's grades.

Credit for an individual semester shall be earned by a student who earns a passing grade for one semester, but whose combined grade for the two semesters is lower than 70. In this circumstance, the student shall be required to retake only the semester in which the failing grade was earned.

Credit for both semesters of a two-semester course shall be earned by a student when the combined grade for the two semesters is a 70 or higher, even if the grade earned in one semester is lower than a 70.

Beginning with students entering grade nine in the 2004-05 school year, the combined grade may be derived from corresponding semesters.

When AP, Pre-AP or other weighted classes are taken, each of those class semester grades is multiplied by 1.1 and the weighted average is used to figure the GPA for that semester. Weighting of AP and Pre-AP courses is awarded only when a student completes the full semester of a one-semester course or both semesters of a two-semester course. [G-PACE, Night School, Correspondence Courses, PLATO courses, Alternative Education Courses, Credit by Examination and Summer School grades are not computed in the GPA.]

Semester grades will be calculated as follows:

- First, Second and Third Six Weeks each 25%
- Semester Exam 25%

Grade Level Classification

Credits earned determine how a student is classified as of September 1 for that entire school year.

- | | | |
|----------------------|---|------------|
| • Under 6 Credits | = | 9th grade |
| • 6 - 10.5 Credits | = | 10th grade |
| • 11 - 17.5 Credits | = | 11th grade |
| • 18 Credits & Above | = | 12th grade |

The required class load for each student is seven courses. A senior, with nineteen credits, administrative and parental approval, **may** be excused first or seventh period.

Credit Recovery

PLATO Learning Lab

Gregory-Portland High School established a PLATO Learning Lab as a credit recovery program. The goals of the program are to:

- increase the number of students who graduate on time with their age peers,
- increase the number of students earning credits in required curriculum areas,
- increase the number of students graduating from high school and
- keep students on track for a four year graduation

To achieve these goals, the high school has adopted a program model that creates an alternative to repeating a traditional class, utilizes instructional technology, and encourages staff and student interaction. A lab manager coordinates with counselors to identify and enroll students who qualify for PLATO. Using criteria established by a high school committee, the counselors adjust the student's schedule to allow time to attend the lab.

Alternative Education

In the 2007-08 school year, GPISD began to offer an option for a non-traditional learning center so that all students will have an opportunity to earn a high school diploma and prepare for post-high school life. Please see a high school counselor or administrator to determine if the alternative learning center is an option for you.

Valedictorian and Salutatorian Qualifications

To be eligible for valedictorian and salutatorian, the following criteria shall be met:

1. The student must have completed four years of high school.
2. The student must have been enrolled at Gregory-Portland High School during all of the final two years of high school.
3. A minimum of ten advanced courses must be taken and credit earned during the four years of high school.
4. Valedictorian and salutatorian must be a candidate for the Distinguished Achievement Program.

The student meeting criteria (1-4) and achieving the highest GPA will be named *valedictorian*.

The student meeting criteria (1-4) and achieving the second highest GPA will be named *salutatorian*.

Gifted and Talented

Gregory-Portland Independent School District's Gifted/Talented Education Program provides an array of learning opportunities that are commensurate with the abilities of gifted and talented (GT) students, emphasizing accelerated and enriched content in language arts, math, science, and social studies. Identified GT students are provided a learning environment that allows for independent study, group work with peers of comparative ability, and group work with peers who represent a heterogeneous population.

At Gregory-Portland High School, GT students receive instruction through Pre-AP, AP, and Dual Credit classes in the four core academic areas. Differentiation is outlined by the classroom teacher through classroom instruction, assignments, grouping, material, and/or grading techniques.

Students may be nominated for the GT program by teachers, parents, counselors, librarians, administrators, or community members. Nomination may also be made by peers or students may self-nominate. Nominations for the GT program take place in March of each school year. For more information, please contact your campus guidance counselor.

Earning College Credit While In High School

Advanced Placement Program

The Advanced Placement (AP) Program is a cooperative educational endeavor between secondary schools, colleges, and universities. For students who are willing and able to apply themselves to college-level studies, the AP Program enriches their secondary and post-secondary school experiences. It also provides the means for colleges to grant credit, placement, or both to students who have applied themselves successfully.

Students should elect to participate in AP courses on the basis of their preparation for such a course, their willingness and ability to meet its academic challenges, and the time he/she is willing to devote.

After the completion of the AP courses, students are given the opportunity to take the AP exam in May. All students taking AP courses are expected to take the AP exam for the course.

AP teachers have had extensive training in the course design which remains constant throughout the United States. Teachers are not allowed latitude or discrepancy in the high academic standards of the class. Therefore, students must be willing to meet the challenges as presented by these college level courses.

Once enrolled in an AP course, students are required to remain in that course for the entire semester. A parent must attend an informational meeting and sign a course agreement in order for a student to be enrolled in an AP course. The purpose of the informational meeting is to ensure that parents understand the expectations of the AP courses. Meeting times will be communicated at a later date.

Pre-Advanced Placement:

Students can prepare for future college work and Advanced Placement courses by taking Pre-Advanced Placement (Pre-AP) courses in high school. These courses are designed to challenge students through learning expectations.

NOTE: Students taking Pre-AP courses are not exempt from No Pass/No play requirements.

Dual Credit Program

Dual credit courses are college-level academic or technical courses taken by high school students for which they receive high school credit and college credit simultaneously. Students and parents are responsible for meeting admission procedures set by -the Institute of Higher Education providing the particular course or courses. These procedures include testing, tuition, and registration deadlines. Books must be purchased by the student. The deadline is usually the first week of August.

Dual credit courses are planned for the following subjects

- English
- Political Science
- Speech Communications
- Psychology
- Sociology
- College Algebra
- US History
- Calculus

NOTE: Dual Credit college courses may be offered via online, onsite, and/or at participating colleges. Additional information will be provided at the time of registration.

The Institute of Higher Education grants credit when:

1. Course requirements are met, and
2. The student's final transcript is received showing the date of his/her high school graduation.

When planning to attend college, the student must request the transcript from the institute of higher education registrar be sent to the college they are planning to attend.

Job Skill Training

Gregory-Portland ISD works in partnership with area training centers to provide opportunities in several skilled crafts and industry related job training. These areas include construction, welding, electricity, plumbing, and more.

Technical Courses

Articulated courses are college-level technical courses that allow high school students to earn college credit. Courses may be locally articulated or state-wide articulated. Completion of a locally articulated course will allow a student to earn college credit at a specific Junior College, after meeting specific criteria, such as earning a "B" or better in the course. Completion of a state-wide articulated course will allow a student to earn college credit at any of the Junior Colleges in Texas that participate in the state-wide articulation program (approximately 25 schools) after meeting specific criteria.

Gregory-Portland ISD has a local articulation agreement with Del Mar College and with Coastal Bend College. Gregory-Portland High School also offers several courses that are eligible for state-wide articulation credit. Throughout this Course Description Guide, articulated courses are identified as follows:

- D@ = Course is eligible for college credit at Del Mar College
- C@ = Course is eligible for college credit at Coastal Bend College
- S@ = Course is eligible for state-wide articulation credit.

Please see a high school guidance counselor if you have questions about articulated courses.

Tech Prep

The Tech Prep program allows students to obtain course credit for both high school and college through articulation agreements with local colleges thus enhancing economic development through a quality workforce. This teaming of technical and academic skills allows students to avoid duplication of course training and save considerably on college expenses. The articulation agreement is possible only when students attend Del Mar College. Classes may be held on the high school and/or college campus. This is made possible through collaboration of GPISD, Del Mar College, and the Tech Prep Consortium and Quality Workforce Planning Association. Some Tech Prep courses may include:

- BCIS I, II
- Computer Science I, II
- Health Care Science and Technology I, II, III
- Introduction to Business
- Keyboarding
- Webmastering
- Child Development
- Preparation for Parenting
- Desk Top Publishing
- Auto Technology I, II
- Construction Systems
- Welding I, II
- Cosmetology I, II
- Emergency Medical Technology
- Hospitality Services and Management
- Court Reporting
- Introduction To Criminal Justice
- Crime In America

Courses are offered depending on class size and teacher availability.

SAT

The content of the SAT currently requires:

- **Writing:** Students will be asked to write an essay that requires them to take a position on an issue and use examples to support their position. Questions will be included to see how well students use standard written English.
- **Math:** The math section includes Algebra II topics, such as exponential growth, absolute value, and functional notation, and emphasizes other topics such as linear functions, manipulations with exponents, and properties of tangent lines.
- **Critical Reading:** The critical reading section includes shorter reading passages along with long reading passages. Sentence-completion questions are also included in this section.

The SAT measures the kind of reasoning skills needed for college by assessing how students apply what they have learned in school. Colleges and universities use the SAT as one of the many factors in admissions decisions. The most important factor is high school grades earned in challenging courses. The best preparation for the new SAT –and for college- is for students to take challenging academic courses and to read and write widely.

It is highly recommended that students continue their math classes throughout the four years of high school. For incoming Freshmen, this is a requirement for graduation.

Test Dates

<u>Test</u>	<u>Students</u>	<u>Date</u>
PSAT (Preliminary SAT College Board)	9 - 11	Oct. 14, 2009
SAT test dates subject to change. They are not finalized until May.		
SAT - College Board	9 - 12	Oct. 10, 2009
		Nov. 7, 2009
		Dec. 5, 2009
		Jan 23, 2010
		Mar. 13, 2010
		May 1, 2010
		June 5, 2010
American College Testing - ACT	9 - 12	Sept. 12,2009
		Oct. 24, 2009
		Dec. 12, 2009
		Feb. 6, 2010
		April 10, 2010
		June 12, 2010
Advanced Placement Testing	11 - 12	May, 2010
ASVAB	11 - 12	Fall, 2009 TBA
THEA	Seniors	TBA/GPHS

General Course Descriptions

English Language Arts

In keeping with district wide curriculum alignment, each grade level focuses on specific language skills. All English courses integrate language, literature, composition, vocabulary, and reading skills. The reading, writing, and speaking experiences in the English classroom help the student develop cultural awareness and personal awareness. Through oral and written communication, research and analysis of information, and problem solving, the student is prepared for the future. At each level, English teachers include preparation to ensure readiness for success on TAKS tests.

English I

All levels of English I focus on universal themes in short stories, novels, drama and poetry of world literature; study includes the archetypal hero in several genres. Students learn fundamental literary terms used in all future English classes. In composition they master writing thesis statements, organizing multi-paragraph papers, and writing in response to literature. They emphasize logical arguments with evidence. They are expected to correctly use the conventions and mechanics of written English. Pronoun usage and agreement must be mastered.

English I Pre-Advanced Placement-1020 (9) Weighted (1 credit)

Prerequisites: None

Pre-AP students read above grade level and have a strong grammar background. They read extensively outside the classroom with selections taken from the Pre-Advanced Placement program. They are required to do additional research. They prepare for later Advanced Placement weighted English classes using SAT vocabulary lists. *Assignments include reading to be completed outside of class and summer reading assignments are required.* This course is designed to challenge the student who has a strong interest and ability in the study of English.

English I-1001 (9) (1 credit)

Grammar skills include the functions of phrases and clauses in sentences, pronoun and verb usage, and mechanical skills such as spelling and punctuation. Much emphasis is placed on writing single paragraphs followed by multiple-paragraph essays.

ESL I-1540 (1 credit)

Prerequisite: None

The English I for Speakers of Other Languages (ESL I) Course is for students whose first language is other than English. The native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language. High school students are expected to plan, draft, and complete written compositions on a regular basis. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, theses, and evidence. Students will read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students interpret the possible influences of historical context on a literary work.

English II

All levels of English II present the concepts of points-of-view and the criteria for the structure of various genres in world literature; students learn the concepts of satire and irony and the influence of historical context. In grammar, they learn the properties and functions of verbs and verbals, subject-verb agreement and use of modifiers and skills. In composition they focus on research skills and essay writing.

