**FOREIGN LANGUAGE:**

* **French**
	+ Offers everyday conversational patterns in culturally authentic situations and introduces reading and writing. Offers practice in using learned material to carry on very simple conversations and to read and write familiar material. Fosters awareness of the variety of French-Speaking cultures and of the importance of accuracy of expression.
* **Spanish**
	+ Offers everyday conversational patterns in culturally authentic situations and introduces reading and writing. Offers practice in using learned material to carry on very simple conversations and to read and write familiar material. Fosters awareness of Spanish culture and of the importance of accuracy of expression

**FINE ARTS:**

* **Art**
	+ Provides basic art instruction to emphasize the fundamentals of art and to develop skills in art. Offers opportunity to illustrate ideas for artworks from direct observation, experiences, and imagination using art elements and principles. Includes effective use of art media and tools in design, drawing, painting, printmaking, ceramics, and sculpture. Includes cultural heritage and opportunities to use critical evaluation through art. Students must complete both A and B to receive state graduation credit for fine arts.
* **Band**
	+ Provides instruction for sub non-varsity band students to continue their development of characteristic tone quality, instrumental skills/techniques, music literacy, ear training, and marching fundamentals at the appropriate level. This select ensemble will require mandatory attendance at all rehearsals, performances, football games, parades, pep rallies, marching festivals and competitions. In addition to the Fine Arts credit, Band students also receive a .5 PE substitution credit in the first semester for participation in the marching band component of the course. A physical examination is required for participation.
* **Choir**
	+ Provides students with basic musical instruction in various musical styles and genres, as well as vocal pedagogy and music theory. In addition, students are encouraged to participate in TMEA All State auditions and Solo and Ensemble contests. Participation at all choir performances and the UIL Concert & Sight Reading contests are required. Students are encouraged to attend outside concerts/performances to develop critical listening skills.
* **Drawing**
	+ This course provides basic art instruction to emphasize the fundamentals of drawing and to develop skills in drawing media and techniques, which may be applied using the elements of art and principles of design. The course provides for a variety of art media and tools to be utilized with a connection to cultural heritage and art history. Emphasis will be upon creating a body of work in this specialized media. Careers will be explored.
* **Guitar**
	+ Provides students in the proper historical techniques and styles of the mariachi ensemble. Emphasis is placed on individual and ensemble tone production, mastery of fundamentals, and music reading. The students are reinforced with skills needed for the intricate rhythm, techniques, styles of the Latino cultural heritage for the voice, trumpet, violin, vihuela, guitar, and/or guitarron. Students in this class must demonstrate a high level of commitment and superior citizenship to be successful. Performances will be given during the semester at concerts, festivals, and contests. This is a select ensemble and performances will be given during the semester at concerts, festivals, and contests. Placement based upon audition.
* **Music Studies**
	+ Provides a study of the basic fundamentals of music. Develops an understanding of rhythmic and melodic notation, scale structure, intervals, and chords. Provides an opportunity for arranging and composing.
* **Orchestra**
	+ Provides instruction for sub non-varsity orchestra students to continue their development of characteristic tone quality, instrumental skills/techniques, music literacy, ear training, and fundamentals at the appropriate level. Attendance at all rehearsals and performances is required. Placement based on audition.
* **Painting**
	+ This course provides basic art instruction to emphasize the fundamentals of painting and to develop skills in painting media and techniques to be applied to the art elements and principles of design. The course provides for a variety of art media and tools with connections to cultural heritage and art history. Emphasis will be upon creating a body of work in this specialized media. Careers will be explored.
* **Photo**
	+ Photography I is an elective high school course designed to provide an advanced photography experience in photography. Students will explore related career areas such as advertising, layout and design, illustration, computer graphics and commercial photography. The course will cover the basics of photography, artistic composition, and working with creative assignments. Students will be challenged to develop group and/or individual projects.
* **Sculpture**
	+ Sculpture II is an elective high school course designed to provide training in the specialized area of sculpture and three-dimensional artwork. Students will explore specific media in sculpture, e.g., wood, paper, recycled materials, stone, clay, and other media. The course will cover the techniques of sculpture, as well as provide opportunities to explore new sculptural techniques and processes. Students will think imaginatively in application of sculpture to create works of art. Elements of art and principles of design will be incorporated in original designs in sculpture, which challenge the students in a variety of ways.
* **Theater**
	+ Introduces students to the basic concepts of theatre and creative expression including improvisation, script and character analysis, beginning playwriting, theatre safety, interdependence of technical areas, theatre appreciation, and audience etiquette. Emphasizes the exploration of theatrical convention and historical styles.
* **Theater & Media**
	+ Extends and Builds on Theatre Arts I-IV AB TEKS and include Film and Media Communications. Designed for students who plan to pursue theatre and or media production/communications at the college and or career level. Focuses on communicating and evaluating in dramatic form, making artistic production choices on stage and media productions, and solving performing, technical and multi-media production problems. Includes activities and assessment projects involving effective use of performance, technical elements such as design, construction, directing, screen and playwriting, as well as multimedia productions. Emphasizes analysis of various types of artistic performances that include but not limited to live and recorded productions, as well as evaluation of career and vocational opportunities in theatre, film, television, and other electronic media. Requires successful completion of at least one classroom/public performance and production, writing activity, or technical project per three weeks approved and monitored by the teacher.

