

# Gregory-Portland High School

## House Bill 5 Course Description Guide

2014-2015

**Creating a Pathway to Success**

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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

District 504 Coordinator

Director of Special Education  
608 College Street  
Portland, TX 78374

Es norma de el Escolar Independiente de Gregory-Portland no discriminar por motives de raza, color, origen nacional, sexo o impendimiento, en sus programas y servicios.

# ***Gregory-Portland Independent School District***

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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.

Students and Parents,

Planning a four-year high school program is a serious undertaking. Although many of your courses will be determined by the graduation requirements, you will still have many other choices to make during your years of school. The courses you select should be guided largely by your plans for the future. Will you continue your education in college or in a technical college? Do you want to join the military? Do you want to learn a career skill in order to enter the full-time work force immediately after school? Are you thinking of entering a profession that requires many years of specialized education? The answers to these questions are extremely important for making decisions about your course selections for high school. Those answers should also be guided by your interests and abilities.

Gregory-Portland ISD offers you many ways to prepare for a productive adult life. The district's high school provides a wide range of programs that prepare students for post-high school experiences: college, technical school, military service, full-time employment and other areas. Included in this guide are not only the graduation requirements for each program, but also samples of graduation plans to determine which classes you can take for a variety of career plans. The Endorsement Area of Study section of this guide explains future career options in terms of interest areas and suggests courses and activities that will help you arrive at your goal in life. After the Endorsement Area of Study section, all GPISD courses that are applicable to incoming ninth graders are listed and described, with information about prerequisites and grade level placement. By planning wisely and following through on preparation, you can create a future in which you will be successful.

The information presented in this guide is specific to your graduation year. Be aware that this material is published early in the preceding school year and some changes in procedure, policy or course offerings may occur when required by Education Code.



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## House Bill 5 / Gregory-Portland ISD Graduation Requirements

### **Foundation Plan: 22 Credits Total**

English Language Arts	4 Credits: English I English II English III Advanced English Course
Mathematics	3 Credits: Algebra I Geometry Algebra II (recommended) or Advanced Math
Science	3 Credits: Biology Integrated Physics and Chemistry (IPC) or Advanced Science Additional Advanced Science
Social Studies	3 Credits: World Geography US History US Government (½ credit) Economics (½ credit)
Languages Other than English	2 Credits
Physical Education	1 Credit
Electives	4 Credits
Fine Arts	1 Credit
Health	½ Credit
Professional Communications (Speech)	½ Credit

### **Endorsement: 26 Credits**

To earn an endorsement a student must successfully complete:

- 1 additional credit in mathematics
- 1 additional credit in science

### **Distinguished Level of Achievement: 26 Credits**

To earn a distinguished level of achievement a student must successfully complete the curriculum requirements for at least one endorsement, including four credits in science and four credits in mathematics to include Algebra II.

### **Performance Acknowledgement**

A student may earn a performance acknowledgement on their diploma or transcript for outstanding performance on any of the following:

- Completing at least 12 hours of college academic courses;
- In bilingualism or biliteracy;
- On a college AP exam or IB exam;
- On the PSAT, ACT-Plan, SAT, or SAT; or
- For earning a nationally or internationally recognized industry certification.



## HB 5 Endorsement Areas of Study

Each student entering grade nine must indicate in writing an endorsement choice. Students must be allowed to choose, at any time, to earn an endorsement other than the one previously selected. Endorsements earned will be noted on the student’s diploma and transcript.

Endorsement	Areas of Study
STEM: Science, Technology, Engineering, and Math	Science (including Environmental Science Technology (including Computer science) Engineering Advance Mathematics
Business and Industry	Agriculture, Food, and Natural Resources Arts, A/V Technology and Communications Business Management and Administration Finance / Accounting Information Technology Manufacturing and Welding Transportation and Logistics (Automotive Technology) Advanced Broadcast Journalism, Newspaper, or Public Speaking Process Technology Marketing, Sales and Service
Public Services	Health Science Law, Public Safety, Corrections, and Security Human Services JROTC Hospitality and Tourism (Culinary Arts)
Arts and Humanities	Art Music Theater Social Studies / Political Science Languages Other than English
Multidisciplinary Studies	Allows a student to complete prescribed courses from each of the four foundation subject area, advanced placement courses from each of the four foundation subject areas or four advanced courses from within one endorsement area or among endorsement areas not in a coherent sequence.

## Gregory-Portland Independent School District

### Sample Personal Graduation Plan for Science, Technology, Engineering, and Math

Course Projections are based on current House Bill 5.

*Students have the opportunity to earn high school credits during middle school that meet graduation requirements.*

Grade	1	2	3	4	5	6	7
9 <sup>th</sup>	English I / PreAP English I <b>EOC</b>	Algebra I/ PreAP Algebra I <b>EOC</b>	World Geography / PreAP W. Geography	Biology / PreAP Biology <b>EOC</b>	*Languages Other Than English I	*Fine Arts	*Physical Education
10 <sup>th</sup>	English II / PreAP English II <b>EOC</b>	Geometry / PreAP Geometry	#World History / PreAP, AP W History, or Endorsement Course / Elective	Chemistry / PreAP Chemistry or Advance Science	*Languages Other Than English II	*Endorsement Course	*Endorsement Course / Elective
11 <sup>th</sup>	English III / PreAP English III	Algebra II / PreAP Algebra II	US History / AP US History / DC <b>EOC</b>	Physics / AP Physics or Advanced Science	*Endorsement Course	*Endorsement Course	*Endorsement Course / Elective
12 <sup>th</sup>	English IV/ AP Engl IV/ DC	Advanced Math	Government & Economics / AP / DC	Advanced Science	*Health / Professional Comm.	*Endorsement Course/ Elective	*Endorsement Course/ Elective

#Students may choose between World Geography or World History to meet graduation requirements – GPISD recommends World Geography

\*Designated courses may be completed at any grade level

**EOC** – End-of-Course Exam required for graduation

DC – Dual Credit

#### Sample Courses Directly Related to STEM Area of Study:

Mathematics
Algebra II or Pre-AP Algebra II
Pre-Calculus or Pre-Calculus Pre-AP
AP Calculus AB
AP Calculus BC
AP Statistics
Advanced Quantitative Reasoning
Dual Credit Mathematics Courses
Additional courses as recommended

Science
AP Biology
AP Chemistry
AP Physics
Earth and Space Science
Anatomy and Physiology
Aquatic Science
Environmental Systems
Environmental Science
Additional courses as recommended

## Gregory-Portland Independent School District Sample Personal Graduation Plan for Business and Industry

Course Projections are based on current House Bill 5.