English II Pre-Advanced Placement-1120 (10) Weighted (1 credit)

Prerequisites: English I

In this course students meet all requirements for tenth grade English; in addition, cultural literacy, SAT vocabulary, and analogy solving are emphasized. Students write a variety of multiple-paragraph essays and creative pieces. They must be capable of independent research; they must also be able to present information in a variety of formats including oral presentations and project development. *Assignments include reading to be completed outside of class and summer reading assignments are required.* This course is designed to challenge the student who has a strong interest and ability in the study of English.

English II-1100 (10)

(1 credit)

Prerequisites: English I

Students study world literature and learn the criteria for the structure of various genres. Students will be able to write multiple-paragraph essays in a variety of modes, to propose research questions and draw original conclusions, and to make effective oral presentations.

ESL II-1550

(1 credit)

Prerequisite: None

The English II for Speakers of Other Languages (ESL II) Course is for students whose first language is other than English. The native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language. High school students are expected to plan, draft, and complete written compositions on a regular basis. An emphasis is placed on persuasive forms of writing such as logical arguments, expressions of opinion, and personal forms of writing. Students will read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students interpret the possible influences of historical context on a literary work.

English III**English III Advanced Placement: Language and Composition-1220 (11) Weighted**

(1 credit)

Prerequisites: English I, II

This course is designed for the advanced student who reads above grade level and has mastered the composition skills taught in lower grades. In English III AP, students learn and use advanced writing and rhetorical techniques. Students will research literacy topics and write error-free, M.L.A. documented papers. Students write literary essays to Advanced Placement literary prompts. Students learn and use advanced thinking skills. Students write a variety of expository, descriptive, narrative, and persuasive papers based on professional models. Students read classic American literature and philosophy. *Assignments include reading to be completed outside of class and summer reading assignments are required. Students are expected to take the AP exam in May and are required to remain in this course for the entire semester.*

English III-1200

(1 credit)

Prerequisites: English I, II

Students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their own papers for clarity, engaging language, and correct use of the conventions and mechanics of written English and produce final, error-free drafts. English III students read extensively in multiple genres from American literature and other world literature.

English IV

All English IV classes study literature with emphasis on British and Western fiction and non-fiction. Guided by their teachers and texts, students examine the relationships of historical events and politics, to the evolution of idea of systems and literature from fifth century Athens to twenty-first century America. Also, students perfect their thinking skills by studying critical thinking and problem solving paradigms and applying them to recurring human problems as is evident in literature and in personal experiences. Students continue to refine their writing skills as demonstrated by error-free drafts in business, personal, research, and literary modes. They continue to improve their speaking skills as evidenced by oral presentations. The students produce and present videos.

English IV Advanced Placement: Literature and Composition-1310 Weighted

(1 credit)

Prerequisites: English I, II, III

This course is recommended for the senior student seeking college credit by examination. It covers all content of English IV and stresses materials for advanced methods of literary analysis required in college literature classes. Successful students will be able to write a lucid essay in a timed writing situation on an unfamiliar piece of literature, and interpret it perceptively. Students will have a repertoire of novels and dramas from world literature as foundation for college course work. Students will perfect their speaking skills. Students will produce and present videos. *Assignments include reading to be completed outside of class and summer reading assignments are*

required. Students are expected to take the AP exam in May and are required to remain in this course for the entire semester.

English IV Dual Credit Enrollment-1320 Weighted (1 credit)

Prerequisites: Meet Institute of Higher Education & GP Criteria; English I, II, III credit; completion of application

This course covers all the criteria for both the Institute of Higher Education English 1301-1302 as well as the criteria for AP English IV. The first semester stresses composition, and the second semester stresses literary analysis. Students must be capable of self-directed, independent study. Students seeking selection to this program must see their English teacher for an application to this course as well as a guidance counselor for the Institute of Higher Education admissions information. This is a rigorous course designed for students with a strong interest in English studies. (This course maybe offered via online, onsite, and/or at participating colleges.)

English IV-1300 (1 credit)

Prerequisites: Eng I, Eng II, Eng III

This course focuses on literature and composition. Students study a variety of British and Western novels, poetry, or plays. They read and analyze professionally-written reports and essays, and using them as models, they write, edit, and rewrite their compositions to produce error-free drafts. Students study and use advanced vocabulary for SAT and THEA preparation. They improve their writing skills by employing correct grammar, usage, and spelling. They use the decision-making process and learn a variety of persuasive devices to improve their thinking skills. Students will practice and perfect their speaking skills. Student produces and presents videos.

Fine Arts

Art

Art I (9-12)-7100 (1 credit)

Prerequisites: None

An introductory course to acquaint the students with the skills and techniques of various media and tools in drawing, painting, sculpture, and printmaking. Students will be taught through teacher demonstration, art textbooks, vocabulary and independent studies (home assignments). Emphasis is on portfolio proficiency for those students working toward Advanced Placement Art credit. (Supplies– maximum– \$15.00)

Drawing II-7120, Drawing III-7130, Drawing IV-7140 (9-12) (1 credit each)

Prerequisites: Art I and /or preceding level course

These courses are designed to address a very broad interpretation of drawing issues. For example, many types of painting, printmaking, fibers and studies of sculpture and architectural would qualify as addressing drawing issues based on purposeful decision-making about how to use the elements and principles of art in an integrative way. Students are asked to demonstrate proficiency in two-dimensional design using a variety of art forms. Emphasis is on portfolio proficiency for those students working toward Advanced Placement art credit in two dimensions. (Supplies– maximum \$25.00)

Sculpture II-7320, Sculpture III-7330, Sculpture IV-7340 (9-12) (1credit each)

Prerequisites: Art I and /or preceding level course

These courses are intended to address a broad interpretation of sculptural issues in depth and space. These will include mass, volume, form, plane, light and texture. Such element and concepts can be articulated through additive, subtractive and/or fabrication processes. These will include traditional sculpture, architectural models, apparel (jewelry), ceramics, fiber arts, or metalwork. Emphasis is on portfolio proficiency for those students working toward Advance Placement art credit in three dimension. (Supplies– maximum \$25.00)

Studio Art Advanced Placement-8820 (11-12) Weighted

(1 credit)

Prerequisites: Art Level I, II, III

This class will stress the complexity of this subject. Students should be aware of the high level of expectation. Assignments are college level and students should be able to work all media and techniques in art. **Students must meet with the art teacher at the end of his/her junior year to discuss summer assignments.** Twenty-five pieces of excellent, college-level quality work must be completed by May of the senior year when portfolios are presented to College Board for review. *Preparation of a college portfolio requires a great deal of time and requires outside assignments and summer preparation. This course is designed for serious art students.*

Music

Band I-8300, Band II-8310, Band III-8320, Band IV-8330 (9-12)

(1 credit each)

Prerequisite: Band I-Director Approval; Band II-Director Approval and Band I; Band III-Director Approval and Band II; Band IV-Director Approval and Band III

These courses are offered to the student with previous band experience. It is the performing organization in the school and includes the marching band, the honors band, the symphonic band, and the concert band.

The state allows three semesters of Fall band to count for three semesters of physical education. The Spring semester of band will count as a half credit of Fine Arts.

Instrumental Ensemble: Brass I-8240, Brass II-8250, Brass III-8260, Brass IV-8270 (9-12)

(1 credit each)

Prerequisite: Brass I-Director Approval; Brass II-Director Approval and Brass I; Brass III-Director Approval and Brass II; Brass IV-Director Approval and Brass III

These courses are offered to the student with previous brass experience. Concentration will be on the development of the individual student skills with experiences in small group participation and the development of knowledge of brass literature.

Instrumental Ensemble: Percussion I-8240, Percussion II-8250, Percussion III-8260, Percussion IV-8270 (9-12)

(1 credit each)

Prerequisite: Percussion I-Director Approval; Percussion II-Director Approval and Percussion I; Percussion III-Director Approval and Percussion II; Percussion IV-Director Approval and Percussion III

These courses are offered to the student with previous percussion experience. It concentrates on the development of the individual student skills with experience in small group participation and the development of knowledge of percussion literature.

Instrumental Ensemble: Woodwind I-8240, Woodwind II-8250, Woodwind III-8260, Woodwind IV-8270 (9-12)

(1 credit each)

Prerequisite: Woodwind I-Director Approval; Woodwind II-Director Approval and Woodwind I; Woodwind III-Director Approval and Woodwind II; Woodwind IV-Director Approval and Woodwind III

These courses are offered to the student with previous woodwind experience. Concentration is on the development of the individual student skills with experience in small group participation and the development of knowledge of woodwind literature.

Choral Music I, II, III, IV (9-12)

(1 credit each)

Prerequisite: none

This is a beginning course in vocal development with emphasis on musical understanding and musical literacy through disciplined study and performance. Students are required to attend after-school and evening rehearsals as required to prepare for concerts. Fees include replacement or replacement value of lost or damaged property and cost for selected uniform(s) for the year.

Advanced Choral Music I, II, III, IV (9-12) (1 credit each)

Prerequisite: Director Approval

This is an intermediate to advanced course in vocal development with emphasis on musical understanding and musical literacy through disciplined study and performance. All students in this ensemble are required to compete in TMEA Choir Auditions and UIL Solo & Ensemble competition and are required to attend after-school and evening rehearsals as required to prepare for concerts and competitions. Fees include replacement or replacement value of lost or damaged property, uniform cleaning, and cost for selected uniform(s) for the year.

Choral Ensemble I, II, III (10-12) (1 credit each)

Prerequisite: Director Approval

All students in the Choral Ensemble are also required to be enrolled in Advanced Choral Music. This is an advanced choral ensemble in which the main goal is to develop advanced singing skills through both individual and small group performances and competitions. Fees include replacement or replacement value of lost or damaged property, uniform cleaning, and cost for selected uniform(s) for the year.

Music Theory I-8600, Music Theory II-8610 (11-12) (1 credit each)

Prerequisite: Director Approval

These courses are preparatory courses for college music majors and minors. The emphasis of the course in music theory will be on the mechanics of music and learning basics of composition and arranging.

Theater

Theater Arts I (acting emphasis)-8150 (9-12) (1 credit)

Prerequisites: none

This is an introductory performance course incorporating basic acting techniques, the role of the actor in interpreting dramatic literature, and the introduction of the theater student to competitive drama events such as UIL one act play contest, duet acting, dramatic interpretation, and humorous interpretation. Theater Arts I is the prerequisite for all other theater arts classes.

Theater Arts I (technical theater and stage design emphasis)-8150 (9-12) (1 credit)

Prerequisites: none

This is an introductory theater course emphasizing technical theater and stage design. The focus will be on technical terminology and production fundamentals. The course will teach the student key design elements as well as implement the need for safe theater practices. The student will be required to work in the shop areas and support crews for all Theater Arts Productions.

Theater Arts II-8160, Theater Arts III-8170, Theater Arts IV-8180 (10-12) (1 credit each)

Prerequisites: Theater Arts II-Theater Arts I; Theater Arts III-Theater Arts II; Theater Arts IV-Theater Arts III

The primary aim of this advanced theater course is to develop advanced acting skills through performance. All students in advanced theater courses are required to compete in TFA, UIL, and NFL tournaments. Other activities of these students include a fall play or musical, Follies Production, and UIL one act play.

Technical Theater I-8100 (9-12) (1 credit each)

Prerequisites: Theater Arts I

The student enrolled in Technical Theater I is required to attend various types of live production (plays, concerts). After completing required course work, a student may work on school related production as a member of the backstage crew. This course is an introduction to stagecraft and its various elements. Areas of study include sound, lighting, make-up, and costumes, with the primary emphasis on scenic construction.