**PHYSICAL EDUCATION:**

* **Competitive Athletics**
	+ Student is required approval from head coach for placement into a specific sport course. In addition, student is required to complete the UIL Pre-Participation Evaluation ─ Medical History form and the UIL Pre-Participation Evaluation-Physical Examination form before participation in any practice before, during, or after school. Fort Worth ISD requires the completion of seven (7) Fort Worth ISD/UIL Pre-Participation forms before participating in athletic class. Forms must be complete before the tenth day of the new school year
* **Junior Reserve Officers Training (JROTC)**
	+ (Introduction to Leadership and Citizenship Development) JROTC is a “world-class”, student-centered, academic leadership program which familiarizes students with the concept of leadership and discusses rights, responsibilities, privileges, and freedoms that underlie good citizenship. Students begin developing appreciation of teamwork through instruction in drill and ceremonies, and wearing of the uniform.
* **Physical Education (PE)**
	+ Provides a balanced program of health- and skill-related fitness activities, cooperative games, wellness concepts, continued social development, rhythmic activities, lead-up activities, lead-up games, and other physical activities that promote knowledge and skills for lifetime leisure and recreational activities. Coordinated health activities are included that integrate health concepts with the physical education standards.

**OTHER ELECTIVES:**

* **Advancement Via Individual Determination (AVID**)
	+ The ninth grade AVID Elective course will serve as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trip and guest speaker preparations and presentations. Their college research will include financial topics and building their knowledge on colleges and careers of interest.
* **AP Computer Science (must have previously taken Algebra 1)**
	+ This course introduces students to the foundational ideas of computer science, while providing exposure to computational content, computational thinking skills, creative aspects of the field and their impact on the world. Students will be provided the opportunity to investigate the innovations in other fields of computing while examining the ethical implications of new computing technologies. The course follows the College Board AP® Computer Science Principles Curriculum Framework. (Teachers teaching this course must be Computer Information Systems and GT certified.) Students may be awarded one LOTE credit or one elective credit for successful completion of this course.
* **Business Info Mag.**
	+ In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.
* **Journalism**
	+ Students will become analytical consumers of media and technology to enhance their communication skills. Writing, technology, visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.
* **Military History**
	+ This course presents a comprehensive U. S. Military History review, providing students an awareness of responsible leadership roles of men and women in past and present history. Students will gain an understanding of U.S. military history and strategy from an intellectual, social, economic and political perspective. Students will apply critical thinking skills to understand the impact of geographic factors, current world events and the role of diplomacy from the perspective of both scholars and from the perspective of those who have fought our wars. Cadet leaders are provided the opportunity to participate in world affairs discussions and seminars, staff rides to military installations, museums, historic battlefields and monuments, panel discussions, community service projects, leadership labs, leadership camps, as well as participation in classroom discussion, and debate projects on local and world events. Students will gain a world-view perspective and a greater appreciation and understanding of culture, history and government.
* **Money Matters**
	+ In Money Matters, students will investigate money management from a personal financial perceptive. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to establish short-term and long-term financial goals. Students will examine various methods of achieving short-term and long-term financial goals through various methods such as investing, tax planning, asset allocating, risk management, retirement planning, and estate planning.
* **Principles of Business, Marketing & Finance**
	+ In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

**PROGRAMS OF STUDY**

* **Accounting & Finance**
	+ Examine, analyze, and interpret accounting records for the purpose of giving advice or preparing statements. Install or advise on systems of recording costs or other financial and budgetary data.
* **Automotive Technology**
	+ The work of automotive service technicians and mechanics has evolved from mechanical repair to a high technology job. As a result, these workers are now usually called “technicians” in automotive services and the term “mechanic” is falling into disuse. Today, integrated electronic systems and complex computers run vehicles and measure their performance while on the road. Technicians must have an increasingly broad base of knowledge about how vehicles’ complex components work and interact, as well as the ability to work with electronic diagnostic equipment and computer-based technical reference materials.
* **Business Information Management**
	+ Business Information Management is an umbrella term covering those careers that provide a bridge between business processes/initiatives and technology. Employees in this area help to align business and technology goals.
* **Cosmetology**
	+ Cosmetology is the study and application of beauty treatment. Branches of specialty include hairstyling, skin care, cosmetics, manicures/pedicures, non-permanent hair removal such as waxing and sugaring, and permanent hair removal processes such as electrology and intense pulsed light.
* **Digital Multimedia & Animation**
	+ Create special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in products or creations, such as computer games, movies, music videos, and commercials.
* **Engineering**
	+ Perform engineering duties in planning, designing, and overseeing construction and maintenance of building structures, and facilities, such as roads, railroads, airports, bridges, harbors, channels, dams, irrigation projects, pipelines, power plants, water and sewage systems, and waste disposal units. Includes architectural, structural, traffic, ocean, and geo-technical engineers.
* **Graphic Design & Illustration**
	+ Design or create graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects.
* **Marketing**
	+ Employees in marketing research are concerned with understanding people and organizations. They collect and analyze many different types of information to design new products, to predict future sales and to position their own company’s strategies against those of its competitors.
* **Teaching & Learning**
	+ In addition to being knowledgeable in their subject, teachers and trainers must have the ability to communicate, inspire trust and confidence, and motivate learners, as trainers must have the ability to communicate, inspire trust and confidence, motivate learners, as well as understand their educational and emotional needs. Teachers must be able to recognize and respond to individual differences in diverse learners and employ different teaching/training methods that will result in higher learner achievement.