*Students have the opportunity to earn high school credits during middle school that meet graduation requirements.*

Grade	1	2	3	4	5	6	7
9 <sup>th</sup>	English I / PreAP English I <b>EOC</b>	Algebra I/ PreAP Algebra I <b>EOC</b>	World Geography / PreAP W. Geography	Biology / PreAP Biology <b>EOC</b>	*Languages Other Than English I	*Fine Arts	*Physical Education
10 <sup>th</sup>	English II / PreAP English II <b>EOC</b>	Geometry / PreAP Geometry	#World History / PreAP, AP W History, or Endorsement Course / Elective	Chemistry / PreAP Chemistry or Advance Science	*Languages Other Than English II	*Endorsement Course	*Endorsement Course / Elective
11 <sup>th</sup>	English III / PreAP English III	Algebra II / PreAP Algebra II / Advanced Math	US History / AP US History / DC <b>EOC</b>	Physics / AP Physics or Advanced Science	*Endorsement Course	*Endorsement Course	*Endorsement Course / Elective
12 <sup>th</sup>	English IV/ AP Engl IV/ DC	Advanced Math	Government & Economics / AP / DC	Advanced Science	*Health / Professional Comm.	*Endorsement Course/ Elective	*Endorsement Course/ Elective

#Students may choose between World Geography or World History to meet graduation requirements – GPISD recommends World Geography

\*Designated courses may be completed at any grade level

**EOC** – End-of-Course Exam required for graduation

DC – Dual Credit

### Sample Courses Directly Related to Business and Industry Area of Study:

Arts, A/V Technology Communications	Architecture & Construction	Business Management & Administration	Agriculture, Food, & Natural Resources
Professional Communications (Speech)	Agricultural Mechanics and Metal Technologies	Principles of Business, Marketing and Finance	Principles of Agriculture, Food and Natural Resources
Principles of Arts, A/V Technology and Communications	Welding I Dual Credit Del Mar	Dollars and Sense	Equine Science
Digital and Interactive Media	Welding II Dual Credit Del Mar	Money Matters	Small Animal Management
Business Information Management I	Process Technology I	Business Information Management I & II	Wildlife, Fisheries, and Ecology Management
Audio/Video Production	Process Technology II	Accounting I & II	Anatomy and Physiology of Human Systems (Science Credit)
Computer Programming (PreAP)	Automotive Technology	Principles of Info. Technology	Advanced Animal Science
Animation	Electrical	Digital & Interactive Media	Landscape Design and Turf Grass Management
Digital Video and Audio Design	Interior Design	Computer Programming	Horticulture Science
Independent Study in Video Tech		Practicum in Business Management	Advanced Plant and Soil Science
Practicum in Audio Video Production		Journalism Coursework	
Additional courses as recommended			

## Gregory-Portland Independent School District Sample Personal Graduation Plan for Public Services

Course Projections are based on current House Bill 5.

*Students have the opportunity to earn high school credits during middle school that meet graduation requirements.*

Grade	1	2	3	4	5	6	7
9 <sup>th</sup>	English I / PreAP English I <b>EOC</b>	Algebra I/ PreAP Algebra I <b>EOC</b>	World Geography / PreAP W. Geography	Biology / PreAP Biology <b>EOC</b>	*Languages Other Than English I	*Fine Arts	*Physical Education
10 <sup>th</sup>	English II / PreAP English II <b>EOC</b>	Geometry / PreAP Geometry	#World History / PreAP, AP W History, or Endorsement Course / Elective	Chemistry / PreAP Chemistry or Advance Science	*Languages Other Than English II	*Endorsement Course	*Endorsement Course / Elective
11 <sup>th</sup>	English III / PreAP English III	Algebra II / PreAP Algebra II / Advanced Math	US History / AP US History / DC <b>EOC</b>	Physics / AP Physics or Advanced Science	*Endorsement Course	*Endorsement Course	*Endorsement Course / Elective
12 <sup>th</sup>	English IV/ AP Engl IV/ DC	Advanced Math	Government & Economics / AP / DC	Advanced Science	*Health / Professional Comm.	*Endorsement Course/ Elective	*Endorsement Course/ Elective

#Students may choose between World Geography or World History to meet graduation requirements – GPISD recommends World Geography

\*Designated courses may be completed at any grade level

**EOC** – End-of-Course Exam required for graduation

DC – Dual Credit

### Sample Courses Directly Related to Public Services Area of Study:

Health Sciences	Human Services	Law Enforcement	Hospitality & Tourism
Principles of Health Science	Principles of Human Services	Principles of Law, Public Safety, Corrections and Security	Principles of Human Services
Medical Terminology	Dollars and Sense	Court Systems and Practices	Dollars and Sense
Lifetime Nutrition and Wellness	Cosmetology I	Law Enforcement I & II	Lifetime Nutrition and Wellness
Health Science	Cosmetology II	Firefighter I & II	Restaurant Management
Practicum for Emergency Medical Technician	Child Development	JROTC	Culinary Arts
	Lifetime Nutrition and Wellness		Hospitality Services
Additional courses as recommended			

## Gregory-Portland Independent School District Sample Personal Graduation Plan for Arts and Humanities

Course Projections are based on current House Bill 5.

*Students have the opportunity to earn high school credits during middle school that meet graduation requirements.*

Grade	1	2	3	4	5	6	7
9 <sup>th</sup>	English I / PreAP English I <b>EOC</b>	Algebra I/ PreAP Algebra I <b>EOC</b>	World Geography / PreAP W. Geography	Biology / PreAP Biology <b>EOC</b>	*Languages Other Than English I	*Fine Arts	*Physical Education
10 <sup>th</sup>	English II / PreAP English II <b>EOC</b>	Geometry / PreAP Geometry	#World History / PreAP, AP W History, or Endorsement Course / Elective	Chemistry / PreAP Chemistry or Advance Science	*Languages Other Than English II	*Endorsement Course	*Endorsement Course / Elective
11 <sup>th</sup>	English III / PreAP English III	Algebra II / PreAP Algebra II	US History / AP US History / DC <b>EOC</b>	Physics / AP Physics or Advanced Science	*Endorsement Course	*Endorsement Course	*Endorsement Course / Elective
12 <sup>th</sup>	English IV/ AP Engl IV/ DC	Advanced Math	Government & Economics / AP / DC	Advanced Science	*Health / Professional Comm.	*Endorsement Course/ Elective	*Endorsement Course/ Elective

#Students may choose between World Geography or World History to meet graduation requirements – GPISD recommends World Geography

\*Designated courses may be completed at any grade level

**EOC** – End-of-Course Exam required for graduation

DC – Dual Credit

### Sample Courses Directly Related to Arts and Humanities Area of Study:

Social Studies	Languages Other Than English	Art	Music	Theater
World Geography / PreAP	Spanish PreAP / AP	Art I	Band I, II, & III	Theater Arts I & II
World History / PreAP / AP	German PreAP	Art II & III	Instrumental Ensemble	Technical Theater I & II
AP Economics		Art IV	Choral Music I, II, & III	Theater Production I, II, & III
Psychology / DC		Drawing II & III	Advanced Choral Music I, II, III, & IV	
Sociology / DC		Sculpture II & III	Choral Ensemble	
Philosophy / DC		Studio Art AP	Music Theory	
Additional courses as recommended				

## Gregory-Portland Independent School District Sample Personal Graduation Plan for Multidisciplinary Studies

Course Projections are based on current House Bill 5.