Technical Theater II-8110, Technical Theater III-8120, Technical Theater IV-8130 (10-12) (1 credit each)

Prerequisites: Technical Theater II-Technical Theater I and Teacher Approval; Technical Theater III-Technical Theater II and Teacher Approval; Technical Theater IV-Technical Theater III and Teacher Approval

The student enrolled in an Advanced Technical Theater course is required to attend various types of live productions, work on a school related production as a crewmember, complete two major technical theater projects in one of the course areas of study. Areas of study include stage scenic design, stage lighting design, sound design, make-up/costume design and publicity. Students will be expected to crew productions in order to receive credit. Assessment is based on a practical application during class periods and after school work calls. *After school time is required.*

Theater Production I-8490, Theater Production II-8500, Theater Production III-8510 (10-12) (½-1 credit each)

Prerequisites: All Theater Production Courses-Technical Theater I, Cast/Crew Fall Show and/or U.I.L. One-Act Play or Teacher Approval. In addition, Theater Production II-Theatre Production I; Theater Production III-Theater Production II

This class will be offered to students who are in production after school or with teacher approval on production work during the day. In order to develop his/her acting skills and concepts, the student shall be provided opportunities to audition, rehears, and perform in public in either the fall or spring production. To develop their production skills and concepts, technical theater students will be provided opportunities to do research and design, work on technical crews for a production. Assessment is based on a practical application during class periods and after school work calls. *After school work is required.*

Health & Physical Education

Health Education-1st semester-5421, 2nd semester-5422 (9 - 12) (½ credit)

Prerequisites: None

Health Education is a basic, one semester health course. The student will study the principles of good grooming, physical fitness, nutrition and weight control, mental health and behavior, systems of the body, prevention and control of diseases, drug and alcohol abuse, tobacco use, First Aid and CPR. A unit of Self Responsibility focuses on Parenting and Paternity Awareness.

NOTE: 1 credit Health Science Technology I (See Career and Technology Education) will also fulfill the one-half credit Health Education requirement.

Foundations of Personal Fitness Level I-5100 (9-12) (½ credit)

Prerequisite: None

This course is designed to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. Students will acquire the knowledge and skills for movement that provides the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. This course is the required prerequisite for all other physical education courses.

Individual Sports-5130 (9-12) (½ credit)

Prerequisite: Foundations of Personal Fitness

This course is designed to provide a wide range of individual lifetime sports. The objective of this course is to utilize individual sport activities to continue the development of health related fitness. The students will be expected to exhibit a level of competency in several individual sports such as badminton, golf, table tennis, track and field, weight-training, tennis, and aerobics.

Team Sports-5120 (9-12) (½ credit)

Prerequisite: Foundations of Personal Fitness

This course is designed to provide a wide range of team sports to help develop health-related fitness and an appreciation for team work and fair play. Students will be expected to demonstrate competency using basic offensive and defensive skills of a sport while participating in a game such as basketball, softball, flag football, floor hockey, soccer, baseball, kickball, and volleyball.

Physical Education Equivalent-Counselor will provide course number. (9-12) (½-1 credit)

Prerequisites: Completed Application (available in office) signed by Coach/Teacher

These athletic courses are offered with emphasis on conditioning, skill perfection, advanced technique and strategy. Before and/or after school attendance and U.I.L. participation are mandatory. Offerings include: football, boys' and girls' basketball, tennis, cross country, golf, girls' soccer, boys' soccer, swimming, baseball, girls' softball, volleyball, cheerleading, fall semester marching band, and state approved (2 hr) career and technology courses.

Athletic Trainer- Counselor will provide course number. (1/2 to 1 local credit)

This course is designed to give students hands-on experience in the treatment and rehabilitation of athletic injuries. Fundamentals of kinesiology and biomechanics are taught. The course requires participation outside of the school days, working practices and contests. There are long hours and hard work involved, but the rewards are tremendous. Students must have a strong commitment and permission from the athletic trainer or athletic director to be enrolled in the class.

This credit can be a P.E. equivalent. See your counselor for details.

Cheerleading 1st semester-5531, 2nd semester-5532 (9th grade). 1st semester-5533, 2nd semester-5534 (10th grade). 5530 (11th & 12th grade). (½-1 local credit each year)

Prerequisites: Qualifying for cheerleading squad

This course is required for students qualifying for the cheerleading squad. Students must remain eligible to participate.

NOTE: The state allows two credits of physical education or equivalent to be counted toward state graduation requirements. Any additional credit earned in physical education is local credit. The state allows three semesters of Fall band to substitute 1 ½ semesters for physical education.

Journalism

Journalism I-1660 (9-12) (½-1 credit)

Prerequisites: Student Interest in Writing

This is an introductory course to newspaper production. The various medias will be explored. Students will receive basic instruction on news writing, feature writing, editorial writing, and headline writing. U.I.L. competition will be emphasized. Students will receive basic desktop publishing skills.

Journalism/Photojournalism-1600 (9-12) (½-1 credit)

Prerequisite: None

This course requires no previous experience. The course is designed to give students a basic knowledge in how to take, process, and print their own pictures in black and white and color. This class is also an introductory course to the newspaper/yearbook. Students will explore the media. Students will receive basic instruction on news writing, feature writing, editorial writing, and headline writing. U.I.L. competition will be emphasized. Students will also receive basic desktop publishing skills. A student must own or have access to a digital camera. This course requires time in addition to regular class time.

Advanced Journalism: Yearbook Production I-1640 (10-12) (½-1 credit)

Prerequisites: Newspaper Production I and Journalism/Photojournalism

This course is for the production of the student memory book. Applicants must demonstrate a flair for creativity, an interest in student affairs, and the ability to work cooperatively with others. Extra time is required outside of class. Limited enrollment.

Advanced Journalism: Newspaper Production I-1610 (10-12) (½-1 credit)

Prerequisites: Journalism/Photojournalism

This course is for the production of the student newspaper. Applicant must demonstrate an interest for writing, news reporting, and photography, as well as an interest in student affairs. Students should also have the ability to work cooperatively with others. U.I.L. competition will be emphasized. This course requires time in addition to regular class time. Limited enrollment.

Advanced Journalism: Newspaper Production II-1620, Newspaper Production III-1630 (11-12) (½-1 credit each)

Prerequisites: Completion of Journalism/ Photojournalism and Advanced Newspaper I

This course is in addition to the normal assignments of putting together the school newspaper. These students must be willing to accept the challenge of: higher level thinking skills; leadership roles, such as editor responsibilities, independent research; extensive writing; advanced graphics and design and desktop publishing. It requires extensive time in addition to regular class time. Limited enrollment.

Advanced Journalism: Yearbook Production II-1650, Yearbook Production III-1670 (11, 12) (½-1 credit each)

Prerequisites: Completion of Journalism/ Photojournalism and Advanced Journalism I

This course is an addition to the normal assignments of putting together the school yearbook. The students must be willing to accept the challenge of higher level thinking skills; leadership roles, such as editor responsibilities, more independent research, extensive writing, advanced design and graphics, desktop publishing and advanced photography techniques. It requires time in addition to regular class period. Limited enrollment.

Independent Study/Journalism-1690 (11-12) (½-1 credit)

Prerequisites: Teacher Approval and Advanced Journalism II or III

This course offers the student the opportunity to conduct research, produce original work in print or other medium, and extensively develop an advanced skill in a specific area of interest.

Languages Other Than English

German

German I-6410 (9-12) (1 credit)

Prerequisites: None

This is an academically demanding course for beginners. The students will learn the foundations of oral and written communication (listening, speaking, reading, writing), including essential aspects of grammar. They will acquire basic communication skills through an emphasis on Oral Proficiency Instruction (OPI) and become familiar with the country's culture and geography as well as other German-speaking countries.

German II-6420 (10-12) (1 credit)

Prerequisites: German Level I

This is an academically demanding course in which students review and practice the concepts acquired in the first year. They will learn additional grammar concepts, increase their vocabulary and improve their communication skills through continued application of OPI techniques. They will be introduced to the history and the literature, and gain an appreciation for the culture.

German II Pre-Advanced Placement-6430 (10-12) Weighted (1 credit)

Prerequisites: German Level I

This is an academically challenging college preparatory course in which students review, practice, and apply the concepts acquired in the first year. They will incorporate additional grammar and vocabulary concepts and improve their communication skills. They will also be introduced to the history and literature of the country and begin composing essays in the language. Cultural appreciation activities will be included. This course is designed to challenge the student who has a strong interest and ability in the study of German.

German III-6440 (11-12) (1 credit)

Prerequisites: German Levels I & II

This course extends language applications acquired in the second year. Students will review extensively and practice grammar, vocabulary, and communication skills. Emphasis is placed on role-playing and speaking in everyday situations. Students will also continue writing and reading literature in the language.

German III Pre-Advanced Placement-6450 (11-12) (1 credit)

Prerequisites: German Levels I & II Pre-AP

This course continues to develop language skills (reading, writing, listening, speaking) that can be used in various activities and disciplines. It will stress understanding the written and spoken language and responding in correct and idiomatic German. Extensive training in the organization and writing of compositions will be emphasized. Students will also read and discuss simple selections of original literature. This course is designed to challenge the student who has a strong interest and ability in the study of German.

German IV Advanced Placement-6460 (12) Weighted (1 credit)

Prerequisites: German Level I, II & III (Recommended German II Pre AP and German III Pre AP)

This course is designed for students who wish to specialize in the language or in a related field. They will develop grammar and vocabulary through extensive practice in written communication. Students will read selections from novels and poetry in the original language and use them as a basis for oral and written literary critique. Students will utilize Internet resources to become familiar with contemporary culture and language in German-speaking countries. Students are expected to take the AP exam in May and are required to remain in this course for the entire semester.

Spanish

Spanish I-6110 (9-12) (1 credit)

Prerequisites: None

The students will learn the foundations of oral and written communication (listening, speaking, reading, writing), including essential aspects of grammar; they will acquire basic communication skills. and become familiar with the culture of Spanish speaking countries.

Spanish II-6120 (9-12) (1 credit)

Prerequisites: Spanish Level I

This is an academically demanding course in which students review and practice the concepts acquired in the first year. They will learn additional grammar concepts, increase their vocabulary and improve their communication skills. They will also participate in cultural activities to continue their appreciation for Spanish speaking countries.

Spanish II Pre-Advanced Placement-6150 (9-12) Weighted (1 credit)

Prerequisites: Spanish Level I

This is an academically challenging college preparatory course in which students review, practice, and apply the concepts acquired in the first year. They will incorporate additional grammar and vocabulary concepts and improve their communication skills. They will also be introduced to the Spanish history and literature and begin composing essays in the target language. Cultural appreciation activities will be included. This course is designed to challenge the student who has a strong interest and ability in the study of Spanish.

Spanish III-6150 (10-12) (1 credit)

Prerequisites: Spanish Levels I & II, or to have performed satisfactorily on a Spanish Proficiency Test (*see Spanish Department Chair or counselor*)

This course extends language applications acquired in the second year. Students will review extensively and practice grammar, vocabulary, and communication skills. Emphasis is placed on role-playing and speaking in everyday situations using standard Spanish language. Student will expand his/her knowledge of writing and reading selected passages of literature in the target language.

Spanish III Pre-Advanced Placement-6140 (10-12) Weighted (1 credit)

Prerequisites: Spanish Levels I & II or to have performed satisfactorily on a Spanish Proficiency Test (*see Spanish Department Chair or counselor*)

This is an academically challenging college preparatory course in which students review, practice, and apply the concepts acquired in the first year. They will incorporate additional grammar and vocabulary concepts and improve their communication skills through continued application of more advanced techniques. They will also be introduced to the Spanish history and literature and begin composing essays in the target language The second

semester of this course will be conducted in Spanish 80% of the time. This course is designed to challenge the student who has a strong interest and ability in the study of Spanish.

Spanish IV Advanced Placement Language-6170 (12) Weighted (1 credit)

Prerequisites: Spanish Levels I, II & III. Recommended Spanish III Pre-Advanced Placement.(*see Spanish Department Chair or counselor*)

This course is a college level course which will be conducted 90% of the time in Spanish. Students will continue to develop language skills (reading, writing, listening, speaking) that can be used in various activities and disciplines to further enhance the acquisition of Spanish. It will stress understanding the written and spoken language and responding in standard Spanish. Extensive training in the organization and writing of compositions will be emphasized. Students will also read and discuss selections of literature in the target language. Upon completion of this course, students are expected to take an Advanced Placement Exam and may receive up to 12 semester hours of college credit if his/her score meets college requirements.

Spanish Literature V Advanced Placement Literature-6180 (12) Weighted (1 credit)

Prerequisites: Spanish Level I, II & III

This course is a detailed study of various themes in Spanish literature from around the world. Students will practice, develop, and apply their language study from the previous course in reading, discussing, and writing about novels, drama, and poetry in the original language. Opportunities for extensive training in oral and written communication are available for students wishing to specialize in the language. Upon completion of this course, students are expected to take an Advanced Placement Exam and may receive up to 12 semester hours of college credit if his/her score meets college requirements.

Spanish Dual Credit

Prerequisites: H.S. Spanish II. Successful completion (85% or better) of H.S. Spanish II. Complete Del Mar College application.

This course covers all the criteria for both Del Mar College Spanish 2311 & 2312 as well as the criteria for Pre-AP Spanish III.

Students will:

- Expand vocabulary repertoire
- Refine oral and aural skills
- Enhance writing skills
- Improve reading comprehension
- Read & discuss representative prose works from Peninsular and Latin American writers
- Explore the Hispanic culture

The use of the Spanish language is essential, active participation required and attendance a must!

Electives

Clerical Practice-9999 (12)—Local Credit Only (½-1 local credit)

Prerequisites: Administrative Approval, passing all courses in previous semester, completion of all state testing requirements and 21 credits

This course is designed to provide the student with opportunities to learn concepts and skills related to successful employment, including; organizational skills, clerical skills, effective communication skills, and productive work habits and attitudes. Students may be assigned to the attendance office, or counselors' office. Students must prove capable of maintaining confidentiality of information records. Students will be expected to meet course objectives in order to earn a numerical grade which will be used in Grade Point Average computation.

Peer Assistance and Leadership (PAL)-4340 (11-12) (1 local credit)

Prerequisite: Application Process/teacher recommendations

The PAL course is a peer helping program in which students will be trained in a variety of helping skills which enables them to assist other students in having a more positive and productive school experience. Course applicants should have a strong interest in helping others. (See PALS instructor for application.)

Nurse's Aide-9999—Local Credit Only

(½-1 local credit)

The Nurse's Aide course is offered to junior and senior level students who have an interest in a career in the health field. Aides are responsible for keeping all first aid supplies containers clean and full. They will assist the nurse with temperature readings, making ice packs, filing of student records and emergency cards, making copies and other medical office duties as requested by the nurse. This course is available only to responsible students with satisfactory grades and passing scores on TAAS test. *Nurse approval required on registration form.*

U.I.L. Independent Studies-3030—Local Credit Only

(1 local credit)

This course is offered to students who evidence an interest in the following UIL Literary Disciplines: Literary Criticism, Ready Writing, Spelling, Social Studies, and Current Issues and Events. It will make available to participating students daily opportunity to engage in the study of their UIL discipline under the guidance and direction of faculty UIL coaches. *Students will be required to participate in their designated discipline at invitational and district meets throughout the year.*

NOTE: Local elective credits do not count towards the 24 or 26 credits that are required for graduation.

Mathematics

Algebra I-2640 (9)

(1 credit)

Prerequisites: None

The course goals are to develop preciseness of language and skills in algebraic manipulations, to develop reasoning, and to show uses and applications of algebra in problem solving, and to prepare students for the end of course exam and the 9th grade Math TAKS.

Algebra I Pre-Advanced Placement-2650 (9) Weighted

(1 credit)

Prerequisites: None

This course is designed for the very outstanding mathematics student. Course content will be presented at an accelerated rate with greater emphasis on solving word problems. This course is designed to challenge the student who has a strong interest and ability in the study of mathematics. Students will need a strong foundation in prior mathematics instruction. A minimum average of 85 in Pre-Algebra or a previous teacher recommendation are recommended for students enrolling in this course.

Algebra II-2660 (9-12)

(½-1 credit)

Prerequisite: Algebra I, Geometry

This course emphasizes a thorough understanding of the structure of algebra and development of competent skill levels in an algebraic operation. Main areas of study include the complex number system, coordinate geometry, relations and functions, and problem solving. This course prepares students for the Exit Level TAKS test.

Algebra II Pre-Advanced Placement-2670 (9-12) Weighted

(½-1 credit)

Prerequisites: Algebra I Pre-AP or Algebra I or may take Geometry concurrently; Teacher recommendation

Students will need a strong foundation in prior mathematics instruction. A minimum average of 75 in Algebra I Pre-AP, a minimum average of 85 in Algebra I, or a previous teacher recommendation are recommended for students enrolling in this course.

This course is designed for the very outstanding mathematics student. Materials will be presented at an accelerated rate with more emphasis on word problems. This course is designed to challenge the student who has a strong interest and ability in the study of mathematics.

Note: Algebra II & Geometry may be taken concurrently if student earned at least a 90 average in Algebra I.

Geometry-2680 (9-11)

(1 credit)

Prerequisite: Algebra I

This course will enable students to develop a logical pattern of thinking with the use of geometric figures such as triangles, parallelograms, circles, prisms, cones and spheres. A good understanding of arithmetic and algebra are essential to the mastery of the concepts presented. This course prepares students for the 10th grade and Exit Level TAKS Test.

Geometry Pre-Advanced Placement-2690 (9-11) Weighted

(1 credit)

Prerequisites: Algebra I Pre-AP or Algebra I

Students will need a strong foundation in prior mathematics instruction. A minimum average of 75 in Algebra I Pre-AP, a minimum average of 85 in Algebra I, or a previous teacher recommendation are recommended for students enrolling in this course.

This course is designed for the very outstanding mathematics student. Subject matter will be presented at an accelerated rate with more emphasis on problem solving and solid geometry. This course is designed to challenge the student who has a strong interest and ability in the study of mathematics.

Mathematical Models with Application-2720 (9-12)

(½-1 credit)

Prerequisite: Alg I.

This course may be taken concurrently with Alg II, but may not be taken after Alg II to meet graduation requirements for students who enter ninth grade in 2007-2008.

In this course students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use mathematical models from algebra, geometry, probability, and statistics and connections among these to solve problems from a wide variety of advanced applications in both mathematical and nonmathematical situations. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators with graphing capabilities, data collection devices, and computers) to link modeling techniques and purely mathematical concepts and to solve applied problems. As students do mathematics, they continually use problem-solving, language and communication, connections within and outside mathematics, and reasoning (justification and proof). Students also use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.

Precalculus-2700 (10-12)

(½-1 credit)

Prerequisites: Geometry or Algebra II

In this course students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships.

Precalculus Pre-Advanced Placement-2710 (10-12) Weighted

(½-1 credit)

Prerequisites: Geometry and Algebra II

Students will need a strong foundation in prior mathematics instruction. A minimum average of 75 in Algebra II Pre-AP or a minimum average of 85 in Algebra II are recommended for students enrolling in this course.

This course develops the central ideas, concepts, formulas, and problem solving techniques essential to understanding and progress in calculus. Emphasis is on the function concept as well as many important concepts in trigonometry, advanced algebra, and analytic geometry. This course is designed to challenge the student who has a strong interest and ability in the study of mathematics.

Calculus AB Advanced Placement-2750 (11-12) Weighted

(½ - 1 credit)

Prerequisites: Precalculus Pre-Advanced Placement or Precalculus

Students will need a strong foundation in prior mathematics instruction. A minimum average of 75 in Precalculus Pre-AP, a minimum average of 85 in Precalculus, or a previous teacher recommendation are recommended for students enrolling in this course.

The major topics for Calculus AB are differential and integral calculus, including such topics as limits and continuity, derivatives of elementary functions, L'Hopital's Rule, velocity and acceleration in linear motion, techniques of integration, integration by parts, area between curves, volume of a solid of revolution, and the fundamental theorem of calculus. Students are expected to take the AP exam in May and are required to remain in this course for the entire semester.

Calculus BC Advanced Placement-2780 (12) Weighted (½-2 credits)

Prerequisite: Successful completion of Advanced Placement Calculus AB **OR** Precalculus Pre-AP with a recommended minimum average of 95.

Calculus BC includes all Calculus AB topics PLUS parametric, polar, and vector functions; more applications of derivatives, more applications of integrals; more techniques of anti-differentiation; polynomial approximations and series. Students are expected to take the AP exam in May and are required to remain in this course for the entire semester.

Dual Credit College Algebra (10-12) (1 credit)

Prerequisite: Meet Institute of Higher Education & GP Criteria; completion of application

This course functions, limits, and continuity; the derivative; differentiation of algebraic functions; the derivative as a rate of change; maximum and minimum problems with applications; Rolle's Theorem; the Mean-Value Theorem; higher derivatives; concavity; techniques of graphing; antiderivative; the definite integral and integration with application.

Independent Study in Mathematics I-3000, Independent Study in Mathematics II-3010 (10-12) Weighted (½-1 credit each)

Prerequisite: Independent Study in Mathematics I-Geometry, Algebra II; Independent Study in Mathematics II-Independent Study in Mathematics I

This course is recommended for students who have a strong ability or interest in math or science and computers who wish to improve their test taking and problem solving skills. Course content will include analytic geometry, number theory, and advanced calculator applications, and independent research unit. Students may repeat this course with different course content for a second credit.

Statistics Advanced Placement-2770 (11-12) Weighted (½ - 1 credit)

Prerequisites: Algebra II, Algebra II Pre-AP or PreCalculus is recommended

This course will introduce students to statistical concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will explore data making use of graphical and numerical techniques to study patterns and departures from patterns. Using probability as a tool, students will anticipate and model data distribution to obtain statistical inferences and conclusions from data. Students may concurrently enroll in Precalculus or Precalculus Pre-AP and Statistics Advanced Placement. Students are expected to take the AP exam in May and are required to remain in this course for the entire semester.

Agricultural Algebraic Extensive Exploration -- A²E² (9) (½ - 1 credit)

Students are scheduled into this course based on individual needs in mathematics. Administrators examine prior year Math TAKS scores to determine assigned placement in A²E².

This innovative course is a hands-on algebra lab. The course is designed to help struggling students gain conceptual understanding of algebra topics and to develop an appreciation of the applicability of algebra in real world disciplines, particularly areas of agricultural interest. It is important to note that the course is required to have two teachers: a certified secondary teacher with mathematics background and an agriculture teacher. The expertise and skills of each teacher strengthens the students understanding of both the mathematics and its application in the agriculture world.

Science

Biology -3140 (9-11) (1 credit)

Prerequisites: None

This is a course designed for students with an average understanding of biology. Students enrolled in this course will study cell structure and function, adaptation and specialization, and methods of cell study, basic biochemistry in relation to areas in modern biology, and a taxonomic survey of organisms.

Biology Pre-Advanced Placement-3150 (9-11) Weighted (1 credit)

Prerequisites: none

Students will need a strong foundation in prior science instruction. A minimum average of 80 in eighth grade science and passing the Science TAKS are recommended for students enrolling in this course.

First Semester: Cellular biology provides in-depth investigations of the structure and functions of cells, the replication of cells, and the concept of inheritance.

Second Semester: Plant and animal survey is designed to show the progressive complexity of organisms. Emphasis is on dissections of invertebrates and vertebrates.

This course is designed to challenge the student who has a strong interest and ability in the study of science.

Biology Advanced Placement-3170 (11-12) Weighted (1 credit)

Prerequisites: Biology or Pre AP Biology AND Chemistry or Pre-AP Chemistry

This course is designed to be the equivalent of the general biology course and the laboratory course usually taken during the 1st college year. For some, this course enables freshman students to undertake 2nd year work in the biology sequence at their college or to register in courses in other fields when general biology is a requirement. For other students, the AP Biology course fulfills the lab science requirement and frees time for other courses. Topics included in AP Biology include: molecules, cells, enzymes, heredity, molecular genetics, evolutionary biology, diversity of organisms, comparative plant and animal studies and ecology. Students will develop an understanding of biological concepts rather than memorizing terms and technical details. Science is a process not an accumulation of facts. Lab investigations will encourage problem solving and higher-order thinking skills. Students are expected to take the AP exam in May and are required to remain in this course for the entire semester.

Chemistry-3200 (10-12) (1 credit)

Prerequisites: Biology Pre-AP or Biology AND Alg I or Alg I Pre-AP AND completion or concurrent enrollment in a second unit of mathematics

This course is a study of the properties of matter, atomic structure, solutions, inorganic compounds, chemical bonding reactions, gas laws, acids and bases. Concepts are covered that require good algebra skills.