*Students have the opportunity to earn high school credits during middle school that meet graduation requirements.*

Grade	1	2	3	4	5	6	7
9 <sup>th</sup>	English I / PreAP English I <b>EOC</b>	Algebra I/ PreAP Algebra I <b>EOC</b>	World Geography / PreAP W. Geography	Biology / PreAP Biology <b>EOC</b>	*Languages Other Than English I	*Fine Arts	*Physical Education
10 <sup>th</sup>	English II / PreAP English II <b>EOC</b>	Geometry / PreAP Geometry	#World History / PreAP, AP W History, or Endorsement Course / Elective	Chemistry / PreAP Chemistry or Advance Science	*Languages Other Than English II	*Endorsement Course	*Endorsement Course / Elective
11 <sup>th</sup>	English III / PreAP English III	Algebra II / PreAP Algebra II	US History / AP US History / DC <b>EOC</b>	Physics / AP Physics or Advanced Science	*Endorsement Course	*Endorsement Course	*Endorsement Course / Elective
12 <sup>th</sup>	English IV/ AP Engl IV/ DC	Advanced Math	Government & Economics / AP / DC	Advanced Science	*Health / Professional Comm.	*Endorsement Course/ Elective	*Endorsement Course/ Elective

#Students may choose between World Geography or World History to meet graduation requirements – GPISD recommends World Geography

\*Designated courses may be completed at any grade level

**EOC** – End-of-Course Exam required for graduation

DC – Dual Credit

Allows a student to complete prescribed courses from each of the four foundation subject area, advanced placement courses from each of the four foundation subject areas, or four advanced courses from within one endorsement area or among endorsement areas not in a coherent sequence.

## **Graduation Requirements and Programs**

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 of Texas Assessment of Academic Readiness (STAAR) exams as well as Advanced Placement exams.

GPISD will make every effort to support transfer students from out of state and from other Texas districts in receiving educational opportunities that ensure graduation with their age appropriate peers.

### **Graduation Requirements**

You are encouraged to plan your personal graduation plan so that you graduate with 26 credits and meet your selected endorsement requirements. Also, if you plan to graduate under the Distinguished Plan and take fine arts and/or athletics/cheerleading for four years, it may mean that you graduate with more than 26 credits. It is very important that you consider the number of courses that you take during all four years of your high school experience. In addition, your senior year is an important year. More than likely, you are preparing to transition into college or some kind of technical training. Often, students minimize their senior year and forget that transitioning into college or technical school requires managing a full-load of courses. If you have completed all of your high school graduation requirements, taking dual-credit or an AP course for college credit will make that transition to college more successful

### **State Testing Requirements for Graduation**

In addition to successfully completing all course requirements, students must meet certain state testing requirements for graduation which are determined by the year in which a student begins high school.

Students entering grade 9 in 2011-2012 and later must meet STAAR requirements for graduation by meeting the Level II (satisfactory) standard on End-Of-Course (EOC) exams in English I, English II, Algebra I, Biology, and U.S. History. Retest opportunities for students who fail to meet the Level II: Satisfactory Performance, are provided three times during the year in spring (April and May), July, and December.

### **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 (see School Board Policy EEJB, and Student-Parent Handbook),
- 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 to 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
  - A Course Selection Verification Form will be mailed to each student at the completion of registration.
  - A student who does not submit a change to the Course Selection Verification Form by the add/drop date will not be eligible for a course selection change.



- Only course selection changes pertaining to graduation plans and/or computer errors will be addressed during the following year.
- 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.

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, Pre-AP, Dual Credit, or any course designated as a weighted course is awarded only when a student completes the full semester of a one-semester course or both semesters of a two-semester course [Credit Recovery Learning Lab, Alternative Education Courses (WLC), courses identified as acceleration courses, zero hour, night school, credit by examination (with or without prior instruction), summer school, courses not recognized by TEA, courses taken at the college or university campus for college credit only, courses taken at the junior high campus, and correspondence course grades are not used in computing GPA.]

## **Promotion Standards / Grade Level Classification**

Credits earned determine how a student is classified as of September 1 for that entire school year. In addition to credits, students must meet minimum expectations (passing standards) for all state assessments (example: Texas Assessment of Knowledge and Skills (TAKS) or State of Texas Assessment of Academic Readiness (STAAR)) for graduation.

Credits required for grade level classification:

- *Grade 9* – less than 6 credits
- *Grade 10* – minimum of 6 credits and entering at least second year in an accredited high school

- *Grade 11* – minimum of 12 credits and entering at least third year in an accredited high school
- *Grade 12* - minimum of 19 credits and entering at least fourth year in an accredited high school, OR has completed the early graduation application process

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

## Credit Recovery

### *Credit Recovery Learning Lab*

Gregory-Portland High School utilizes a Credit Recovery 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 the Credit Recovery Learning Lab. Using criteria established by a high school committee, the counselors adjust the student’s schedule to allow time to attend the lab.

### *Non-Traditional Setting*

GPISD offers 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 for the four semesters preceding graduation and must be eligible to graduate at the end of the spring semester.
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. The fee for this exam is \$89.00 and is the responsibility of the student. For payment assistance, please see the counselor.

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. Pre-AP courses shall provide activities to accelerate and expand the regular course. These courses offer students the opportunities to master skills and strategies that will help them in Advanced Placement course participation. Students who participate in Pre-AP sections are expected to practice good study skills, work independently, and appreciate the challenge of an accelerated pace of curriculum, in-depth learning, product development, and above grade level responses. Each course has specific requirements which will include such components as projects, summer reading, homework, and research. Students are required to maintain an acceptable level of performance to remain in Pre-AP and AP courses. Failure to meet these requirements will result in academic probation and possible removal from the class. Please see the GPHS Student-Parent Handbook for additional information.

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

### Dual Credit Program:

The dual credit program is designed to provide students an opportunity for greater academic challenge and to reward these students by granting college credit and high school graduation credit concurrently. The dual credit program encourages a wise use of time while offering a considerable savings in money when compared to earning the same credit as a traditional college student while at college away from home. 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 Institution of Higher Education providing the particular course or courses. These procedures include:

- Provide qualifying placement scores from college entrance exams,
- Complete both required applications for enrollment, the dual credit enrollment application that must be approved by a counselor and the principal, and the Apply Texas application, and
- Complete all course billing requirements by set deadlines through the institution of higher learning.

Dual Credit college courses may be offered via online, onsite, and/or at participating colleges. This may include instruction being provided by a Del Mar professor or GP High School staff member. There will be a *mandatory parent meeting* each Spring that will provide information as to course availability, deadline information, and mode of delivery

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.

*Note:* Letter grades issued by the institution of higher learning will be translated into numerical grades in accordance with 19 TAC 75.191. Numerical grades earned in dual credit will become a

part of the student's permanent high school record and will be included on the official academic achievement record (transcript). It is imperative that the institution of higher learning website be checked for drop deadlines. Dropping a dual credit course in high school will count as one of the six allowed college drops.

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. Students are responsible for inquiring about the transferability of courses, scholarship implications, and admission status implications as they apply for future college enrollment.

### 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.

## **College Entrance Testing**

### College Entrance Testing:

Most colleges and universities require an entrance examination as a part of the college application process. There are two entrance examinations in predominant use at present. These are the Scholastic Aptitude Test (SAT) and the American College Test (ACT).

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

It is the student's responsibility to determine which test is required by the college of choice. Registration information is available in the counselor's office. Students are *strongly* encouraged to take college entrance tests before the end of their junior year.

Plan ahead! Registration deadlines may be as much as 5 weeks prior to test dates!

### 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.

2014-2015 SAT® and SAT Subject Test Dates (Anticipated)
October 11, 2014
November 8, 2014
December 6, 2014
January 24, 2015
March 14, 2015
May 2, 2015
June 6, 2015
Standard Fee: \$51 / Change Fee: \$27.50 / Late Fee: \$27.50

### ACT

The content of the ACT currently requires:

- *English*: Measures standard written English and rhetorical skills.
- *Mathematics*: Measures mathematical skills students have typically acquired in courses taken up to the beginning of Grade 12.
- *Reading*: Measures reading comprehension.
- *Science*: Measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences.

2014-2015 ACT Test Dates	
September 13, 2014	February 7, 2015
October 25, 2014	April 18, 2015
December 13, 2014	June 13, 2015
Standard Fee: \$36.50 / Plus Writing: \$52.50 / Change Fee: \$22 / Late Fee: \$23	

### PSAT/NMSQT

In order to assist students in making college preparations, the Preliminary Scholastic Aptitude Test / National Merit Scholarship Qualifying Test is taken in October. In the junior year, the PSAT is the qualifying test for the National Merit Scholarship Program.

<b>2014-2015 PSAT/NMSQT Test Dates</b>
October 15 and 18, 2014
Standard Fee: \$20

*TSI: Texas Success Initiative*

The purpose of the new TSI examination is to assess a student's academic ability in order to correctly identify the correct course sequence for students as they enter college. The TSI assessment will determine preparation level for the subjects of reading, math, and writing.

<b>2014-2015 TSI Test Dates (see counselor for alternate dates)</b>
Standard Fee: \$29.00



# Making the Right Decisions

## High School Academic Plans

Gregory-Portland Independent School District, parents, teachers and our community are heavily invested in the success of all BISD students. Whether a student's goal after graduating from high school is to go on to college, technical school, the military or begin a career, GPISD will support students in creating a plan that helps them achieve that goal.

GPISD encourages students to take ownership of their success in high school. **Career Cruising** is the online system GPISD has chosen to assist students with high school course selection. All schedules will be reviewed by the campus guidance counselors. At times the situation will arise where a class is not offered during a semester due to interest or procedural change at the state level. Therefore, students may find an updated or slightly altered class schedule when they register in August for the new school year

## College and Career Readiness

Career and Technology Education courses allow students to use academic knowledge and problem solving skills while acquiring occupationally specific skills as part of their high school curriculum. As technology has enhanced access, variety and exchange of information, completion of high school may not follow the traditional route to postsecondary institutions. The state of Texas implemented career and technology education as a means to expand and achieve competency-based learning. Various types of programs are offered: laboratory program classes, practicums, internships and a variety of courses centered on technology.

## Certificates and Licensures

Students have the opportunity to earn industry-recognized certifications and licensures, leading to either more specialized instruction in a given field, or a leap forward on the path to postsecondary education. Industry certifications are gaining importance in the business world as evidence of skill attainment. Earning a certificate gives students a sense of accomplishment, a highly valued professional credential, and helps make them more employable with higher starting salaries. Industry certifications have been aligned with the Career Pathways. The district strives to continue consultations with local business and industry to determine which certifications or licenses would be most sought after by area employees.

## Endorsement Areas of Study

The Endorsement's approach in selection of high school courses of study for students brings associated courses and fields of career interest together. By choosing an endorsement to follow, students have the opportunity to explore areas of interest and gain a foundation in specific fields of study, assisting them in preparation for postsecondary opportunities.

# General Course Descriptions

The following course descriptions are not an exhaustive list of courses offered at Gregory-Portland High School. Courses have been included that pertain specifically to students entering grade 9 in the school year 2014-2015. The intent is to support students as they transition into the new House Bill 5 graduation plan. If you would like to review all available courses, the full Gregory-Portland High School Course Description Guide is available at <http://gphs.sharpschool.net/>.

## 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 STAAR test as well as college-readiness.

### English I

All levels of English I focus on universal themes in short stories, novels, drama and poetry. However, an extensive study of expository texts is also a major focus. Students will also learn fundamental literary devices that will be used in all English classes in high school. 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. The goal for the year is to learn the skills necessary to master the STAAR Exam.

### **English I Pre-Advanced Placement-1020**

Grade 9 Weighted

1 Credit

Prerequisites: Highly recommended to have 8<sup>th</sup> grade intensive first

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 and to prepare students for AP English III and AP English IV.

Recommendation: Intensive course enrollment in grade 8 or a 90+ average in 8<sup>th</sup> grade English/Reading classes.

**English I-1001**

Grade 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.

**English as a Second Language I-1540**

Grade 9

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.

**Fine Arts****Art****Art I -7100**

Grades 9-12

1 Credit

Prerequisites: None

This class covers various forms of basic Art through perception and expression based on historical and cultural heritage. Students will rely on their environment, familiar sensitivity, memory, spiritual values, imagination, and life experiences as a source for creating artwork. Students will express their thoughts and ideas creatively, while challenging their imagination. They will foster reflective thinking, and develop disciplined efforts, problem-solving, higher order and critical thinking skills.

Students will analyze artistic styles and historical periods and will develop respect for the traditions and contributions of diverse cultures. Students will respond and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

Students will learn and employ the Elements and Principles of Art and Design. They will learn about Linear Perspective and use the space on a flat surface to give the illusion of three

dimensional structures. They will also learn about Color Theory and its uses. Students will demonstrate effectively the use of art media, tools and techniques in Design, Drawing, Painting, Printmaking, and Sculpture.

Students will open their mind and their eyes to the world of Art and will foster a new sensibility for aesthetics and will develop a critical eye for inner and outer beauty through artistic creativity.

Studio Fee: \$15 for purchase of various materials for the creation of an extensive number of art works.

### **Art II, III, IV**

Grades 9-12

1 Credit Each

Prerequisites: Requirement of grade of 85 or better in previous Art class.

Students will hone in artistic skills utilizing all the concepts in Art I but at a higher level. Students will rely on expressive thoughts and ideas. Students will learn to think abstractly and conceptually as a bigger challenge to their imagination in the expression of concepts. They will research the most effective media to create 2 or 3-D Art works with less instruction from instructor. Self-motivation is highly encouraged. At this point higher order and critical thinking skills are essential.

Students will demonstrate knowledge and sophistication of ideas in the preparation for higher education in the Art field. Discipline in Design, Drawing, Painting, Printmaking, and Sculpture is required.

Studio Fee: \$25 for purchase of specialized tools and materials for this class.

### **Drawing II-7120, Drawing III-7130, Drawing IV-7140 (9-12)**

Grades 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**

Grades 9-12

1 Credit 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 Advanced Placement art credit in three dimension. (Supplies– maximum \$25.00)

## **Music**

### **Band I-8300, Band II-8310, Band III-8320, Band IV-8330**

Grades 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**

Grades 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**

Grades 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**

Grades 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 – 8010, 8020, 8030, 8040**

Grades 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 necessary to prepare for concerts and competitions and to satisfy performance TEKS. Fees include cost for selected uniform(s) for the year, and repair or replacement value of lost or damaged property, and uniform cleaning.

**Advanced Choral Music I, II, III, IV– FEMALE: 8050, 8060, 8070, 8080 MALE: 8055, 8065, 8075, 8085**

Grades 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 are required to attend after-school and evening rehearsals as necessary to prepare for concerts and competitions and to satisfy performance TEKS. Fees include cost for selected uniform(s) for the year, repair or replacement value of lost or damaged property, and uniform cleaning.

## **Theater**

**Theater Arts I—8150**

Grades 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, duet and duo acting, dramatic interpretation and humorous interpretation. **All** students in this class will act and learn how to interpret prose and poetry. The students will also be required to participate in the production of a one act play in the intramural one act play contest where they will either act or crew the show also gaining knowledge of technical theater. *Theater Arts I is the prerequisite for all other theater arts and technical theater classes.*

### **Technical Theater I-8100**

Grades 9-12

1 Credit

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.

## **Health & Physical Education**

### **Health Education-1<sup>st</sup> semester-5421, 2<sup>nd</sup> semester-5422**

Grades 9-12

1/2 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 Technical Education) will also fulfill the one-half credit Health Education requirement.*

### **Foundations of Personal Fitness Level I-5100**

Grades 9-12

1/2 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**

Grades 9-12

1/2 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**

Grades 9-12

1/2 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**

Grades 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 Technical courses.

### **Athletic Trainer – 5311, 5312, 5313, 5314**

Grades 9-12

1/2 – 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.*

### **Sports Medicine I – 5320**

Grades 9-12

1 Credit

Prerequisites: None

This course focuses on the study and application of first aid/CPR/AED, organization and administrative considerations, prevention of injuries, recognition, evaluation, and immediate care of injuries, rehabilitation and management skills, taping and wrapping techniques, emergency procedures, nutrition, sports psychology, human anatomy, and physiology, therapeutic modalities, and therapeutic exercise. Observation hours in the athletic training room, practices and games are required for this course.



### **Cheerleading 1<sup>st</sup> semester-5531, 2<sup>nd</sup> semester-5532 (9<sup>th</sup> grade)**

Grade 9

1 Credit

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 four 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 two semesters of Fall band, Fall Cheerleading, and JROTC to substitute as one (1) semester for physical education. The District shall not award state graduation credit for physical education for private or commercially sponsored physical activity programs conducted either on or off campus.*

## **Journalism**

### **Journalism I-1660**

Grades 9-11

½ - 1 Credit

Prerequisites: None

This is an introductory course to newspaper and yearbook production. Students will receive basic instruction on news writing, feature writing, editorial writing, and headline writing. Students will also learn basic desktop publishing and photography skills.

### **Journalism/Photojournalism-1600**

Grades 9-11

½ - 1 Credit

Prerequisite: None

Photojournalism stresses the use of images to tell a story. Units of study will include basic photography, digital photo preparation, caption writing and publication layout and design. Students will produce a variety of photo and layout projects.

## **Languages Other Than English**

### **German**

#### **German I-6410**

Grades 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 and become familiar with the country's culture and geography as well as other German-speaking countries

## **Spanish**

### **Spanish I-6110**

Grades 9-12

1 Credit

Prerequisites: None

In this course students will:

- Learn the foundation for Spanish pronunciation and standard grammar.
- Engage in oral, aural, and written exchanges of learned materials
- Acquire basic vocabulary such as likes, dislikes, chores, sports, etc.
- Read short inserts from newspapers, magazines, etc.
- Learn the present tense of regular and irregular verbs
- Give commands to peers as well as to adults
- Compare the Spanish language and Hispanic culture to student's own language and culture

Students are expected to use as much Spanish in class as possible (a minimum of 40% is expected in Spanish I). Department recommends an 85% average or better for students who are planning on enrolling in Pre-AP Spanish classes.

### **Spanish II-6120**

Grades 9-12

1 Credit

Prerequisites: Spanish Level I

In this course students will review and build on Spanish I concepts, and will continue to:

- Develop oral, aural, writing, reading skills
- Build up vocabulary repertoire
- Review present tense
- Learn how to communicate in the past and future tenses
- Review regular commands and add irregular commands
- Compare the Spanish language and Hispanic culture to student's own language and culture

Students are expected to use as much Spanish in class as possible (a minimum of 55% is expected in Spanish II). Department recommends an 85% average or better for students who are planning on enrolling in Pre-AP Spanish classes.

### **Spanish II Pre-Advanced Placement-6150**

Grades 9-12

1 Credit Weighted

Prerequisites: Spanish Level I

This is an *academically challenging college preparatory course*. In this course students will review and build on Spanish I concepts, and will continue to:

- Develop oral, aural, writing, reading skills

- Build up vocabulary repertoire
- Review present tense
- Learn how to communicate in the past and future tenses
- Introduce the subjunctive
- Read selected prose works from Peninsular and American authors
- Compare the Spanish language and Hispanic culture to student's own language and culture

Students are expected to use as much Spanish in class as possible (a minimum of 85% is expected in Spanish II Pre-AP). Department recommends an 85% average or better for students who are planning on enrolling in Pre-AP Spanish classes.

## **Mathematics**

### **Algebra I-2640**

Grade 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.

### **Algebra I Pre-Advanced Placement-2650**

Grade 9

1 Credit Weighted

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 is recommended for students enrolling in this course.

### **Geometry-2680**

Grades 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 end of course exam.

### **Geometry Pre-Advanced Placement-2690**

Grades 9-11

1 Credit Weighted

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.

## **Science**

### **Biology -3140**

Grades 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, mechanisms of genetics, biological evolution and classification, biological processes and systems, and interdependence within environmental systems.

### **Biology Pre-Advanced Placement-3150**

Grades 9-11

1 Credit Weighted

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.

## Social Studies

### **World Geography Studies-4100**

Grade 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**

Grade 9

1 Credit Weighted

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.

## Special Education Courses

### **Applied English I, Applied English II, Applied English III, Applied English IV-See Counselors for Course Numbers**

These language arts courses provide individualized instruction for students who have particular needs in the area of Reading and Writing. The courses focus on grade appropriate 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.

### **Applied Algebra I, Applied Geometry, Applied Algebra II, Applied Math IV- See Counselors for Course Numbers**

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 A curriculum designed to strengthen basic math skills is utilized along with appropriate grade level instruction of Algebra and Geometry.

### **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 will experience job training within the community and the school environment by volunteering in various positions on campus, providing clerical services to staff and doing service projects for the school. Students will participate in field trips to local establishments that may include, but are not limited to the community library, various merchants, restaurants, movie theater, and bowling alley where they will develop skills to access services and leisure activities independently.

**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.

## Speech

**Communication Applications-Fall semester-8421 or Spring semester-8422**

Grades 9-12

½ - 1 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**

Grades 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, Public Forum, 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**

Grades 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.*

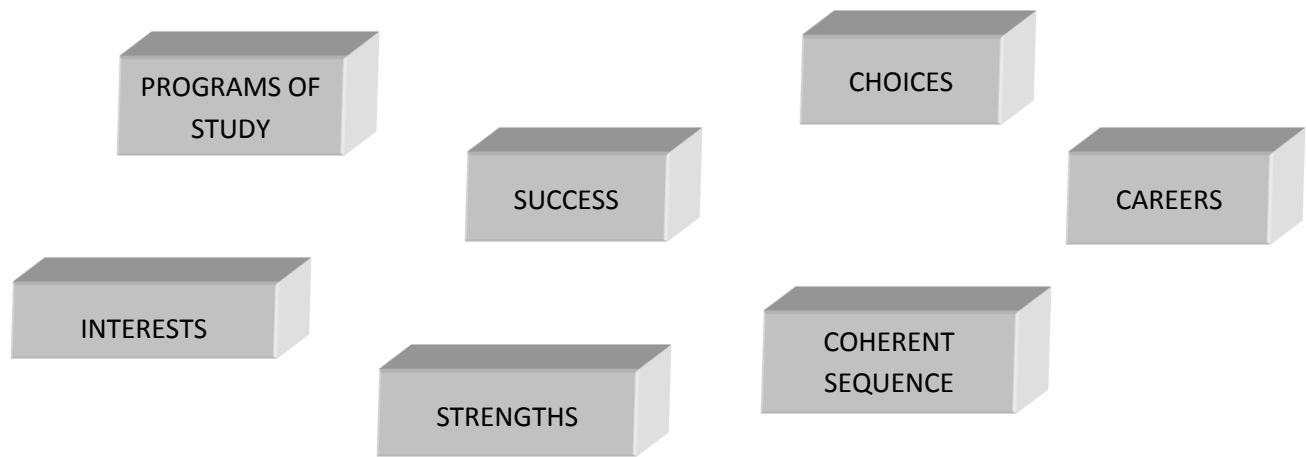
**Oral Interpretation I-8740, Oral Interpretation II-8750, Oral Interpretation III-8760**

Grades 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.



## Career and Technology Education at Gregory-Portland High School

The Career and Technical Education (CTE) department provides quality programs for students at GPISD. The department offers course sequences in Agriculture, Food, and Natural Resources; Arts, A/V Technology and Communications; Business Management and Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety Corrections and Security; Transportation, Distribution, and Logistics that are aligned to the House Bill 5 Endorsement Areas.

The programs offered follow the AchieveTexas College and Career Initiative - an education initiative designed to prepare students for a lifetime of success. It allows students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship.

AchieveTexas is designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine *rigorous* academics with *relevant* career education. When schools integrate academic and technical education, students can see the "usefulness" of what they are learning. The system also facilitates a seamless transition from secondary to postsecondary opportunities.

Students are placed on a path or course sequence that will help them achieve their goals. Students should begin with a Principles course in their desired field.



## Clusters, Programs of Study, Careers, and Coherent Course Sequence:

(Detailed course descriptions to follow)

<b>Agriculture, Food &amp; Natural Resources</b>			
<b>Animal Systems</b>	Veterinarian, Veterinary Assistant, Veterinary Assistant, Zoo Keeper		
<b>Course</b>	<b>Grade</b>	<b>Credit</b>	
Principles of Agriculture, Food and Natural Resources	9-12	.5	
Equine Science	10-12	.5	
Small Animal Management	10-12	.5	
Wildlife, Fisheries, and Ecology Management	9-12	1	
Anatomy and Physiology of Human Systems (Science Credit)	11-12	1	
Advanced Animal Science	12	1	

<b>Agriculture, Food &amp; Natural Resources</b>			
<b>Power, Structural and Technical Systems</b>	Welder and Cutter, Agricultural Engineer, Welder-Fitter, Machine Operator, Inspector, Testers, Samplers		
<b>Course</b>	<b>Grade</b>	<b>Credit</b>	
Principles of Agriculture, Food and Natural Resources	9-12	.5	
Agricultural Mechanics and Metal Technologies	10-12	1	
Welding I Dual Credit Del Mar	11-12	2	
Welding II Dual Credit Del Mar	11-12	2	
Welding I	11-12	2	
Advanced Welding	11-12	2	

<b>Agriculture, Food &amp; Natural Resources</b>			
<b>Plant Systems</b>	Floral designer, Horticulturist, Greenhouse supervisor, Landscape Developer		
<b>Course</b>	<b>Grade</b>	<b>Credit</b>	
Principles of Agriculture, Food and Natural Resources	9-12	.5	
Landscape Design and Turf Grass Management	10-12	.5	
Horticulture Science	10-12	.5	
Advanced Plant and Soil Science	12	1	

<b>Arts, A/V Technology and Communications</b>			
<b>A/V Technology, Film, Journalism, Broadcasting, Printing Technology</b>	Videographer, Film Editor, Producer, TV Announcer, Graphic Designer, Desktop Publisher, Artist, Multimedia Artist, Animator		
<b>Course</b>	<b>Grade</b>	<b>Credit</b>	
Principles of Arts, A/V Technology and Communications	9-10	.5	
Digital and Interactive Media	9-10	.5	
Business Information Management I	9-12	1	
Audio/Video Production	9-12	1	
Computer Programming (PreAP)	9-12	1	
Animation	10-12	1	
Digital Video and Audio Design (2nd year students) *	10-12	1	
Independent Study Technology Applications in Video Tech (3rd year students) *	11-12	1	
Practicum in Audio Video Production	12	2	

<b>Business Management and Administration</b>			
<b>Financial Management and Accounting</b>	Accountant, Financial Officer, Bookkeeper, Billing Clerk		
<b>Course</b>	<b>Grade</b>	<b>Credit</b>	
Principles of Business, Marketing and Finance	9-11	.5	
Dollars and Sense	9-12	.5	
Money Matters	9-12	.5	
Business Information Management I	9-12	1	
Accounting I	10-12	1	
Business Information Management II	11-12	1	
Accounting II	11-12	1	
Computer Programming (PreAP)	9-12	1	
Practicum in Business Management	12	2	

<b>Health Science Technology</b>		
<b>Therapeutic Services</b>	Nurse, Physical Therapist, Physician, EMT	
<b>Course</b>	<b>Grade</b>	<b>Credit</b>
Principles of Health Science	Aransas Pass 9-11	.5
Medical Terminology	Aransas Pass 9-12	.5
Lifetime Nutrition and Wellness	10-12	1
Health Science	Aransas Pass 12	1
Practicum for Emergency Medical Technician	DelMar	2

\* Technology Applications Course - not part of CTE coherent sequence

<b>Hospitality and Tourism</b>		
<b>Restaurants and Food/Beverage Services</b>	Chef, Cook, Baker	
<b>Course</b>	<b>Grade</b>	<b>Credit</b>
Principles of Human Services	9-12	.5
Dollars and Sense	9-12	.5
Lifetime Nutrition and Wellness	10-12	1
Restaurant Management	DelMar	1
Culinary Arts	DelMar	2
Hospitality Services	DelMar	1

<b>Human Services</b>		
<b>Early Childhood Development or Family and Community Services</b>	Preschool Teacher, Child Care Worker, Teacher Assistant, Nutritionist, Dietitian and Social Service Worker	
<b>Course</b>	<b>Grade</b>	<b>Credit</b>
Principles of Human Services	9-12	.5
Dollars and Sense	10-12	.5
Child Development	10-12	1
Lifetime Nutrition and Wellness	10-12	1

<b>Human Services</b>			
<b>Personal Care Services</b>	Cosmetologist, Hairdresser, Manicurist		
<b>Course</b>		<b>Grade</b>	<b>Credit</b>
Principles of Human Services		9-12	.5
Dollars and Sense		10-12	.5
Cosmetology I		DelMar	2
Cosmetology II		DelMar	2

<b>Information Technology</b>			
<b>Web and Digital Media, Programming and Software Development</b>	Web Developer, Multimedia Artist and Animator, Graphics Designer, Computer Programmer		
<b>Course</b>		<b>Grade</b>	<b>Credit</b>
Principles of Information Technology		9-12	.5
Digital and Interactive Media		9-12	.5
Business Information Management I		9-12	1
Web Technologies		10-12	1
Animation		10-12	1
Web Design *		10-12	1
Computer Programming (PreAP)		9-12	1
AP Computer Science *		10-12	1
Independent Study Computer Science *		12	1

\* Technology Applications Course - not part of CTE coherent sequence

<b>Law, Public Safety, Corrections, and Security</b>			
<b>Law Enforcement Services</b>	Police Officer, Sheriff, Highway patrol Officer		
<b>Course</b>		<b>Grade</b>	<b>Credit</b>
Principles of Law, Public Safety, Corrections and Security		DelMar	1
Court Systems and Practices		DelMar	1
Law Enforcement I		DelMar	1
Law Enforcement II		DelMar	1

<b>Law, Public Safety, Corrections, and Security</b>			
<b>Fire Science</b>	Firefighter		
<b>Course</b>		<b>Grade</b>	<b>Credit</b>
Principles of Law, Public Safety, Corrections and Security		DelMar	1
Firefighter I		DelMar	2
Firefighter II		DelMar	2

<b>Manufacturing</b>			
<b>Manufacturing Production Process Development</b>	Petrochemical, refinery, and manufacturing process operators		
<b>Course</b>		<b>Grade</b>	<b>Credit</b>
Process Technology I – Dual Credit Del Mar		11-12	2
Process Technology II – Dual Credit Del Mar		11-12	2

<b>Science, Technology, Engineering and Mathematics</b>			
<b>Electronics</b>	Electrician		
<b>Course</b>		<b>Grade</b>	<b>Credit</b>
Electronics		DelMar	2
Advanced Electronics		DelMar	2

<b>Transportation, Distribution and Logistics</b>			
<b>Facility and Mobile Equipment Maintenance</b>	Automotive Service Technician		
<b>Course</b>		<b>Grade</b>	<b>Credit</b>
Automotive Technology		DelMar	2
Advanced Automotive Technology		DelMar	2

*Career and Technology offerings follow a specific course sequence as outlined above. Once students select an interest area, they must begin their prescribed sequence with a Principles course. The descriptions provided below only indicate courses where students in grade 9 are eligible for enrollment.*

## **Agriculture, Food and Natural Resources**

### **Principles of Agriculture Food and Natural Resources - 9141**

Grades 9-12

½ Credit

Prerequisite: None

This course is must for students without an agriculture background, as it allows student to develop Knowledge and skills related to agriculture gaining knowledge about animals, soils, plants and leadership skills used in business.

### **Small Animal Management – 9115**

Grades 9-12

½ Credit

Prerequisite: None

If you are looking to work with animals this is a good course to take. You will be learning about animal systems as well as small animals such as , but not limited to, small mammals, amphibians, reptiles, avian, dogs, and cats.

### **Wildlife, Fisheries, and Ecology Management – 9118**

Grades 9-12

1 Credit

Prerequisite: None

If you would like to work out doors and help wildlife and ecology this course would help meet those goals. This course examines the management of game and non-game wildlife species, fish, and aqua crops and their ecological needs as related to current agricultural practices. To be prepared for careers in natural resource systems, student need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements and industry expectations.

## **Arts, Audio/Video Technology, and Communications**

### **Principles of Arts, Audio/Video Technology, and Communications - 8530**

Grade 9

½ Credit

Prerequisite: None

In this one-semester course, students will be introduced to the various and multifaceted career opportunities in the Arts, Audio/Video Technology, and Communications cluster and the knowledge, skills, and educational requirements for those opportunities. G-P's video program

is a professionally-oriented Career Training set of instruction. The students who follow this course plan have been recognized on a national level. Video production is not only instructional and analytical, but also artistic.

### **Audio/Video Production - 8580**

Grades 9-12

1 Credit

Prerequisite: Principles of Arts, Audio/Video Technology, and Communications

Almost every student has a video phone in their pocket. With that tool, a whole world of career opportunities is becoming available. Video production is probably the most universally known of all visual media and is an integral component of many technology applications. To further develop the technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities, as delivered by an industry professional with 15 years TV experience.

## **Business Management and Administration**

### **Principles of Business, Marketing, and Finance - 7031**

Grades 9-11

½ Credit

Prerequisite: None

Do you want to major in Business in college? Which area? This introductory course will allow the student to explore various branches of the business world. Learn about marketing goods and services, advertising, and how global business impacts world economy. Analyze the sales process and explore financial management.

### **Business Information Management I - 7020**

Grades 9-12

1 Credit

Prerequisite: Touch System Data Entry and Principles of Business, Marketing, and Finance

Managing Information - learn how to produce quality documents used in the business world to communicate, make projections and track progress. A must for all careers and post-secondary assignments. The class will focus on Microsoft Office applications. You will develop skills using Word, Access, Excel, Desktop Publishing and PowerPoint to enhance your business production experience.

### **Business Information Management II - 7030**

Grades 9-12

1 Credit

Prerequisite: Business Information Management I

Learn the bells and whistles of Microsoft Office to support your performance in the workplace, society and postsecondary education. Produce sophisticated documents and presentations

using this multimedia software package (Microsoft Office). Utilize this class to develop the skills necessary to meet business certification standards. Global certification such as IC<sup>3</sup> and MOS are beneficial when applying for business related positions.

### **Money Matters - 7034**

Grades 9-12

½ Credit

Prerequisite: Principles of Business, Marketing and Finance

This course focuses on global issues and how it impacts your money. Students will analyze financial options based on current and projected economic factors. Students will also learn about how to invest in stocks and bonds and how they can use this for retirement. Students will gain knowledge and skills necessary to set long-term financial goals.

## **Health Science Technology**

Health Science Technology will be offered to Gregory-Portland High School students either onsite or at Aransas Pass High School. Gregory-Portland ISD will provide transportation to and from Aransas Pass. The first course is Principles of Health Science. Students successfully completing Principles of Health Science will have the opportunity to take Health Science the following year.

### **Principles of Health Science - 9610**

Grades 9-12

½ Credit

Prerequisite: None

The health science industry is comprised of diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems that function individually and collaboratively to provide comprehensive health care. Students should identify the employment opportunities, technology, and safety requirements of each system. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment.

### **Medical Terminology - 9605**

Grades 9-12

½ Credit

Prerequisite: None

This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.



## Human Services

### **Principles of Human Services - 9203**

Grades 9-12

½ Credit

Prerequisite: None

This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

## Information Technology

### **Principles of Information Technology - 7036**

Grades 9-10

½ Credit

Prerequisite: None

This course provides student with a wide variety of information technology skills. Career exploration, technology skills in the workplace, beginning web page design, and introductory flash animation. Utilize this class to determine your future interests in the Information Technology field.

### **Digital and Interactive Media - 7035**

Grades 9-12

½ Credit

Recommended Prerequisite: Principles of Information Technology

Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects. The software used for design and creation are Photoshop, Windows MovieMaker, and other emerging applications. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society.

### **Computer Programming PreAP - 7040**

Grades 9-12

1 Credit Weighted

Recommended Prerequisite: Principles of Information Technology

Want to learn how to write programs for the computer? What is computer programming? Basically your job will be to instruct the computer to do things. It consists of creating simple steps using the programming languages of C++ and JAVA to get the computer to perform specific tasks. These tasks will manipulate different types of objects such as numbers, words, and simple graphics. Use this introductory programming class as a foundation for many computer, mathematics and engineering related fields at the postsecondary level. It will

enhance logical problem solving skills while creating programs to perform business, math, and science related tasks.

**Business Information Management I - 7020**

Grades 9-12

1 Credit

Recommended Prerequisite: Touch System Data Entry

Computer technology is everywhere today- Smart phones, Tablet PC's, laptops, desktops and the list goes on! Students will gain technical and business skills much needed in today's driven world. This course is designed to help students develop keyboarding skills and introduce you to some of the latest word processing, presentations, and spreadsheet applications. The class will focus on Microsoft Office applications. You will learn Word, Access, Excel, Desktop Publishing and PowerPoint. You will also have the opportunity to learn about the internet and the world wide web, as well as how to "build" your own webpage!

## 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.

**Articulated 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.

**ASVAB and The Self-Directed Search** This test is available to any interested student in grades 10-12. Primary target is the 11<sup>th</sup> 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 Technical Education Courses** See Career and Technical 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.

**STAAR** State of Texas Assessment of Academic Readiness. This is the new state assessment system that will replace TAKS beginning in the school year 2011-2012. For high school students it transitions beginning with first time ninth graders in the school year 2011-2012.

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