Conceptual Chemistry—3200 (11-12) (1 credit)

This course offers students the concepts-before-computation approach to chemistry. Moreover, the course of instruction provides comprehensive content and a three-step learning cycle—Exploration, Concept Development, and Application—that builds conceptual understanding and offers computational reinforcement. It gives students the opportunity to gain an understanding of the properties of matter, atomic structure, chemical bonding reactions, inorganic compounds, solutions, acids and bases, and gas laws. Hands on methods are emphasized in this course and it is designed for sophomores who are on the conceptual path in science.

Chemistry Pre-Advanced Placement-3210 (10-12) Weighted (1 credit)

Prerequisites: Biology Pre-AP or Biology AND Alg I or Pre-AP Alg I

Students will need a strong foundation in prior science and math instruction. A minimum average of 85 in Alg I or Alg I Pre-AP is recommended for students enrolling in this course.

This course is designed to prepare students for the AP Chemistry course which is equivalent to college chemistry. Rigorous problem solving will be stressed; therefore students are required to have a strong background in Algebra. Topics to be covered include: matter, measurement, thermo-chemistry, structure of the atom, quantum mechanics, solutions, acids and bases, equilibrium, gas laws, and chemical bonding. This course is designed to challenge the student who has a strong interest and ability in the study of science.

Chemistry Advanced Placement-3230 (11-12) Weighted (1 credit)

Prerequisites: Chemistry or Chemistry Pre-AP Algebra II or Algebra II Pre-AP (may be taken concurrently)

AP Chemistry is designed to be the equivalent of the general chemistry course and the laboratory course usually taken during the 1st college year. Students in this course should attain a depth of understanding of chemistry fundamentals and a reasonable competence in dealing with chemical problems. The course contributes to the development of the student's abilities to think clearly and express ideas, orally and in writing, with clarity and

logic. For some, this course enables freshman students to undertake 2nd year work in the chemistry sequence at their college or to register in courses in other fields when general chemistry is a requirement. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses. For those students planning to major in a medical field, it provides the basis for the chemistry/biology courses they will need. For engineering majors, it is the basis for many courses related to the study of materials, thermodynamics, electricity, quantum mechanics, etc. Students are expected to take the AP exam in May and are required to remain in this course for the entire semester.

Integrated Physics & Chemistry-3120 (10-12)

(1 credit)

NOTE: According to TEA, IPC will be phased out of the Recommended High School Plan after 2012-13. This course will not count towards meeting the science requirements for graduation under the Distinguished Plan for students entering ninth grade in 2007-2008.

Prerequisites: Biology

This is an introductory course preparing students for Chemistry or Physics. Subjects covered include chemistry and physics, which deal primarily with the properties of matter, chemical reactions, solution chemistry, forces and motion, effects of waves, and energy transformations. It is recommended that all students take IPC in preparation for the Exit-level TAKS test.

Physics -3300 (10-12)

(1 credit)

Prerequisites: Biology or Biology Pre-AP and IPC or Biology or Biology Pre-AP and Chemistry or Chemistry Pre-AP and Algebra I or Algebra I Pre-AP AND completion or concurrent enrollment in Geometry or Geometry Pre-AP

This course offers students the opportunity to gain an understanding of mechanics, fluids, thermodynamics, electricity, and energy. Hands on methods are emphasized in this curriculum.

Geology, Meteorology, and Oceanography (GMO) (10-12)

(1 credit)

Prerequisites: Biology and Chemistry or Physic (May be taken concurrently)

In Geology, Meteorology, Oceanography, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics and conditions of the Earth; formation and history of the Earth; plate tectonics; origin and composition of minerals and rocks and the rock cycle; processes and products of weathering; natural energy resources; interactions in the watershed; characteristics of oceans; characteristics of the atmosphere; and the role of energy in weather and climate.

Aquatic Science (11-12)

(1 credit)

Prerequisites: Biology and Chemistry or Physics (May be taken concurrently)

Aquatic Science is a laboratory-based and field-based course that investigates the biodiversity of salt water and fresh water organisms, including their interactions with the physical and chemical environment. The special characteristics of aquatic resources will also be examined. This class encourages students to join in an exploration of the global and local aquatic world. Through field trips, classroom academic work, and field and laboratory research, students will gain an understanding and appreciation of our oceans, lakes and rivers, and the creatures that inhabit them. Students will have the opportunity to apply their learning in interactive, action projects in the community.

Conceptual Physics--3300 (10)

(1 credit)

Prerequisites: Biology

This course offers students the concepts-before-computation approach to physics. Moreover, the course of instruction provides comprehensive content and a three-step learning cycle—Exploration, Concept Development and Application—that builds conceptual understanding and offers computational reinforcement. It gives students the opportunity to gain an understanding of mechanics, fluids, thermodynamics, electricity, and energy. Hands on methods are emphasized in this course and it is designed for sophomores who are on the conceptual path in science.

Physics Pre-Advanced Placement-3310 (11-12) Weighted (1 credit)

Prerequisites: Chemistry and Precalculus

Students will need a strong foundation in prior science and math instruction. A minimum average of 90 in Alg II or Alg II Pre-AP is recommended for students enrolling in this course.

This course may be taken concurrently with Precalculus.

This course will emphasize the use of mathematics and problem solving skills in observing physical phenomena. The first semester will be devoted to the study of matter especially motion and force, the second semester will concentrate on the study of energy including sound, light, and electricity energy. The curriculum emphasizes the use of hands on methods in the development of physical principles. This course is designed to challenge the student who has a strong interest and ability in the study of science.

Physics C Advanced Placement-3330 (12) Weighted (1 credit)

Prerequisites: Precalculus or Precalculus Pre-AP and Physics or Physics Pre-AP

This course will provide a systematic introduction to the main principles of physics and will emphasize the development of problem solving- ability. It is assumed that the student is familiar with algebra and trigonometry and some theoretical developments may use basic concepts of calculus. For students with intent to major in life sciences, pre-medicine, and some applied sciences, AP Physics will serve as a one-year terminal course and upon successful completion of the exam, will fulfill the physics requirement and will free time for courses. For students intending to major in the physical sciences or engineering, AP Physics will serve as foundation for more advanced physics course work. This is an excellent opportunity for those students majoring in medicine to take the AP exam to place out of college course; however, those students who plan to major in engineering will be advised to take engineering physics in college rather than placing out with the AP exam. Students are expected to take the AP exam in May and are required to remain in this course for the entire semester.

Environmental Science Advanced Placement-3290 (11-12) Weighted (1 credit)

Prerequisites: 3 credits from: Biology and Chemistry or Physics. (Strongly recommended: At least one previous courses should have been a Pre-AP Science)

This course provides students with the scientific principals, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them. Students are expected to take the AP exam in May and are required to remain in this course for the entire semester.

Environmental Systems-3340 (11-12) (1 credit)

Prerequisites: Biology and Chemistry or Physics (May be taken concurrently)

This course is intended to investigate the environment through hands-on activities. The topics include: Interaction of biotic and abiotic earth systems; principles of ecology and natural systems; sources and flow of energy; and ecosystem structure, function and management.

Laboratory Management-3270 (12) (1 local credit)

Prerequisites: Three (3) Science Credits and Science Department approval.

This course provides advanced level and enrichment experiences in laboratory safety, investigative lab techniques and investigative design. Students must be able to communicate laboratory and safety directives and laboratory procedures in both oral and written form.

Remedial TAKS Science (1/2 to 1 local credit)

This course is offered to students who have not successfully completed the science portion of the Exit Level TAKS test. It will cover exclusively the five TAKS Objectives for science. The goal of the course is to prepare students for the test so that they may pass it and graduate. It is intended that students will leave the class once they have successfully passed the TAKS test.

Social Studies

- World Geography Studies-4100 (9)** (1 credit)
Prerequisites: None
This course provides students the opportunity to study the interaction of people and cultures with their physical environments in the major areas of the world. Content of the course may include location of major land forms and features; effect and influence of climate, weather, and oceans on people and their environment; natural resources, population, and problems of urban growth.
- World Geography Pre-Advanced Placement-4120 (9) Weighted** (1 credit)
Prerequisites: None
In this course Pre-AP students will meet all requirements for World Geography. In addition, this course will stress research, independent study and writing. Students will be required to analyze case studies, current world situations and various geographical themes. Students will also be required to present information in a variety of formats. This course is designed to challenge the student who has a strong interest and ability in the study of social studies.
- World History Studies-4110 (10)** (1 credit)
Prerequisites: None
The first semester in this course is devoted to a brief general outline study of ancient civilizations, the Middle Ages, the Renaissance, and the Reformation. Second semester includes the development of Europe, the growth of industrialized society, expansion of colonial empires, causes and effects of the world wars, and emergence of the modern world.
- World History Pre-Advanced Placement-4130 (10) Weighted** (1 credit)
Prerequisites: None
In this course Pre-AP World History students shall be exposed to areas of study as those found in World History, covering various aspects of the history of mankind. This is an enriched course stressing research, independent study and thought. Successful students will develop a variety of skills necessary to arrive at conclusions based on relevant information and to present justification and evidence clearly persuasive in various formats. This course is designed to challenge the student who has a strong interest and ability in the study of social studies.
- United States History Studies Since Reconstruction-4210 (11)** (1 credit)
Prerequisites: None
This course is a continuation of United States eighth grade history. The content covers significant political, economical, and social developments after the Civil War to the present time.
- United States History Advanced Placement-4220 (11) Weighted** (1 credit)
Prerequisites: None
This U.S. History Advanced Placement course is designed to meet the needs of the junior or senior student seeking to meet college U.S. History course requirements through passing the Advanced Placement Examination. This is an enriched course stressing independent study and research. It covers U.S. History from discovery to modern development. Successful students will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students are expected to take the AP exam in May and are required to remain in this course for the entire semester.
- United States Government-1st semester-4371, 2nd semester-4372 (12)** (½ credit)
Prerequisites: World Geography, World History, & U. S. History
This course includes the study of the U. S. Constitution, national, state, and local structure as well as the political processes at each level. Emphasis is also placed on Texas law and the rights and responsibilities of citizenship.

Government Advanced Placement-1st semester-4373, 2nd semester-4374 (12) Weighted (½ credit)

Prerequisites: World Geography, World History, U.S. History

This course is designed for the senior student seeking college credit through the AP exam. Emphasis is on development of critical thinking skills through the identification and study of various aspects of the United States Government and political system. Successful students will develop the necessary skills to arrive at conclusions on the basis of informed judgment and to present justification and evidence clearly and persuasively in various forms, especially essays, oral reports, and journals. *Extensive outside reading, writing, and research assignments are required.* Students are expected to take the AP exam in May and are required to remain in this course for the entire semester.

Economics-1st semester-4391, 2nd semester-4392 (12) (½ credit)

Prerequisites: World Geography, World History, U.S. History

This course is the study of how different people and societies deal with the problems of scarcity. Included will be a comparative of the command and mixed economy societies. Highlights of the course will include supply and demand, the stock markets, circulation of money, and inflation.

Economics Advanced Placement-1st semester-4393, 2nd semester-4394 (Macro) (12) (½ credit)

Prerequisites: World Geography, World History & U. S. History Studies

This course is designed for the senior student seeking college credit. This course is a comparative of the command and mixed economy societies. Highlights of the course will include supply and demand, the stock markets, circulation of money, inflation, and other micro and macroeconomic topics. *Extensive outside reading, writing, and research assignments are required.* Students are expected to take the AP exam in May and are required to remain in this course for the entire semester.

Psychology-4341 (11-12) (½ credit)

Prerequisites: None

This course is designed to help students understand human behavior. Emphasis is placed on dealing with life situations that affect young people as well as understanding one's own behavior. This course will cover such issues as the history of psychology, development, intelligence, personality, and behavior disorders.

Sociology-4352 (11-12) (½ credit)

Prerequisites: None

This course stresses the nature of sociology, analyzes the processes of socialization, examines cultural sociology of groups, and identifies the effects of communication and technology on the development of sociological changes.

Anthropology-4231 (12) (½ credit)

Prerequisites: None

An introduction to the four disciplines within general anthropology: physical anthropology including population genetics and evolution; linguistics focused on origin and evolution of language; archeology as it helps define the evolution of society; and cultural anthropology in which preliterate cultures and contemporary cultures are compared.

Cultural Anthropology-4232 (12) (½ credit)

Prerequisites: None

A course encompassing the comparative study of human groups, their language, kinship, art, religion, economic, and political behavior from their earliest appearance to the present.

Special Education Courses

Communications I-1450, Communications II-1460, Communications III-1470, Communications IV-1480

These language arts courses provide individualized instruction for students who have particular needs in the area of Reading and Writing. The courses focus on integrated language arts studies in language/writing, literature/reading, and speaking/listening. Students will practice the application of both oral and written use of language as well as interpret and respond to relevant reading materials. A special emphasis is placed on vocational and survival language arts skills.

Applied Math I-2230, Applied Math II-2240, Applied Math III-2250, Applied Math IV-2260

These courses provide individualized instruction for students who have particular needs in the area of basic math skills. The courses reinforce a variety of practical, real life situations that facilitate the understanding of using mathematics in daily living exercises. Along with curriculum designed to strengthen basic math skills, emphasis is placed on applying mathematics in the use of money, personal financial situations and solving home and work problems using the concepts of fundamental mathematics.

Life Skills-Counselor will provide course number.

The Life Skills course is developed to integrate the domestic, recreation, leisure and community domains. Students investigate through activity-based sessions, a variety of activities associated with daily living experiences. 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 (including art and music), 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. Students will also explore the interactive relationship between the student and the community. Instruction in this area will focus on transportation, directionality, local landmarks, and accessing local establishment for goods, services and emergency assistance.

Students remain with one teacher for the majority of each school day. Several afternoons each month will be devoted to travel within the community for instruction in accessing and utilizing local establishments.

Students will also experience job training within the school environment itself by volunteering in offices and the cafeteria, providing clerical services to staff and doing service projects for the school.

Classes will be identified on the students' schedules as: Social Skill-Life Skills, Communications-Life Skills, Applied Math-Life Skills, Community-Based Instruction (3 periods).

Vocational Experience-Counselor will provide course number.

The vocational experience program is developed in order to assist students in making a smooth transition from academic pursuits to employment. Students will examine the relationship between what is learned in the classroom and how these skills are applied on the job. Investigations are made in the areas of: job skills and interests; the application and interview process; understanding the job experience; quality employability skills; job performance evaluations; job training; employment policies; procedures, rights and responsibilities; positive, productive work experiences; work ethic and job attitudes; co-worker, supervisor and customer relationships; safety; decision making; fiscal responsibility; corrective feedback or criticism; and teammanship and collaboration. Learning to apply personal skills through successful employment will be reinforced. Self-initiative, follow through, and best efforts are skills applied in the process of a positive work experience.

Students will obtain employment on their own or with some assistance from the Voc. Ex. teacher. Teacher will obtain evaluations from employers each six weeks.

Students will have one or more "Work Pass" periods each day that will be labeled Voc. Ex. (Vocational Experience) on his/her class schedules. Students must maintain employment in order to remain in the Voc. Ex. program.

Speech

Communication Applications-Fall semester-8421 or Spring semester-8422 (9-12)

(½ credit)

Prerequisite: None

Designed to teach the basic speaking skills needed both in the classroom and in later professional and social life, the development of self confidence and poise in everyday speaking situations is the primary aim of this course. Students are urged to take this course during their 9th or 10th grade year in order to fully utilize acquired skills throughout their high school careers.

Communication Applications Plus/Public Speaking-Fall semester-8423, Spring semester-8424 (9-12) (½-1 credit)

Prerequisite: None

This is a special course for students who want to obtain the required credit and compete in debate and speech events. In addition to regular communication applications, the student will learn cross examination debate, Lincoln-Douglas Debate, Ted Turner Debate, Extemporaneous Speaking, Student Congress, and Mock Trial. Students will be required to attend tournaments and can earn membership in the National Forensic League (an honor organization for competition students).

Public Speaking I-8710, Public Speaking II-8750, Public Speaking III-8760 (9-12)

(½-1 credit)

Prerequisites: Public Speaking I – None. Public Speaking II, III - Previous level

In this course students will learn the concepts and skills related to preparing and presenting public messages and to analyzing and evaluating the messages of others. This class is designed for those students who are interested in all competitive speech events, both beginners and advanced, and will be devoted primarily to preparation in extemporaneous speaking (persuasive and informative speaking) and oration.

Note: Public Speaking alone does not meet Speech requirements for graduation.

Oral Interpretation I-8740, Oral Interpretation II-8750, Oral Interpretation III-8760 (9-12)

(½-1 credit)

Prerequisites: Oral Interpretation I – None. Oral Interpretation II, III - Previous level

In this course students will study the oral reading or performance of literary text as a communication art. The student will have the opportunity to perform prose, poetry, and readers' theater material in competition. The course is designed to prepare students for U.I.L. prose and poetry interpretation contests.

Independent Study in Speech-8460 (12)

(½-1 credit)

Prerequisites: Debate II or III with a minimum grade of 80. Reading on Level. Teacher Approval

These courses are designed for students who want to use higher order thinking skills and develop oral presentation skills. The course will cover the content of the debate curriculum, but will exceed the regular course in depth of analysis, individual development of speaking skills, research skills, and thinking skills. Students should attend all tournaments the squad enters. Students who do not attend tournaments should expect to be removed at an appropriate time.

Humanities

Independent Studies in Humanities (10-12 weighted)

(1/2 to 1 credit)

Prerequisite: A recommendation from a Social Studies or English Language Arts instructor.

This course is recommended for students who demonstrate an interest in working with advanced studies in English Language Arts or Social Studies. Students will develop skills including research techniques, critical reading, reading for content, analysis of current events, analysis of historical events, and writing for a specific audience. Students will be offered an opportunity to showcase these skills in competition and students should expect to compete. Students may repeat this course with different course content for a second credit.

Career and Technology Education (CTE)

Key for Articulated Courses:

D@= Course is eligible for college credit at Del Mar College

C@= Course is eligible for college credit at Coastal Bend College

S@= Course may be eligible for state-wide articulation credit

For more information on Articulated Courses, see pages 11 & 12

Career and technical programs enable students to continue their education after high school and/or to gain entry-level employment in a high-skill, high-wage job. Your counselor will help you plan a coherent sequence of courses for the career area of your choosing.

Please visit with a counselor or a CTE teacher if you want to learn more about career choices and preparation for those choices.

CTE courses are available to all students without regard to ethnicity, disability, national origin, race, sex, age, or limited English language skills. In addition, supplemental services are available to special population students (disabled, educationally disadvantaged, and limited English proficient) as approved for the students. Approved supplemental services for special populations students may include:

- classroom modification
- counseling and career development activities
- curriculum modification
- equipment modification
- instructional aids and devices
- supplemental materials

Minimum Enrollment All courses available require a minimum enrollment of 10 students for the course to make. Courses which do not meet this requirement may be dropped by administrative decision.

Sequence of Courses Students enrolling in Career and Technology Education courses shall follow a coherent sequence of courses as preparation for a career objective. Students in grades nine through twelve may enroll in a career and technology course at the specified grade level if they meet individual course requirements. Gregory-Portland ISD follows the guidelines of the Achieve Texas Program. This information can be accessed at www.AchieveTexas.org. Please contact a high school counselor for further assistance.

Employment Opportunities Career and Technology Education will provide students with the opportunity to develop preparatory and marketable skills in their chosen field of study. Upon graduation from high school, the student may:

- attend a college or university to pursue a professional degree in a field related to their high school training
- enroll in a junior college or technical institute to receive more highly specialized training, or
- obtain related and meaningful employment

Technology Applications

Keyboarding proficiency may be met by taking a keyboarding class or a keyboard test. If choosing to take a test, the student will schedule a testing time with a business teacher. Gregory-Portland ISD certified staff will administer the proficiency exam which will be a five minute exam during which the student must type 25 wpm with 5 or fewer mistakes. The student's score will be given to the counselor.

Computer Science I Pre-AP-7040 (9-12) Weighted (1 credit)

Prerequisite: None

The emphasis of this course is to learn how to write computer programs using C++ and JAVA. The student will study and develop programming techniques to manage and process information using a variety of data structures. The student will utilize problem solving skills in order to implement computer programs related to math, science, and business. This course fulfills the computer technology requirement for graduation.

Computer Science Advanced Placement-7060 (10-12) (1 credit)

Prerequisite: Recommended Computer Science I Pre-AP

The emphasis of this course is to learn how to write computer programs using JAVA. The student will analyze a variety of problems and design computer solutions for these problems. The student will utilize problem solving skills in order to implement computer programs related to math, science, and business. This course is intended to serve both as an introductory course for computer science majors, and for students who will major in fields that require significant involvement with computing (i.e. engineering, accounting, math, business.) This course fulfills the computer technology requirement for graduation. Students are expected to take the AP exam in May and are required to remain in this course for the entire semester.

Career Connections-9110 (9-12) (1/2 credit)

This course is designed to address career and life planning topics of concern to young people. The course will help students achieve proficiency in decision making and problem solving as they engage in career planning and lifelong learning. Students use self-knowledge, educational, and career information to set and achieve realistic career and educational goals.

Video Technology-8550 (9-12) (1 credit)

Prerequisite: none

The emphasis in this course will be on video techniques. Broadcast journalism techniques will be taught through laboratory methods with the use of an in-house television station in charge of daily news broadcasts and special video programs. Camera skills, script writing, and script production will also be taught.

Independent Study in Technology II-8560 (10-12) (1 credit)

Prerequisite: Video Technology I and teacher approval

Broadcast Journalism/Video Technology II is a class that will be responsible for producing the morning announcements on a daily basis. Announcements will be broadcast live four days a week and pre-taped/edited one day a week. All students will learn professional techniques in the five major areas of video production: on-air talent, editing, camera work, audio work, and producing. Broadcast laws and ethics will be emphasized, as will news gathering/writing practices. This class will also produce commercials for the news as well as provide video production services for other high school classes whenever possible.

Desktop Publishing-7070 (10-12) (1 credit)

Prerequisite: Keyboarding proficiency required

This course combines the skills of electronic design, editing, and production of a product using a variety of hardware and software tools. The project-based course focuses on real-world audiences as customers. Students will learn to use a collection of software tools and design techniques to create a variety of formatted products.

WebMastering-7080 (10-12) D@ (1 credit)

Prerequisite: Keyboarding proficiency required

This course focuses on web design using XHTML and other authoring tools with emphasis on meeting current W3C standards. Students will also learn about important design concepts, form creation, basic scripting, and publishing. There will also be an introduction to web graphics and animation.

Digital Graphics and Animation-8540 (10-12) (1 credit)

Prerequisite: Web Mastering, Desktop Publishing, or BCIS I

This course involves design, typography, and imaging techniques. The course includes topics such as digital composition, color, imaging, editing, and animation. An integral component in other areas, understanding design elements is essential in the creation of a successful product in this course. The student will use the computer's set of tools, common to bitmapped and object-oriented software programs, to produce and edit digital designs as well as to incorporate design principles when capturing digital images with the scanner and camera. Animation, both 2-D and 3-D, will be introduced in this course.

Agricultural Science and Technology

Career Concentrations

Applied Agricultural Science and Technology-9262 (9-12) (½ credit)

Prerequisite: None

This is a comprehensive basic applied course designed to enhance the agricultural comprehension of beginning students. The course includes the study of soils, plants, animals, agricultural construction, food science, supervised occupational experience programs, and leadership.

Introduction to World Agricultural Science and Technology-9141 (9-12) (½ credit)

Prerequisite: None

This is a comprehensive basic course designed to introduce beginning students to global agriculture. The course includes agricultural career development, leadership, communications, and personal finance.

Agricultural Metal Fabrication Technology-9171 (10-12) (½ credit)

Prerequisite: None

This is a technical course to develop skills in metal equipment assembly and joining processes.

Agricultural Mechanics-9270 (10-12) (2 credits)

Prerequisite: Agricultural Power and Machinery

This is a laboratory-oriented course to provide a more job-specific training for a career in welding or fitting. The course emphasizes safety, principles of cutting and welding in all positions, blueprint reading and career opportunities in the metal fabrication field. Course taught at Taft High School. (Tech Prep – Welding II)

Agricultural Power and Machinery-9260 (10-12) (2 credits)

Prerequisite: Agricultural Metal Fabrication Technology and Introduction to Agriculture Mechanics

A laboratory-oriented course designed to introduce the scientific principles, concepts and skills necessary in the welding industry. The course emphasizes safety, basic principles of cutting and welding while in a modern high-tech environment. This course is designed to provide job-specific training for entry-level employment in welding careers. Course taught at Taft High School. (Tech-Prep – Welding I)

Equine Science-9242 (10-12) (½ credit)

Prerequisite: None

This is a technical course designed to develop knowledge and skills pertaining to the selection, nutrition, reproduction, health, and management of horses.

Food Technology-9361 (10-12) (½ credit)

Prerequisite: None

This cluster course introduces students to the food technology industry in the free enterprise system. It includes a study of world food production; the processing, preparing, and packaging of foods; government regulations regarding foods; exploring occupational opportunities; and leadership development.

Introduction to Agricultural Mechanics-9112 (9-12) (½ credit)

Prerequisite: None

This is a cluster course designed to familiarize the student with basic theory and specialized skills. Skills will be developed in the areas of tool identification and safe use, carpentry, electricity, plumbing, masonry, fence building, painting, metalworking, and welding processes.

Introduction to Horticultural Science-9232 (10-12) (½ credit)

Prerequisite: None

This is a cluster course designed to introduce students to horticulture sciences with emphasis on technical skills, entrepreneurship, and occupational opportunities.

Plant and Animal Production-9321 (10-12) (½ credit)

Prerequisite: None

This is a cluster course that includes principles of animal and plant production and the management of soils as related to agriculture.

Range Management and Ecology-9362 (10-12) (½ credit)

Prerequisite: None

This is a general course designed to familiarize the student with a description, the ecology, and the management of native rangeland for the benefit of animals and plants. Technical skills are developed in the areas of renewable natural resources, plant kinds and values, ecosystems, water cycles, animal stocking capacities and limitations, productivity and improvement, and research as related to native rangeland. Additional skills are developed for safe work practices, record keeping, career exploration, and leadership.

Wildlife and Recreation Management-9161 (10-12) (½ credit)

Prerequisite: None

This is a technical course designed to examine the importance of wildlife and outdoor recreation with emphasis on using wildlife and natural resources.

Business Education

Keyboarding Fall semester-9781, Spring semester-9782 (9-10) D@ C@ (½ credit)

Prerequisite: None

This course prepares students to operate the keyboard by touch and begin development of acceptable speed and accuracy levels. Formatting of basic documents is also included. The purpose of the keyboarding class is to teach the “touch” keyboarding skill, proper formatting of documents for personal and business use. Keyboarding credit or proficiency is required for Business Computer Information Systems.

Note: Keyboarding/Word Processing or proficiency does not fulfill graduation requirement for Technology Applications but is a prerequisite for Business Computer Information Systems which does fulfill the requirement.

Business Computer Information Systems I-7020 (9-12) D@ C@ S@ (½-1 credit)

Prerequisite: Keyboarding course or keyboarding proficiency

This course fulfills Technology Applications graduation requirement. Students will apply technology skills to personal/workplace business situations focused on word processing, spreadsheet, database, telecommunications, desktop publishing, presentation management, networking, operating systems, and emerging technologies. Students complete the course with an intermediate level skill in word processing, spreadsheet, and database applications.

Advanced Business Computer Information Systems II-7030 (10-12) D@ C@ S@ (½-1 credit)

Prerequisite: Business Computer Information Systems I

This course prepares students to recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students analyze and apply technical skills to address business applications of emerging technologies. They develop a foundation in the economical, financial, technological, international, social and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Applications include using workplace standard technologies in word processing, spreadsheets, databases, telecommunications, desktop publishing, presentation management, networking, operating systems, and emerging technologies, including internet research and webpage development.

Introduction to Business-9811 (9-12) C@ (½ credit)

Prerequisite: None

In this course the student examines consumer issues-money and money management, banking system and services, paychecks and taxes. The student develops an awareness of the job market and develops a career plan based on self-inventory. Students will develop computer generated projects.

Accounting I-9770 (10-12) D@ C@ S@ (½-1 credit)

Prerequisite: Algebra I

This course introduces students to accounting concepts, principles, and procedures. The course emphasizes the skills, knowledge, and attitudes necessary for individuals to conduct personal business or to further their education in the field of computerized accounting. This course may be helpful for students interesting in pursuing accounting or business courses in college.

Accounting II-9760 (11-12) D@ S@ (½-1 credit)

Prerequisite: Accounting I. Recommended Prerequisite: BCISI

This course provides the student an opportunity to review and further develop the fundamental accounting principles using technology. The course helps students develop additional skills in applying principles used in accounting systems and methods commonly found in business. Accounting II is designed for students interested in continuing their education at the postsecondary level or entering the workforce.

Basic Computer Technology (A+ Certification)-9710 (10-12) (1 credit)

Prerequisite: None

This course prepares students for an industry-standard certification that is required for anyone desiring to work in the area of computer repair or technical support. Topics covered in the course will include basic PC architecture, peripheral devices, Windows 2000 operating systems, upgrades and basic troubleshooting and repair. This course does not fulfill the computer technology credit needed for graduation.

Career And Technology Cooperative Programs

Diversified Career Preparation Education I-9080, II-9090 (11-12) D@ S@ (3 - 6 credits)

Prerequisites: 16 Years of Age & Teacher Approval. Recommended: Keyboarding

This work-based instructional arrangement develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved career and technology training area. This course introduces students to general employability skills and concepts including human relations and personality development, business ethics, management principles, business communications, basic computer applications and personal and business management. In addition, each student will have an individual training plan that will address the necessary skills and knowledge needed for that student's specific career training.

Students who are planning to take a cooperative program should read the following important notes.

Notes: The cooperative program includes one hour of class instruction and a two hour work pass for on-the-job training each day. A minimum of fifteen hours work per week is required. A two or three hour vocational class taken two semesters may count as one Physical Education Equivalent credit.

Due to state requirements, seniors without previous cooperative work program experience will not be admitted into the program at mid-term. Application for the cooperative program is available from the teacher. Complete and return the application to the cooperative program teacher.

Family and Consumer Sciences Education

Personal and Family Development-9180 (9-12) (1 credit)

Prerequisite: None

This comprehensive laboratory course is designed to address a broad range of knowledge and skills related to personal development and management, promotion of strong families, and preparation for adult roles. Content includes a focus on interpersonal skills; decision-making; promotion of family strengths and well-being; developing positive relationships with peers; child development and care; and clothing selection and maintenance. Other studies address nutrition and dietary practices; food selection and preparation; budgeting and consumer-buying practices; and management of family housing needs. Influences of societal and technological changes, career options, and the management of multiple family, community, and wage-earner roles are included.

Preparation for Parenting-9121 (9-12) C@ S@ (½ credit)

Prerequisite: None

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

Child Development-9122 (9-12) S@ (½ credit)

Prerequisite: None

This technical laboratory course is designed to focus on knowledge and skills related to the development, care, guidance, and protection of children. Instruction addresses the principles and procedures for promoting the physical, emotional, social, and intellectual development of young children, including those with special needs. Other topics include characteristics of quality child care, career options related to the care and education of children, and the management of multiple family, community, and family roles.

Parenting Education for School Age Parents I-9190, II-9200 (7-12) C@ (½-2 credits)

Prerequisite: Counselor Approval

This laboratory course is designed to address the specific needs and interests of male and female students who are parents, or are soon to become parents. Special emphasis is placed on prenatal care and development, postnatal care, child development, infant care, and parenting skills. Other units of study address personal development, responsible parenthood and adult roles, family problems and crises, conflict resolution, family health issues, nutrition, safety, management, and employability skills. Students are provided opportunities to develop the knowledge and skills to become successful parents and to prepare for managing the multiple roles of student, parent, family member, and wage earner.

Housing-9242 (10-12) (½ credit)

Prerequisite: None

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

Interior Design-9151 (10-12)

(½ credit)

Prerequisite: None

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

Nutrition and Food Science-9201 (10-12) S@

(½ credit)

Prerequisite: None

This technical laboratory course concentrates on nutrition, food choices, and food management skills for individuals and the family throughout the life cycle. Instruction addresses nutrition and food science from the perspective of food habits and wellness, menu planning, special dietary needs, food costs and budgeting, consumer food-buying strategies, food safety and sanitation procedures, food labels, technology implications, and food handling, storage and preparation practices. Meal etiquette, career options, and techniques for managing multiple family, community, and wage-earner roles are part of the content.

Food Science and Technology-9202 (10-12)

(½ credit)

Recommended Prerequisite: Nutrition and Food Science

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

Health Science Technology

Health Science Technology will be offered to Gregory-Portland High School students at Aransas Pass High School. Gregory-Portland ISD will provide transportation to and from Aransas Pass. The first course is Introduction to Health Care Science. Students successfully completing Health Care Science will have the opportunity to take Health Science Technology I (2 hour lab class) the following year.

Health Science Technology I-9610 (10-11) D@ S@

(1 credit)

This course gives an overview of the therapeutic, diagnostic, environmental, and informational systems of the health care industry. The focus is on career exploration, leadership development, ethical and legal issues, and the history, economics, and trends in financing health care. Students will develop a concept of health and wellness from the perspective of a health consumer as well as a potential professional in the health care industry. This course will fulfill .5 credit health requirement for graduation.

Health Science Technology II-9620 (11-12) D@ S@

(1 credit)

Prerequisite: Health Science Technology I. Recommended: Biology and Chemistry

This course is designed to develop health care specific knowledge and skills in effective communications, ethical and legal responsibilities, client care, safety, first aid, and CPR. It prepares the student for the transition to clinical or work based experiences in health care.

Health Science Technology III-9600 (12) D@ S@

(1 credit)

Prerequisite: Health Science Technology II

This course is designed to provide for the development of multi-occupational knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development. The course may be taught by different methodologies, such as pre-employment laboratory, clinical rotation, or cooperative education.

Note: One credit Health Science Technology will fulfill ½ credit health education requirement.

Industrial Technology

Technology Systems-9730 (9-12) (1 credit)

Prerequisite: None

This is an overview course designed to introduce students to the application of technology to solve problems and meet human needs and wants. Laboratory experiences are focused on the technology systems of bio-related technology, communication, computer applications, construction, energy, power, transportation, and manufacturing. Students will study concepts about technological systems and the influences these systems have at home, in communities, and at work. The content of the course includes, but is not limited to, the study of systems of technology, application of technology, design/problem solving, evolving technologies, safety, maintenance, entrepreneurship, leadership, careers, and marketing.

Construction Systems-9980 (11-12) D@ (1 credit)

Recommended Prerequisite: Technology Systems

This is an exploratory course which addresses the utilization of materials for construction of residential and civil structures. Students study and use common construction tools, machines, materials, and processes. Experiences in planning and controlling construction systems and projects allows students to explore the organizational structures and management strategies in construction.

Manufacturing Systems-9750 (11-12) (1 credit)

Recommended Prerequisite: Technology Systems

This is an exploratory course which addresses the knowledge and skills important in manufacturing technology. Students study common manufacturing tools, machines, materials, and processes in the laboratory. Experiences in planning and controlling simulated manufacturing systems and projects allows students to explore the organizational structures and management strategies in manufacturing.

Engineering Graphics-9960 (10-12) C@ S@ (1 credit)

Recommended Prerequisite: Communication Systems

This is a technical course in lettering, multiview drawings, sectioning, pictorial representation, dimensioning, detail and assembly drawing, reproduction of drawings, and selection of equipment and supplies.

Marketing Education

Principles of Marketing-9252 (9-12) (½-1 credit)

Prerequisite: None

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 needed to help customers make satisfying buying decisions and to solve marketing problems. Students integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. Students will develop computer generated projects.

Technology in Marketing-9780 (10-12) (1 credit)

Prerequisite: Keyboarding Proficiency

This course is designed to prepare students to use computers and other technology in research, decision making, production, and presentation applications for marketing. Students will apply current technology to marketing function while participating in marketing-related projects.

Del Mar College
Regional Technical Center
2008/2009

The Del Mar College/Regional Technical Center (RTC) Calendar may differ from the Gregory-Portland Independent School District calendar.

RTC classes will only be cancelled if the total enrollment per class does not meet the requirement for the minimum number of students enrolled. This requirement is determined by a consensus of the participating school districts.

Automotive

Automotive Technician I-9000 (2 high school credits)

Basic instruction in the principles of gas and diesel engines, nomenclature of engine components, use of shop tools, shop manuals, and safety. Students will have lecture and laboratory instruction in basic electrical systems of the automobile, including ignition, starting, charging, and electronic components. (6 Del Mar College credits-Articulation: AUMT 1305 Intro to Auto Tech; AUMT 1307 Auto Electrical Systems)

Automotive Technician II-9010 (2 high school credits)

Prerequisite: Automotive Technician I.

Instruction will be provided in the diagnosis and repair of the ignition and fuel systems, disc and drum brakes, power brakes, master cylinder, brake valves, rotors, wheel cylinders, and calipers utilizing trainers, modern diagnostic equipment, and live work. (6 Del Mar College credits-Articulation: AUMT 1310 Auto Brake Systems: AUMT 2317 Engine Performance Analysis I)

Cosmetology

Cosmetology I-9020 (2 high school credits)

An introduction to the field of cosmetology, Texas Cosmetology Commission regulations, and the tools and equipment. Content includes theory of hair design, shampooing, scalp/hair care, manicuring, pedicuring, skin care, sanitation, product knowledge, and safety. Student will be financially responsible for uniform, state license fee, and miscellaneous personal supplies. (3 Del Mar College credits-Articulation: CSME 1330 Orientation to Nail Technology)

Cosmetology II-9050 (2 high school credits)

Prerequisite: Cosmetology I.

Applications and procedures of cosmetology tool usage, shampooing, hair and scalp care, sculpturing, chemical texturizing, sculpturing, skin beautification and basic cosmetology performance competencies will be taught through the Milady standards, principles and process. Upon successful completion of Cosmetology I and II the student will be ready to begin at the intermediate level in the College program. (4 Del Mar College credits-Articulation: CSME 1310 Introduction to Haircutting, CSME 1405 Fundamentals of Cosmetology)

Electronics

Direct Current Electronics (First year, Fall, 1 high school credit) PEIMS# 125471T6)

A study of the fundamentals of direct current including Ohm's law, Kirchhoff's laws, and circuit analysis techniques. Emphasis on circuit analysis of resistive networks and DC measurements. (4 Del Mar College credits—Articulation: CETT 1403 DC Circuits)

Alternating Current Electronics (First year, Spring, 1 high school credit) PEIMS# 125471T3

Prerequisite: Direct Current Electronics and Algebra II

A study of the fundamentals of alternating current including series and parallel electricity in AC circuits; analyze AC circuits using appropriate mathematical formulas; troubleshoot various AC circuits using schematic diagrams; and apply and interpret basic principles of magnetism. (4 Del Mar College—Articulation: CETT 1405 Alternating Current Electronics)

Restaurant Management/Culinary Arts

Food Production, Management, & Services

(2 high school credits) PEIMS# 122T5221

First Semester, a study of the fundamental principles of food preparation and cookery to include BrigadeSystem, cooking techniques, material handling, heat transfer, sanitation, safety, nutrition and professionalism. In the second semester fundamentals of baking including dough, quick breads, pies, cakes, cookies, and doughnuts will be covered including instruction in flours, fillings and ingredients. Topics include baking terminology, tool and equipment use, formula conversions, functions of ingredients, and the evaluation of baked products. Also, a study of personal cleanliness; sanitary practices in food preparation; causes, investigation, control of illness caused by food contamination (Hazard Analysis Critical Control Points); and workplace safety standards. Student will be financially responsible for uniform and miscellaneous personal supplies. (9 Del Mar College credits—Articulation: CHEF 1301 Basic Food Preparation, PSTR 1301 Fundamentals of Baking, CHEF 1305 Sanitation & Safety)

THESE COURSES ARE AVAILABLE TO BE TAUGHT AT DEL MAR COLLEGE—WEST CAMPUS AS ARTICULATED CLASSES IF PARTICIPATING HIGH SCHOOLS DETERMINE THERE IS A SUFFICIENT NUMBER OF STUDENTS ENROLLED TO WARRANT HOLDING THE CLASS. SOME OF THESE CLASSES CAN ALSO HAVE ONLY A MAXIMUM NUMBER OF STUDENTS (VARIES BY DEPARTMENT).

Legal Professions

Court Reporting

Court Reporting 1

(2 high school credits) PEIMS# N1205004

Instruction in general principles of conflict-free machine shorthand theory and skill building through readback of dictation notes, machine practice, and transcription. Student will write a conflict-free machine shorthand system; read aloud from shorthand notes; and transcribe from dictation notes. To develop skills necessary for writing conflict-free theory and dictation practice using computer-aided technology and instructional interaction, student will write theory, practice dictation, complete projects and assignments using real-time technology, summarize principles for resolving untranslates and conflict entries, and outline procedures for additions to and deletions of dictionary entries and dictionary maintenance. (6 Del Mar College credits—Articulation: CRTR 1304 Machine Shorthand I, CRTR 1308 Real-Time Reporting I)

Court Reporting 2

(2 high school credit) PEIMS# N1205005

Prerequisites: Court Reporting 1 with a minimum grade of “C”

Continued development of conflict-free shorthand skills through readback of dictation notes, machine practice, and transcription so that student can demonstrate increased ability to write machine; and exhibit improved skills in readback and transcription production. Also, continued development of skill necessary for writing conflict-free theory and dictation practice using computer-aided technology and instructional interaction. The student will write theory; practice dictation using conflict-free theory and principles of machine shorthand; complete projects/assignments using real-time technology and shorthand theory; exhibit ability to resolve untranslates and conflict entries; and demonstrate procedures necessary for adding and deleting dictionary entries and dictionary maintenance. (4 Del Mar College credits—Articulation: CRTR 1205 Machine Shorthand II, CRTR 1210 Real-Time Reporting II)

Criminal Justice/Law Enforcement

Technical Introduction to Criminal Justice

(Fall, 1 high school credit) PEIMS# 125687T8

The history and philosophy of criminal justice, ethical considerations, crime defined, overview of the criminal justice system, law enforcement, court system, prosecution and defense, trial process, and corrections will be covered in this course. Reading and writing at grade level is required. (3 Del Mar College credits—Articulation: CRIJ1301 Intro to Criminal Justice)

Fundamentals of Criminal Law-9383

(Spring Semester, 1 high school credit)

Prerequisite: Reading and writing at grade level is required.

A study of the nature of criminal law; philosophical and historical development; major definitions and concepts; classification of crime; elements of crimes and penalties using Texas Statutes as illustrations; criminal responsibility. (3 Del Mar College credits-Articulation: CRIJ 1310 Fundamentals of Criminal Law)

Process Technology

Petrochemical Process Technology-9680

(2 high school credits)

Introduction to chemical and refinery plant operations including topics such as process technician duties, responsibilities, mental and physical requirements; overview of typical process plant; identify process equipment, the purpose and components of each – valves, pumps, compressors, steam turbines, instrumentation, heat exchangers, cooling towers, furnaces, boilers, and reactors; understanding the operations of separation and conversion; describe safety, health and environmental concerns. Tours of area plants are conducted (2 Del Mar College credits-Articulation: PTAC 1302 Introduction to Process Technology)

Plant Processes-9660

(2 high school credits)

Prerequisite: Petrochemical Process Technology.

A continuation of process operations and the instruments used in the process system. The laboratory and classroom instruction includes an overview of the petrochemical industry, safety, terminology, detectors, flowmeters, gauges, thermocouples, and pH meters, reading P & ID's process variable functions – pressure, temperature, flow and level, DCS, digital and analog instrumentation, troubleshooting, and components of a loop. Tours of area plants are conducted. (4 Del Mar College credits-Articulation: PTAC 1452 Process Instrumentation)

Welding

Welding I-9640

(2 high school credits)

Students will learn basic oxy-acetylene and arc welding, shop safety, cutting and puddling in the flat position and basic plate welding techniques. Laboratory practice will focus on T-joint welding in all positions with E6010 and E7018 electrodes. WLDG 2214

Welding II/Pipefitting-9650

(2 high school credits)

Prerequisite: Welding I.

This course focuses on the principles of layout and fabrication, plate dimensions, use of the steelsquare, layout and fitting of hoppers, cones, and structural beams. Students will develop proficiency in welding V-groove plate in all positions and have instruction in blueprint reading for industry.

(6 Del Mar College credits) Welding I & II will articulate into: WLDG 2213 Intro to Oxy-Fuel Welding & Cutting; WLDG 1257 Intermediate Shielded Metal Arc Welding)

Trade and Industrial Education

GPISD will work in partnership with area training and development centers, Institutes of Higher Education, and technical centers to provide opportunities in several skilled crafts and industry related training. As these courses are developed, information will be provided by GPHS counselors to students about course registration. *Note: These courses will be offered at sites other than GPISD.*

Courses may include:

- Welding
- Pipe-fitting
- Plumbing
- Instrumentation
- Electrical
- Construction
- Refinery Operations

GLOSSARY OF TERMS

504 PROGRAM Options are available to accommodate students with disabilities as determined by a 504 committee. See your counselor for available options.

ACT college/university entrance exam. Most colleges and universities require either the ACT or the SAT as one of the admission requirements. Students are encouraged to take exams by the spring of their junior year so that early fall of the senior year can be used to refine the scores, if necessary. You may take them at an earlier date for practice.

Alternative Education Courses Credit earned through the Alternative Center for Education (ACE) program will receive regular weight. ACE courses, by U.I.L. guidelines, cannot be utilized to obtain U.I.L. eligibility.

ASVAB and The Self-Directed Search This test is available to any interested student in grades 10-12. Primary target is the 11th grade student. It is given by the Department of the Defense and does not require any military obligation. The Self-Directed Search inventory is designed to help high school students plan educational courses that have relevance to the world of work and career goals.

Career and Technology Education Courses See Career and Technology Education

Dual Credit/Concurrent Enrollment Junior and Senior students may take certain courses through the institute of higher education for both High School and College credit. Please see the counselors for an Enrollment application. College application must be made and tuition and fees are required.

Dyslexia Program Services offered to students through the DYSLEXIA PROGRAM are available for those qualifying for reading instruction under the dyslexia program guidelines. Contact your counselor for information regarding this program.

ESL Program/English as a Second Language is offered to students, based upon a Home Language Survey and recommendation of the Language Proficiency Assessment Committee. Students who qualify through assessment may receive special English classes and content modifications. Placement in ESL I & II (for state credit) will be determined by the LPAC. Credit in English III & IV must also be earned to fulfill English requirements (4 credits) for graduation.

PSAT This test is given in the fall for juniors, but freshmen and sophomores can take it for practice and information. The results are used in several ways including college course planning to qualifications for college scholarships. Students may qualify as National Merit Scholars during the Junior Year based on the results of this test.

SAT college/university entrance exam. Most colleges and universities require either the SAT or the ACT as one of the admissions requirements. Students are encouraged to take exams by the spring of their junior year so that early fall of the senior year can be used to refine the scores, if necessary. You may take them at an earlier date for practice.

Special Education This program is available for students with disabilities-through the Admission, Review, and Dismissal process. See your counselor for information.

TECH PREP College credit for high school courses may be earned through Tech Prep articulation for certain High School and Regional Technical Center courses at Del Mar College, West Campus. See your counselor for a current list of available courses and application form.

THEA (Texas Higher Education Assessment) The THEA test replaced the TASP for assessing college readiness in reading, writing, and math skills. High school students may take the test when they have passed all portions of the exit level TAAS/TAKS. Students may be exempted from this test by having qualifying scores from the TAAS/TAKS, ACT, or SAT. Students enrolled in Texas public colleges or universities must take the THEA test BEFORE enrolling in any college coursework.

Notes: