# Grand Prairie ISD Course Catalog 2025-2026

# NON-DISCRIMINATION STATEMENT

**The Grand Prairie Independent School District does not discriminate based on race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:**

**Title IX:**
Letycia Fowler
Director of Student Support Services
2602 S. Belt Line Rd.
Grand Prairie, TX 75052
972-237-5426

**Section 504/ADA:**
Kimberly Wilson
Director of Special Services
2602 S. Belt Line Rd.
Grand Prairie, TX 75052
972-237-5301

**All other non-discrimination laws**
Dr. Gabriel Trujillo
Superintendent
2602 S. Belt Line Rd.
Grand Prairie, TX 75052
972.237.4000

**GPISD Disclaimer:**

**The contents of the Course Catalog include all state academic and elective courses offered in GPISD. New course offerings may be added later. Courses will vary among campuses.**

**Specific school-related questions should be directed to campus staff. When a parent or guardian has a question or concern, he or she should contact the person who made the initial decision. After discussing the matter, if the concern continues, the principal should be contacted.**

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# LANGUAGE ARTS AND READING

| Course Name | **English Language Arts and Reading, Grade 6 – 8** | |
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| Course Description | The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance to think critically and adapt to the ever-evolving nature of language and literacy. The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Additionally, students should engage in academic conversations, write, read, and be read to daily with opportunities for cross-curricular content and student choice. | |
| GPISD Course Number(s):<br>6100<br>7100<br>8100 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |

| Course Name | **Advanced English Language Arts and Reading, Grade 6 – 8** | |
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| Course Description | The Advanced English 6-8 courses include all the standards covered in the English Language Arts and Reading courses with an emphasis on preparing students for Advanced and AP high school course success. Beginning in grade 6, Advanced English Language Arts students develop and refine skills in critical thinking, close reading, writing in various genres, and doing research.<br><br>Over the course of the program, they read and analyze a wide range of texts in genres including poetry, novels, plays, biographies, nonfiction narratives, speeches, essays, and films. They also learn to write in forms including essays, personal narratives, argumentative texts such as editorials, and research papers. | |
| GPISD Course Number(s):<br>6160<br>7160<br>8160 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |
| Special Notes | ***The Advanced curriculum will be differentiated with depth, complexity, and/or alternate assessments to meet the needs of identified gifted students.*** | |

| Course Name | **Advanced English I** |
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| Course Description | Students will prepare for close, critical reading of a wide range of materials. The course trains the reader to observe the small details within a text in order to arrive at a deeper understanding of the whole. It also trains the writer to focus on crafting complex sentences as the foundation for writing to facilitate complex thinking and to communicate ideas clearly.<br><br>Students will refine writing skills through compositions that are error-free. Forms of writing will include persuasion, description, and exposition. Multiple genres of world literature will be read, analyzed, and interpreted within historical context. Genres will include stories, drama, novels, and poetry. Diversity will be addressed with multicultural selections throughout these same genres. Students will also learn effective methods of listening and speaking as well as viewing and representing to communicate effectively. |

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| | Students in this course have demonstrated superior skills and are sufficiently motivated to spend extra hours on challenging assignments, including autonomous, self-initiated study. Additional outside and summer reading to prepare for this course will be required. Students will be involved in enrichment activities, seminars, and in-depth study to help prepare them for future AP courses and examinations. | |
| GPISD Course Number(s): 1120 | Credits: 1 | Recommended Grade(s): Middle School |
| Prerequisites | ***This is an accelerated course for high school credit and students must place into this course with an assessment administered by the Advanced Academics department.*** | |
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| Course Name | **English Learners Language Arts (ELLA), Grade 7** | |
| Course Description | This course may be substituted for Grade 7 ELAR and addresses all Grade 7 ELAR TEKS. Students will work towards mastery of grade level ELAR standards and the ELPS. Course content is adapted and scaffolded as appropriate for student language proficiency levels. | |
| GPISD Course Number(s): | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | Students who have been in the country 0-2 years and scored Beginning on TELPAS or LAS Links. Placement is approved by the LPAC Representative.<br><br>Being enrolled in this course does not exempt a student from participating in the STAAR. | |
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| Course Name | **English Learners Language Arts (ELLA), Grade 8** | |
| Course Description | This course may be substituted for Grade 8 ELAR and addresses all Grade 8 ELAR TEKS. Students will work towards mastery of grade level ELAR standards, ESOL standards and the ELPS. Course content is adapted and scaffolded as appropriate for student language proficiency levels.<br><br>Being enrolled in this course does not exempt a student from participating in the STAAR. | |
| GPISD Course Number(s): | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | *Students who have been in the country 0-2 years and scored Beginning on TELPAS or LAS Links. Placement is approved by the LPAC Representative.* | |
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| Course Name | **Reading, Grade 6 – 8** | |
| Course Description | Reading offers students an opportunity to read with competence, confidence, and understanding through instruction in comprehension strategies, word recognition, and vocabulary. Middle school students read, write, listen, speak, and view to learn more about the world around them and to create, clarify, critique, and appreciate ideas and responses. Middle school students complete research projects or locate answers to questions using multiple texts and resources. In addition, middle school students continue to read on their own or listen to texts read aloud for the purpose of enjoyment. Middle school students read both printed texts and electronic media independently, bringing with them various strategies to aid in comprehension. Significant blocks of time are provided for reading both independent- and instructional-level material for varied purposes such as collecting information, learning about and appreciating the | |

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| | writer's craft and discovering models for their own writing. Middle school students respond to texts through various avenues such as talk, print and electronic formats, connecting their knowledge of the world with the text being read. For middle school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning. | |
| GPISD Course Number(s):<br>6225<br>7225<br>8225 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites: | | |

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| Course Name | **Professional Communications** | |
| Course Description | Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. | |
| GPISD Course Number(s)<br>7240 | Credits: 0.5 | Recommended Grade(s): Middle School |
| Prerequisites | | |

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| Course Name | **English I – III** | |
| Course Description | The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance to think critically and adapt to the ever-evolving nature of language and literacy. The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Additionally, students should engage in academic conversations, write, read, and be read to daily with opportunities for cross-curricular content and student choice. | |
| GPISD Course Number(s):<br>1100<br>1200<br>1300 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***Upon completion of English III, students will have met the following FHSP requirement: demonstrated proficiency, as determined by GPISD, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.*** | |

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|---|---|
| Course Name | **Advanced English I** |
| Course Description | Students will prepare for close, critical reading of a wide range of materials. The course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also trains the writer to focus on crafting complex sentences as the foundation for writing to facilitate complex thinking and to communicate ideas clearly. |

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| | Students will refine writing skills through compositions that are error-free. Forms of writing will include persuasion, description, and exposition. Multiple genres of world literature will be read, analyzed, and interpreted within historical context. Genres will include stories, drama, novels, and poetry. Diversity will be addressed with multicultural selections throughout these same genres. Students will also learn effective methods of listening and speaking as well as viewing and representing to communicate effectively.<br><br>Students in this course have demonstrated superior skills and are sufficiently motivated to spend extra hours on challenging assignments, including autonomous, self-initiated study. Additional outside and summer reading to prepare for this course will be required. Students will be involved in enrichment activities, seminars, and in-depth study to help prepare them for future AP courses and examinations. | |
| GPISD Course Number(s): 1120 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***The Advanced Curriculum will be differentiated with depth, complexity, and/or alternate assessments to meet the needs of identified gifted students.*** | |
| Course Name | **Advanced English II** | |
| Course Description | Advanced English II is designed to prepare students for Advanced Placement (AP) coursework and involves the study of selected literary works, rhetorical modes, grammar, vocabulary, and writing mechanics. The organization and development of the multi-paragraph, analytical, and persuasive essay are stressed.<br><br>Students will continue to gain and refine skills in listening, speaking, reading, writing, viewing, and representing. Students will read extensively from a variety of cultures and from a multiple of genres, such as stories, dramas, novels, poetry, essays, and speeches. Within literary readings, students will learn literary forms and terms and will interpret the possible influences of the historical context on a literary work. Students will learn effective communication skills through listening and speaking and viewing and representing.<br><br>Students in this course have demonstrated superior skills and are sufficiently motivated to spend extra hours on challenging assignments, including autonomous, self-initiated study. Additional outside and summer reading to prepare for this course will be required. Students will be involved in enrichment activities, seminars, and in-depth study to help prepare them for future AP courses and examinations. | |
| GPISD Course Number(s): 1220 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***The Advanced Curriculum will be differentiated with depth, complexity, and/or alternate assessments to meet the needs of identified gifted students.*** | |
| Course Name | **English for Speakers of Other Languages (ESOL) I – II** | |
| Course Description | This course may be substituted for English I and addresses all English I TEKS. Students will work towards mastery of grade level ELAR standards, ESOL standards and the ELPS. Course content is adapted and scaffolded as appropriate for student language proficiency levels.<br><br>Being enrolled in this course does not exempt a student from participating in the STAAR. | |

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| GPISD Course Number(s):<br>1130<br>1230 | Credits: 1.0 | Recommended Grade(s): 9-10 |
| Prerequisites | Students who have been in the country 0-2 years and scored Beginning on TELPAS or LAS Links. Placement is approved by the LPAC Representative. | |
| Special Notes | ***Identified students may substitute ESOL I and/or ESOL II for English I and/or English II*** | |
| **Course Name** | **Advanced Placement (AP) English Language and Composition** | |
| Course Description | An AP English Language and Composition course requires students to become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. Both their reading and their writing should make students aware of interactions among a writer's purposes, reader expectations, and an author's propositional content, as well as the genre conventions and the resources of language that contribute to effectiveness in writing. Students will demonstrate proficiency in listening, interpreting, and responding in a variety of situations.<br><br>Students enrolled in this course have demonstrated superior skills and are sufficiently motivated to spend extra hours on challenging assignments, including autonomous, self-initiated study. Additional outside and summer reading to prepare for this course will be required. Students will be involved in enrichment activities, seminars, and in-depth study to help prepare them for the Advanced Placement examination. Students are expected to take the AP exam. The examination tests the students' skills in analyzing the rhetoric of prose passages and asks them to demonstrate their skill in composition by writing essays in various rhetorical modes. The examination allows students the opportunity to earn college credit for certain English courses. | |
| GPISD Course Number(s):<br>1310 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *English II or Advanced English II* | |
| Special Notes | ***Content requirements for Advanced Placement (AP) English Language and Composition are prescribed in the College Board Publication Advanced Placement Course Description: English, published by The College Board.***<br><br>***Upon completion of English III, students will have met the following FHSP requirement: demonstrated proficiency, as determined by GPISD, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and*** | |

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| | ***identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.*** | |
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| **Course Name** | **Dual Credit English III: ENG 1301 – College Reading & Writing** | |
| Course Description | Introduces students to writing as an extended, complex, recursive process and prepares students for English 1302, which more rigorously examines the forms and structures of argument and means to approaching multiple audiences. In 1301 students will write weekly and will work on essay organization and development. The course will emphasize close reading, summarizing, and analysis of expository texts, including student writing. This is a Texas A&M University – Commerce course. | |
| GPISD Course Number(s): 1305Da | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | *College-level ready in Reading and Writing* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.***<br>***Students who successfully complete Dual Credit English III: ENGL 1301-Composition I and Dual Credit English III: ENG 1302-Written Argument/Research and desire to enroll in a college level course the following year may enroll in Dual Credit English IV: ENG 2326-Introduction to Literature followed by Dual Credit English IV: ENG 2331-Literature of Western World.***<br>***Upon completion of English III, students will have met the following FHSP requirement: demonstrated proficiency, as determined by GPISD, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.*** | |
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| Course Name | **Dual Credit English III: ENG 1302 – Written Argument/Research** | |
| Course Description | This course provides students with advanced training in communication skills emphasizing the writing and reading of argumentative prose and adapting writing to alternate audiences. Students will write weekly, including such texts as journals, reading response logs, summaries of argumentative texts, argumentative papers, and longer papers integrating secondary research. Activities include close reading of sample texts, both student and professional. Some sections will emphasize special topics in both reading and writing. This is a Texas A&M University – Commerce course. | |
| GPISD Course Number(s): 1305Db | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | *Grade of C or better in English 1301 or advanced placement or CLEP* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.***<br>***Students who successfully complete Dual Credit English III: ENGL 1301-Composition I and Dual Credit English III: ENG 1302-Written Argument/Research and desire to enroll in a college level course the following year may enroll in Dual Credit English IV: ENG 2326-Introduction to Literature followed by Dual Credit English IV: ENG 2331-Literature of Western World.***<br>***Upon completion of English III, students will have met the following FHSP requirement: demonstrated proficiency, as determined by GPISD, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.*** | |
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| Course Name | **Dual Credit English IV: ENG 1301 – Rhetoric and Composition I – UTA** | |
| Course Description | | |

| GPISD Course Number(s): 1308Da | Credits: 0.5 | Recommended Grade(s): 10-12 |
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| Prerequisites | *College-level ready in Reading and Writing* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.***<br>***This course is designated for students enrolled in our Teacher Academy through our CTE program at South Grand Prairie HS and Grand Prairie HS. This course is offered through the University of Texas at Arlington (UTA).*** | |

| Course Name | **Dual Credit English IV: ENG 1302 – Rhetoric and Composition II – UTA** | |
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| Course Description | | |
| GPISD Course Number(s): 1308Db | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | *College-level ready in Reading and Writing* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.***<br>***This course is designated for students enrolled in our Teacher Academy through our CTE program at South Grand Prairie HS and Grand Prairie HS. This course is offered through the University of Texas at Arlington (UTA).*** | |

| Course Name | **Dual Credit English III: UT OnRamps RHE 306 – Introduction to Rhetoric: Reading, Writing, and Research** | |
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| Course Description | This two-semester, six-credit writing intensive sequence features a fall RHE 306 "Research & Writing" course in argumentation that situates rhetoric as an art of civic discourse, followed by the spring semester RHE 309K "Rhetoric of American Identity" featuring an exciting series of case studies in race, gender, and ethnicity. Over the two courses, students analyze the various positions held in any public debate and learn to advocate their own positions effectively. In the fall, students explore the ethics of argumentation and what it means to represent "fairly" someone with whom they disagree. By the spring, students are ready to analyze and compose arguments about American identity and identity formation, both personal and cultural. The goal is to foster students' abilities to analyze arguments presented by others and to write sound and effective arguments of their own — abilities that contribute meaningfully to their academic, professional, personal, and civic lives. This course is offered through the University of Texas at Austin. | |
| GPISD Course Number(s): 1309Da | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | *English I and English II*<br>*See OnRamps Course Matrix* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.***<br>***Students who successfully complete Dual Credit English III: ENGL 1301-Composition I and Dual Credit English III: ENG 1302-Written Argument/Research and desire to enroll in a college level course the following year may enroll in Dual Credit English IV: ENG 2326-Introduction to Literature followed by Dual Credit English IV: ENG 2331-Literature of Western World.***<br>***Upon completion of English III, students will have met the following FHSP requirement: demonstrated proficiency, as determined by GPISD, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.*** | |

| Course Name | **Dual Credit English III: UT OnRamps RHE 309J – Reading and Writing the Rhetoric of American Identities** |
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| Course Description | This two-semester, six-credit writing intensive sequence features a fall RHE 306 "Research & Writing" course in argumentation that situates rhetoric as an art of civic discourse, followed by the spring semester RHE 309K "Rhetoric of American Identity" featuring an exciting series of case studies in race, gender, and ethnicity. Over the two courses, students analyze the various positions held in any public debate and learn to advocate their own positions effectively. In the fall, students explore the ethics of argumentation and what it means to represent "fairly" someone with whom they disagree. By the spring, students are ready to analyze and compose arguments about American identity and identity formation, both personal and cultural. The goal is to foster students' abilities to analyze arguments presented by others and to write sound and effective arguments of their own — abilities that contribute meaningfully to their academic, professional, personal, and civic lives. This course is offered through the University of Texas at Austin. | |
| GPISD Course Number(s)<br>1309Db | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | *English I and English II*<br>*See OnRamps Course Matrix* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.***<br>***Students who successfully complete Dual Credit English III: ENGL 1301-Composition I and Dual Credit English III: ENG 1302-Written Argument/Research and desire to enroll in a college level course the following year may enroll in Dual Credit English IV: ENG 2326-Introduction to Literature followed by Dual Credit English IV: ENG 2331-Literature of Western World.***<br>***Upon completion of English III, students will have met the following FHSP requirement: demonstrated proficiency, as determined by GPISD, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.*** | |

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| Course Name | **English IV** | |
| Course Description | The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance to think critically and adapt to the ever-evolving nature of language and literacy. The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Additionally, students should engage in academic conversations, write, read, and be read to daily with opportunities for cross-curricular content and student choice. | |
| GPISD Course Number(s)<br>1400 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | | |

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| Course Name | **Advanced Placement (AP) English Literature and Composition** |

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| Course Description | An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Students will demonstrate learned skills through a variety of means including viewing, representing, listening, and speaking. | |
| GPISD Course Number(s): 1410 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *English III or Advanced Placement (AP) English Language and Composition* | |
| Special Notes | ***Content requirements for Advanced Placement (AP) English Literature and Composition are prescribed in the College Board Publication Advanced Placement Course Description: English, published by the College Board.*** | |

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| Course Name | **Dual Credit English IV: ENG 1301 – College Reading & Writing** | |
| Course Description | Introduces students to writing as an extended, complex, recursive process and prepares students for English 1302, which more rigorously examines the forms and structures of argument and means to approaching multiple audiences. In 1301 students will write weekly and will work on essay organization and development. The course will emphasize close reading, summarizing, and analysis of expository texts, including student writing. This is a Texas A&M University – Commerce course. | |
| GPISD Course Number(s): 1405Da | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | *College-level ready in Reading and Writing* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.***<br>***Students who successfully complete Dual Credit English IVI: ENG 1301-Composition I and Dual Credit English IV: ENG 1302-Written Argument/Research and desire to enroll in a college level course the following year may enroll in AP English Literature Dual Credit English: ENG 2326-Introduction to Literature followed by Dual Credit English: ENG 2331-Literature of Western World.***<br>***Upon completion of English IV, students will have met the following FHSP requirement: demonstrated proficiency, as determined by GPISD, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.*** | |

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| Course Name | **Dual Credit English IV: ENG 1302 – Written Argument/Research** | |
| Course Description | Intensive study of and practice in strategies and techniques for developing research-based expository and persuasive texts. The course emphasizes effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources and critical thinking about evidence and conclusions. This is a Texas A&M University – Commerce course. | |
| GPISD Course Number(s): 1405Db | Credits: 0.5 | Recommended Grade(s): 10-12 |

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| Prerequisites | *Dual Credit ENG 1301 - College Reading & Writing* |
| Special Note | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.***<br>***Students who successfully complete Dual Credit English IVl: ENG 1301-Composition I and Dual Credit English IV: ENG 1302-Written Argument/Research and desire to enroll in a college level course the following year may enroll in AP English Literature Dual Credit English: ENG 2326-Introduction to Literature followed by Dual Credit English: ENG 2331-Literature of Western World.***<br>***Upon completion of English IV, students will have met the following FHSP requirement: demonstrated proficiency, as determined by GPISD, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.*** |

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| Course Name | **Dual Credit English IV: ENG 1301 – Rhetoric and Composition I – UTA** | |
| Course Description | | |
| GPISD Course Number(s): 1408Da | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | *College-level ready in Reading and Writing* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.***<br>***This course is designated for students enrolled in our Teacher Academy through our CTE program. This course is offered through the University of Texas at Arlington (UTA).*** | |

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| Course Name | **Dual Credit English IV: ENG 1302 – Rhetoric and Composition II – UTA** | |
| Course Description | | |
| GPISD Course Number(s): 1408Db | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | *College-level ready in Reading and Writing* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.***<br>***This course is designated for students enrolled in our Teacher Academy through our CTE program. This course is offered through the University of Texas at Arlington (UTA).*** | |

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| Course Name | **Dual Credit English IV: UT OnRamps RHE 306 – Research and Writing** |
| Course Description | This two-semester, six-credit writing intensive sequence features a fall RHE 306 “Research & Writing” course in argumentation that situates rhetoric as an art of civic discourse, followed by the spring semester RHE 309K “Rhetoric of American Identity” featuring an exciting series of case studies in race, gender, and ethnicity. Over the two courses, students analyze the various positions held in any public debate and learn to advocate their own positions effectively. In the fall, students explore the ethics of argumentation and what it means to represent “fairly” someone with whom they disagree. By the spring, students are ready to analyze and compose arguments about American identity and identity formation, both personal and cultural. The goal is to foster students’ abilities to analyze arguments presented by others and to write sound and effective arguments of their own — abilities that contribute meaningfully to their academic, professional, personal, and civic lives. This course is offered through the University of Texas at Austin. |

| GPISD Course Number(s): 1409Da | Credits: 0.5 | Recommended Grade(s): 11-12 |
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| Prerequisites | *English I and English II*<br>*See OnRamps Course Matrix* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.***<br>***Students who successfully complete Dual Credit English III: ENGL 1301-Composition I and Dual Credit English III: ENG 1302-Written Argument/Research and desire to enroll in a college level course the following year may enroll in Dual Credit English IV: ENG 2326-Introduction to Literature followed by Dual Credit English IV: ENG 2331-Literature of Western World.***<br>***Upon completion of English III, students will have met the following FHSP requirement: demonstrated proficiency, as determined by GPISD, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.*** | |

| Course Name | **Dual Credit English IV: UT OnRamps RHE 309J – Reading and Writing the Rhetoric of American Identities** | |
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| Course Description | This two-semester, six-credit writing intensive sequence features a fall RHE 306 "Research & Writing" course in argumentation that situates rhetoric as an art of civic discourse, followed by the spring semester RHE 309K "Rhetoric of American Identity" featuring an exciting series of case studies in race, gender, and ethnicity. Over the two courses, students analyze the various positions held in any public debate and learn to advocate their own positions effectively. In the fall, students explore the ethics of argumentation and what it means to represent "fairly" someone with whom they disagree. By the spring, students are ready to analyze and compose arguments about American identity and identity formation, both personal and cultural. The goal is to foster students' abilities to analyze arguments presented by others and to write sound and effective arguments of their own — abilities that contribute meaningfully to their academic, professional, personal, and civic lives. This course is offered through the University of Texas at Austin. | |
| GPISD Course Number(s): 1409Db | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | *English I and English II*<br>*See OnRamps Course Matrix* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.***<br>***Students who successfully complete Dual Credit English III: ENGL 1301-Composition I and Dual Credit English III: ENG 1302-Written Argument/Research and desire to enroll in a college level course the following year may enroll in Dual Credit English IV: ENG 2326-Introduction to Literature followed by Dual Credit English IV: ENG 2331-Literature of Western World.***<br>***Upon completion of English III, students will have met the following FHSP requirement: demonstrated proficiency, as determined by GPISD, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.*** | |

| Course Name | **Dual Credit English IV: ENGL 2326 Intro to Literature** | |
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| Course Description | An introduction to the three major genres of literature: poetry, drama, and fiction. The course is designed to develop critical thinking habits, and the student may be required to make analyses and value judgments based on critical thought. This is a Texas A&M University – Commerce course. | |
| GPISD Course Number(s): 1407Da | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | *English 1302* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.***<br>***Students who successfully complete Dual Credit English IV: ENG 1301-Composition I and Dual Credit English IV: ENG 1302-Written Argument/Research and desire to enroll in a college level course the following year may enroll in AP English Literature Dual Credit English: ENG 2326-Introduction to Literature followed by Dual Credit English: ENG 2331-Literature of Western World.***<br>***Upon completion of English IV, students will have met the following FHSP requirement: demonstrated proficiency, as determined by GPISD, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.*** | |

| Course Name | **Dual Credit English IV: ENG 2331 – Literature of Western World** |
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| Course Description | A study of selected works of fiction, poetry, and drama in the literature of western civilization from classical times to the present. Authors covered may include Sophocles, Virgil, Dante, Voltaire, Goethe, Dostoevsky, Tolstoy, Mann, and Eliot. This is a Texas A&M University – Commerce course. | |
| GPISD Course Number(s): 1407Db | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | *English 1302* | |

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| Special Notes | | |
| **Course Name** | **Dual Credit English IV: ENGL 2332 – World Literature I** | |
| Course Description | A survey of world literature from the ancient world through the sixteenth century. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. For repeatability purposes, students who take English 2331 should not also take English 2332 or 2333. (3 Lec.) | |
| GPISD Course Number(s): 1420Da | Credits: 0.5 | Recommended Grade(s): 12 |
| Prerequisites | *Dual Credit English 1301 – Composition I and Dual Credit English 1302 – Composition II* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.***<br>***Students who have successfully completed Dual Credit English III and desire to enroll in a college level course the following year may enroll in AP Literature, or Dual Credit English IV: ENG 2322 followed by Dual Credit English IV: ENG 2323.*** | |
| **Course Name** | **Dual Credit English IV: ENGL 2333 – World Literature II** | |
| Course Description | A survey of world literature from the seventeenth century to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. For repeatability purposes, students who take English 2331 should not also take English 2332 or 2333. (3 Lec.) | |
| GPISD Course Number(s): 1420Db | Credits: 0.5 | Recommended Grade(s): 12 |
| Prerequisites | *Dual Credit English 1301 – Composition I and Dual Credit English 1302 – Composition II* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.***<br>***Students who have successfully completed Dual Credit English III and desire to enroll in a college level course the following year may enroll in AP Literature, or Dual Credit English IV: ENG 2322 followed by Dual Credit English IV: ENG 2323.*** | |
| **Course Name** | **Independent Study in English** | |
| Course Description | Students enrolled in Independent Study in English will focus on a specialized area of study such as the work of a particular author or genre. Students will read and write in multiple forms for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written compositions on a regular basis and carefully examine their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. A student research/product must be presented before a panel of professionals or approved by the student's mentor. | |
| GPISD Course Number(s): 1495 | Credits: 0.5 to 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| **Course Name** | **Literary Genres** | |
| Course Description | Students enrolled in Literary Genres will spend time analyzing the fictional and poetic elements of literary texts and read to appreciate the writer's craft. High school students will discover how | |

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| | well written literary text can serve as models for their own writing. High school students respond to oral, written, and electronic text to connect their knowledge of the world. | |
| GPISD Course Number(s): 1481 | Credits: 0.5 to 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Course Name | **Creative Writing** | |
| Course Description | The study of creative writing allows high school students to earn one-half to one credit while developing versatility as writers. Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fiction, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course can analyze and discuss published and unpublished pieces of writing, develop peer and self-assessments for effective writing, and set their own goals as writers. | |
| GPISD Course Number(s): 1484 | Credits: 0.5 to 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Course Name | **Research and Technical Writing** | |
| Course Description | The study of technical writing allows high school students to earn one-half to one credit while developing skills necessary for writing persuasive and informational texts. This rigorous composition course asks high school students to skillfully research a topic or a variety of topics and present that information through a variety of media. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course can analyze and discuss published and unpublished pieces of writing, develop, and apply criteria for effective writing, and set their own goals as writers. | |
| GPISD Course Number(s): 1482 | Credits: 0.5 to 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Course Name | **Dual Credit Research and Technical Writing: ENGL 2311** | |
| Course Description | The study of technical writing allows high school students to earn one-half to one credit while developing skills necessary for writing persuasive and informational texts. This rigorous composition course asks high school students to skillfully research a topic or a variety of topics and present that information through a variety of media. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course can analyze and discuss published and unpublished pieces of writing, develop, and apply criteria for effective writing, and set their own goals as writers. | |
| GPISD Course Number(s): 1482De | Credits: 0.5 to 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *College-level ready in Reading and Writing* | |
| Course Name | **Public Speaking III** | |
| Course Description | To have full participation in the civic process, students must have a good understanding of public dialogue. Students must learn the concepts and skills related to preparing and presenting public | |

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| | messages and to analyzing and evaluating the messages of others. Within this process, students will gain skills in reading, writing, speaking, listening, and thinking and will examine areas such as invention, organization, style, memory, and delivery. | |
| GPISD Course Number(s): 1595 | Credits: 1.0 | Recommended Grade(s): 12 |
| Prerequisites | | |
| Course Name | **Oral Interpretation III** | |
| Course Description | Literature and its presentation are integral to understanding the cultural aspects of a society. Students in Oral Interpretation I, II, and III will select, research, analyze, adapt, interpret, and perform literary texts as a communication art. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated. | |
| GPISD Course Number(s): 1598 | Credits: 1.0 | Recommended Grade(s): 12 |
| Prerequisites | | |
| Course Name | **Debate III** | |
| Course Description | Controversial issues arise in aspects of personal, social, public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues. | |
| GPISD Course Number(s): 1592 | Credits: 1.0 | Recommended Grade(s): 12 |
| Prerequisites | | |
| Course Name | **Advanced Broadcast Journalism III** | |
| Course Description | Students need to be critical viewers, consumers, and producers of media. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development. High school students enrolled in this course will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product. | |
| GPISD Course Number(s): 1709 | Credits: 0.5 to 1.0 | Recommended Grade(s): 12 |
| Prerequisites | | |
| Course Name | **Advanced Journalism: Newspaper III** | |
| Course Description | Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine, students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply journalistic ethics and standards. Published works of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine | |

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| | will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media. | |
| GPISD Course Number(s): 1726 | Credits: 0.5 to 1.0 | Recommended Grade(s): 12 |
| Prerequisites | | |
| Course Name | **Advanced Journalism: Yearbook III** | |
| Course Description | Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine, students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply journalistic ethics and standards. Published works of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media. | |
| GPISD Course Number(s): 1716 | Credits: 0.5 to 1.0 | Recommended Grade(s): 12 |
| Prerequisites | | |
| Course Name | **Business English** | |
| Course Description | Business English is a fourth year CTE course where students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts for business reproduction. | |
| GPISD Course Number(s): 7260 | Credits: 1.0 | Recommended Grade(s): 12 |
| Prerequisites | *English III*<br>*Recommended prerequisite(s): Touch Systems Data Entry* | |
| Special Notes | ***Business English is not accepted as an NCAA core course.*** | |
| Course Name | **Transitioning to College English** | |
| Course Description | This course is designed to increase the college readiness of current high school students in English Language Arts. This course provides foundation work in the areas of reading and writing for the student who intends to advance to college- level work. This course content includes three required assignments to develop and apply reading and writing skills deemed essential for potential college students. These assignments include expository, persuasive, and text-dependent reading and writing through literary criticism. The goal of these three large assignments is to create a workshop environment in the classroom in which students can participate in ongoing study of reading and writing. Students are encouraged to maintain a portfolio of these three assignments/artifacts throughout the college application process. | |
| GPISD Course Number(s): 1499 | Credits: 1.0 | Recommended Grade(s): 12 |
| Prerequisites | | |

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| Special Notes | ***A student who successfully completes this English Language Arts College Preparatory Course may use the credit earned to satisfy the advanced English Language Arts curriculum requirement for the Foundation High School Program. In addition, successful completion of this course qualifies a student for a one-year exemption from TSI testing within the partnering school group.***<br><br>***Transitioning to College English cannot be used to satisfy a core course requirement for student-athletes going to Division I Universities.*** |

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| Course Name | **Reading I – III** | |
| Course Description | Reading I, II, and III offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional- and independent-level texts that cross the content areas. | |
| GPISD Course Number(s):<br>1012<br>1013<br>1014 | Credits: 0.5 to 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |

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| Course Name | **College Readiness and Study Skills** | |
| Course Description | High school students who require or request additional honing of the study skills, especially as the students prepare for the demands of college, may enroll in the one-semester course titled College Readiness and Study Skills. In this course, students acquire techniques for learning from texts, including studying word meanings, identifying, and relating key ideas, drawing and supporting inferences, and reviewing study strategies. In all cases, interpretations and understandings will be presented through varying forms, including through use of available technology. Students accomplish many of the objectives through wide reading as well as the use of content texts in preparation for post-secondary schooling. | |
| GPISD Course Number(s):<br>1486 | Credits: 0.5 | Recommended Grade(s): 9-12 |
| Prerequisites | | |

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| Course Name | **Practical Writing Skills** | |
| Course Description | The study of writing allows high school students to earn one-half to one credit while developing skills necessary for practical writing. This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing as well as the writing of others ensures that students completing this course are able to analyze and evaluate their writing. | |
| GPISD Course Number(s):<br>1485 | Credits: 0.5 to 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |

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| Course Name | **Public Speaking I – II** |
| Course Description | To have full participation in the civic process, students must have a good understanding of public dialogue. Students must learn the concepts and skills related to preparing and presenting public messages and to analyzing and evaluating the messages of others. Within this process, students will gain skills in reading, writing, speaking, listening, and thinking and will examine areas such as invention, organization, style, memory, and delivery. |

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| GPISD Course Number(s):<br>1593<br>1594 | Credits: 0.5 to 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
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| Course Name | **Oral Interpretation I – II** | |
| Course Description | Literature and its presentation are integral to understanding the cultural aspects of a society. Students in Oral Interpretation I, II, and III will select, research, analyze, adapt, interpret, and perform literary texts as a communication art. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated. | |
| GPISD Course Number(s):<br>1596<br>1597 | Credits: 0.5 to 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
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| Course Name | **Debate I – II** | |
| Course Description | Controversial issues arise in aspects of personal, social, public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues. | |
| GPISD Course Number(s):<br>1590<br>1591 | Credits: 0.5 to 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
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| Course Name | **Journalism** | |
| Course Description | Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Journalism, students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Published works of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing. | |
| GPISD Course Number(s):<br>1700 | Credits:0.5 to 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
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| Course Name | **Advanced Broadcast Journalism I – II** | |
| Course Description | Students need to be critical viewers, consumers, and producers of media. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development. High school students enrolled in this course will apply and use their journalistic skills for a variety of purposes. Students will learn the laws and ethical considerations that affect broadcast journalism; learn the role and function of broadcast journalism; critique and analyze the significance of visual representations; and learn to produce by creating a broadcast journalism product. | |

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| GPISD Course Number(s):<br>1707<br>1708 | Credits: 0.5 to 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Course Name | **Photojournalism** | |
| Course Description | Students enrolled in Photojournalism communicate in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, interpret, and critique visual representation, carefully examining their product to ensure its suitability for publication. Students will become analytical consumers of media and technology to enhance their communication skills. Students will study the laws and ethical considerations that impact photography. Published photos of professional photojournalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, and produce effective visual representations. Students enrolled in this course will refine and enhance their journalistic skills and plan, prepare, and produce photographs for a journalistic publication, whether print, digital, or online media. | |
| GPISD Course Number(s):<br>1702 | Credits: 0.5 to 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Course Name | **Advanced Journalism: Newspaper I – II** | |
| Course Description | Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine, students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply journalistic ethics and standards. Published works of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media. | |
| GPISD Course Number(s):<br>1720<br>1722 | Credits: 0.5 to 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Course Name | **Advanced Journalism: Yearbook I – II** | |
| Course Description | Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine, students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply journalistic ethics and standards. Published works of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media. | |

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| GPISD Course Number(s):<br>1710<br>1713 | Credits: 0.5 to 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |

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| Course Name | **Advanced Journalism: Literary Magazine I** | |
| Course Description | Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine, students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply journalistic ethics and standards. Published works of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media. | |
| GPISD Course Number(s):<br>1488 | Credits: 0.5 to 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |

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| Course Name | **AP Research** | |
| Course Description | In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. | |
| GPISD Course Number(s):<br>1496 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *AP Seminar* | |
| Special Notes | ***This course is part of the College Board AP Capstone program.*** | |

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| Course Name | **AP Seminar** | |
| Course Description | AP Seminar is a foundational course that aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. | |
| GPISD Course Number(s):<br>1497 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***This course is part of the College Board AP Capstone program.*** | |

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| Course Name | **Dual Credit Speech: Introduction to Speech Communication – SPCH 1311** | |
| Course Description | Theory and practice of speech communication behavior in one-to-one, small group, and public communication situations are introduced. Students learn more about themselves, improve skills in communicating with others and prepare and deliver formal public speeches. | |
| GPISD Course Number(s):<br>1505D | Credits: 0.5 | Recommended Grade(s): 9-12 |
| Prerequisites | ***ECHS Course; College-level ready in Reading and Writing*** | |

| Course Name | **Dual Credit Speech**: **SPCH 1315** | |
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| Course Description | An introductory course to develop the student's skills, knowledge, and understanding of the public speaking process. Topics include the principles of reasoning, audience analysis, collection of materials, outlining, and delivery. Emphasis is on the oral presentation of well-prepared speeches, using computer technology when appropriate. | |
| GPISD Course Number(s): 1507D | Credits: 0.5 | Recommended Grade(s): 9-12 |
| Prerequisites | ***ECHS Course; College-level ready in Reading and Writing*** | |

| Course Name | **Dual Credit Learning Frameworks: EDUC 1300** | |
|---|---|---|
| Course Description | This interdisciplinary course addresses (1) research and theory in learning, cognition, and motivation; (2) factors that impact learning; and (3) application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply learning skills discussed in the course. Students developing these skills should be able to continually draw from the theoretical models. Critical thinking serves as the foundation for different thematic approaches using a variety of academic disciplines. | |
| GPISD Course Number(s): 1030De | Credits: 0.5 | Recommended Grade(s): 9-12 |
| Prerequisites | ***ECHS Course*** | |

# MATHEMATICS

| Course Name | **Mathematics, Grade 6 – 8** | |
|---|---|---|
| Course Description | The primary focal areas in middle school are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalizing procedures from measurement experiences, and using the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology. Students will also study personal financial literacy by applying mathematical process standards to develop an awareness of economic issues and a method for problem solving that is useful in life as a knowledgeable consumer and investor. | |
| GPISD Course Number(s):<br>6300<br>7300<br>8300 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |

| Course Name | **Middle School Advanced Mathematics I, Grade 6** | |
|---|---|---|
| Course Description | The Middle School Advanced Math 1 course includes all the material covered in the Mathematics Grade 6 course and vertically aligned mathematics grade 7 topics with an emphasis on preparing students for Advanced and AP high school course success. | |
| GPISD Course Number(s):<br>6360 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |

| **Course Name** | **Middle School Advanced Mathematics II, Grade 7** | |
|---|---|---|
| Course Description | The Middle School Advanced Math 2 course includes all of the material covered in the Mathematics Grade 8 course, and the Grade 7 material not covered in Middle School Advanced Math 1, with an emphasis on preparing students for Advanced and AP high school course success. | |
| GPISD Course Number(s):<br>7360 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | *Middle School Advanced Math I* | |

| **Course Name** | **Advanced Mathematics, Grade 8** |
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| Course Description | The Advanced Mathematics 8 course includes all of the material covered in the Mathematics Grade 8 course with an emphasis on preparing students for Advanced and AP high school course success. |

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| GPISD Course Number(s): 8360 | Credits: 0 | Recommended Grade(s): Middle School |

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| Prerequisites | |

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| **Course Name** | **Advanced Algebra I** | |
| Course Description | The middle school Algebra I course is an accelerated offering for students who demonstrate mastery of standards set by the Algebra I Placement Exam.<br><br>Students will study linear, quadratic, and exponential functions and their related transformation, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. | |
| GPISD Course Number(s): 2120 | Credits: 1.0 | Recommended Grade(s): Middle School |
| Prerequisites | *Algebra I Placement Exam* | |

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| **Course Name** | **Algebra I** | |
| Course Description | Students will build on the knowledge and skills for mathematics in grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. | |
| GPISD Course Number(s): 2100 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |

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| **Course Name** | **Sheltered Algebra I** | |
| Course Description | This course addresses all the Algebra I TEKS. Sheltered classes provide accommodations for English learners through EL teaching strategies without modifying the content. This course covers the same concepts, knowledge, and skills covered in the general curriculum | |
| GPISD Course Number(s): | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *Must be enrolled in ESOL I or II. Placement approved by LPAC Representative.* | |

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| **Course Name** | **Geometry** |

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| Course Description | In this course the focus will be on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence, similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. In the logical arguments and constructions strand, students are expected to create formal constructions using a straightedge and compass. Though this course is primarily Euclidean geometry, students should complete the course with an understanding that non-Euclidean geometries exist. In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric figures. Throughout the standards, the term "prove" means a formal proof to be shown in a paragraph, a flowchart, or two-column formats. Proportionality is the unifying component of the similarity, proof, and trigonometry strand. Students will use their proportional reasoning skills to prove and apply theorems and solve problems in this strand. The two- and three-dimensional figure strand focuses on the application of formulas in multi-step situations since students have developed background knowledge in two- and three-dimensional figures. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles. Due to the emphasis of probability and statistics in the college and career readiness standards, standards dealing with probability have been added to the geometry curriculum to ensure that students have proper exposure to these topics before pursuing their post-secondary education. | |
| GPISD Course Number(s): 2200 | Credits: 1.0 | Recommended Grade(s): 9-10 |
| Prerequisites | | |
| Special Notes | ***Geometry may be taken concurrently with Algebra I*** | |

| Course Name | **Advanced Geometry** |
|---|---|
| Course Description | The Advanced Geometry course is a more rigorous Geometry course that prepares students for Advanced Algebra II. The focus will be on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, |

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| | proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. In the logical arguments and constructions strand, students are expected to create formal constructions using a straightedge and compass. Though this course is primarily Euclidean geometry, students should complete the course with an understanding that non-Euclidean geometries exist. In proof and congruence, student will use deductive reasoning to justify, prove and apply theorems about geometric figures. Throughout the standards, the term "prove" means a formal proof to be shown in a paragraph, a flowchart, or two-column formats. Proportionality is the unifying component of the similarity, proof, and trigonometry strand. Students will use their proportional reasoning skills to prove and apply theorems and solve problems in this strand. The two- and three-dimensional figure strand focuses on the application of formulas in multi-step situations since students have developed background knowledge in two- and three-dimensional figures. Using patterns to identify geometric properties, students will apply theorems about circles to determine relationships between special segments and angles in circles. Due to the emphasis of probability and statistics in the college and career readiness standards, standards dealing with probability have been added to the geometry curriculum to ensure students have proper exposure to these topics before pursuing their post-secondary education. | |
| GPISD Course Number(s): 2220 | Credits: 1.0 | Recommended Grade(s): 9-10 |
| Prerequisites | | |
| Special Notes | ***Advanced Geometry may be taken concurrently with Algebra I*** | |

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| Course Name | **Algebra II** | |
| Course Description | Students will build on the knowledge and skills for mathematics in grades K-8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. | |
| GPISD Course Number(s): 2300 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *Algebra I* | |

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| Course Name | **Advanced Algebra II** |
| Course Description | The Advanced Algebra II course is a more rigorous Algebra II course that better prepares students for Advanced Precalculus. Students will build on the knowledge and skills for mathematics in grades K-8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. |
| Prerequisites | *Algebra I* |

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| Course Name | **Precalculus** |
| Course Description | Precalculus is the preparation for calculus. The course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems. |

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| GPISD Course Number(s): 2400 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *Algebra I, Algebra II, and Geometry* | |

| Course Name | **Advanced Precalculus** | |
|---|---|---|
| Course Description | Advanced Precalculus is recommended for students planning to take AP Calculus. The course approaches topics from a functional point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems. | |
| GPISD Course Number(s): 2420 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *Algebra I, Algebra II, and Geometry* | |

| Course Name | **Mathematical Models with Applications** | |
|---|---|---|
| Course Description | Mathematical Models with Applications is designed to build on the knowledge and skills for mathematics in grades K-8 and Algebra I. This mathematics course provides a path for students to succeed in Algebra II and prepares them for various post-secondary choices. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects; manipulatives; technology, including graphing calculators, data collection devices, and computers; and paper and pencil and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems. | |
| GPISD Course Number(s): 2900 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Algebra I* | |
| Special Notes | ***Mathematical Models with Applications does not satisfy the 4th math credit required to earn an endorsement.*** | |

| Course Name | **Independent Study in Mathematics I** | |
|---|---|---|
| Course Description | Students will extend their mathematical understanding beyond the Algebra II level in a specific area or areas of mathematics such as theory of equations, number theory, non-Euclidean geometry, linear algebra, advanced survey of mathematics, or history of mathematics. | |
| GPISD Course Number(s): 2385 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Geometry and Algebra II* | |

| Course Name | **Advanced Quantitative Reasoning** |
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| Course Description | Students will develop and apply skills necessary for college, careers, and life. Course content consists primarily of applications of high school mathematics concepts to prepare students to become well educated and highly informed 21st-century citizens. Students will develop and apply reasoning, planning, and communication skills to make decisions and solve problems in applied situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, and discrete mathematics. |

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| GPISD Course Number(s): 2450 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Algebra I, Algebra II, and Geometry* | |

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|---|---|---|
| Course Name | **Algebraic Reasoning** | |
| Course Description | Students will build on the knowledge and skills for mathematics in K-8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets. | |
| GPISD Course Number(s): 2151 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Algebra I* | |
| Special Notes | ***Algebraic Reasoning cannot be used to satisfy a math core course requirement for student-athletes going to Division I Universities.*** | |

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| Course Name | **Statistics** | |
| Course Description | Students will build on the knowledge and skills for mathematics in grades K-8 and Algebra I. Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis. | |
| GPISD Course Number(s): 2701 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Algebra I* | |

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| Course Name | **Engineering Mathematics** | |
| Course Description | Engineering Mathematics is a course where students solve and model design problems. Students will use a variety of mathematical methods and models to represent and analyze problems that represent a range of real-world engineering applications such as robotics, data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and computer programming. | |
| GPISD Course Number(s): 7755 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Algebra II* | |

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|---|---|---|
| Course Name | **Statistics and Business Decision Making** | |
| Course Description | Statistics and Business Decision Making is a CTE 4th-year math course where students will use a variety of graphic and numerical techniques to analyze patterns and departures from patterns to identify and manage risk that could impact an organization. Students will use probability as a tool for anticipating and forecasting data within business models to make decisions. Students will determine the appropriateness of methods used to collect data to ensure that conclusions are valid. | |
| GPISD Course Number(s): 7363 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Algebra II*<br>*Recommended prerequisite: Accounting I* | |

| Course Name | **Mathematics for Medical Professionals** | |
|---|---|---|
| Course Description | By embedding statistics, probability, and finance, while focusing on fluency and solid understanding in medical mathematics, students will extend and apply mathematical skills necessary for health science professions. Course content consists primarily of high school level mathematics concepts and their applications to health science professions. | |
| GPISD Course Number(s): 7460 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Geometry and Algebra II* | |

| Course Name | **Mathematical Applications in Agriculture, Food, and Natural Resources** | |
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| Course Description | Mathematical Applications in Agriculture, Food, and Natural Resources s a CTE 3rd-year math course to be prepared for careers in agriculture, food, and natural resources, students must acquire technical knowledge in the discipline as well as apply academic skills in mathematics. Students should apply knowledge and skills related to mathematics, including Algebra, Geometry and data analysis in the context of agriculture, food, and natural resources. To prepare for success, students are afforded opportunities to reinforce, apply, and transfer their knowledge and skills related to mathematics in a variety of contexts. | |
| GPISD Course Number(s): 7130 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Algebra I*<br>*Recommended prerequisite: A minimum of one credit from the courses in the Agriculture, Food, and Natural Resource cluster* | |
| Special Notes | ***Mathematical Applications in AFNR does not satisfy the 4th math credit required to earn an endorsement.*** | |

| Course Name | **Digital Electronics** | |
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| Course Description | From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices. | |
| GPISD Course Number(s): 7902 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Algebra I and Geometry* | |
| Special Notes | ***Digital Electronics does not satisfy the 4th math credit required to earn an endorsement.*** | |

| Course Name | **Financial Mathematics** | |
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| Course Description | Financial Mathematics is a CTE 3rd-year math course about personal money management. Students will apply critical thinking skills to analyze personal financial decisions based on current and projected economic factors. | |
| GPISD Course Number(s): 7083 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Algebra I* | |
| Special Notes | ***Financial Mathematics does not satisfy the 4th math credit required to earn an endorsement.***<br>***Financial Mathematics cannot be used to satisfy a math core course requirement for student-athletes going to Division I Universities.*** | |

| **Course Name** | **Accounting II** |
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| Course Description | Students continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision-making. |

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| GPISD Course Number(s): 7362 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Accounting I* | |
| Special Notes | ***Accounting II does not satisfy the 4th math credit required to earn an endorsement.*** | |

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| Course Name | **Robotics II** | |
| Course Description | In Robotics II, students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs. | |
| GPISD Course Number(s): 7772 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Robotics I* | |
| Special Notes | ***Robotics II does not satisfy the 4th math credit required to earn an endorsement.*** | |

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| Course Name | **Transitioning to College Mathematics** | |
| Course Description | This course provides foundation work in mathematics for the student who intends to advance to college-level work. This course content includes real numbers, symbolic representation, graphing linear equations, basic Geometry, rational expressions and equations, and functions. Calculator use is not allowed in specific modules or on final examination and will be allowed in limited use during other modules. | |
| GPISD Course Number(s): 2999 | Credits: 1.0 | Recommended Grade(s): 12 |
| Prerequisites | | |
| Special Notes | ***A student who successfully completes this Mathematics College Preparatory Course may use the credit earned to satisfy the advanced Mathematics curriculum requirement for the Foundation High School Program.***<br>***Transitioning to College Math cannot be used to satisfy a math core course requirement for student-athletes going to Division I Universities.*** | |

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| Course Name | **Advanced Placement (AP) Statistics** | |
| Course Description | Students develop analytical and critical thinking skills as they learn to describe data patterns and departures from patterns, plan and conduct studies, use probability and simulation to explore random phenomena, estimate population parameters, test hypotheses, and make statistical inferences. | |
| GPISD Course Number(s): 2700 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Algebra II* | |
| Special Notes | ***Content requirements for Advanced Placement (AP) Statistics are prescribed in the College Board Publication Advanced Placement Course Description: Statistics, published by The College Board.*** | |

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| Course Name | **Advanced Placement (AP) Pre-Calculus** |
| Course Description | Students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world.<br>AP Precalculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. |

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| GPISD Course Number(s): | Credits: 1.0 | Recommended Grade(s): *8-12 |
| Prerequisites | *Geometry and Algebra 2* | |
| Special Notes | ***Note: This course is not a prerequisite for and does not have to be followed by AP Calculus AB or BC.***<br>****Students who take Algebra 2 before entering high school are eligible to take this course.*** | |

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| Course Name | **Advanced Placement (AP) Calculus AB** |
| Course Description | AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. |

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| GPISD Course Number(s): A3100101 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Precalculus* | |
| Special Notes | ***Students may choose to take AB or BC but it is not required that students take both courses consecutively.***<br><br>***College Board Special Score Structure: We recommend to colleges that universities treat the Calculus AB subscore on the Calculus BC Exam the same way they would treat an AP Calculus AB Exam score, since common topics are tested at the same conceptual level in both Calculus AB and Calculus BC.*** | |

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| Course Name | **Advanced Placement (AP) Calculus BC** |
| Course Description | Students explore the key concepts, methods, and applications of single-variable calculus including all topics covered in AP Calculus AB (functions, graphs, and limits, derivatives, integrals, and the Fundamental Theorem of Calculus) as well as additional topics in differential and integral calculus, such as parametric, polar and vector functions, and series. |

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| GPISD Course Number(s): 2600 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Precalculus* | |
| Special Notes | ***Students may choose to take AB or BC but it is not required that students take both courses consecutively.***<br><br>***College Board Special Score Structure: We recommend to colleges that universities treat the Calculus AB subscore on the Calculus BC Exam the same way they would treat an AP Calculus AB Exam score, since common topics are tested at the same conceptual level in both Calculus AB and Calculus BC.*** | |

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| Course Name | **Advanced Placement (AP) Computer Science A** |
| Course Description | The design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science. This includes the development and analysis of algorithms and fundamental data structures and the use of logic and formal methods. |

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| GPISD Course Number(s): 7005 | Credits: 1.0 | Recommended Grade(s): 11-12 |

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| Prerequisites | *Computer Science I, Algebra II, or a student should be comfortable with functions and the concepts found in the uses of functional notation such as f(x) = x + 2 and f(x) = g(h(x)).* |

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| Special Notes | ***Students enroll in AP Computer Science Math and AP Computer Science LOTE simultaneously.***<br>***Content requirements for Advanced Placement (AP) Computer Science A are prescribed in the College Board Publication Advanced Placement Course Description: Computer Science A, published by The College Board.*** | |
| Course Name | **Dual Credit Statistics: Math 2442** | |
| Course Description | Collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended. This course is cross-listed as MATH 2342. The student may register for either MATH 2342 or MATH 2442 but may receive credit for only one of the two. | |
| GPISD Course Number(s): 2701De | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | *Algebra I*<br>*College-level ready in Mathematics* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.*** | |
| Course Name | **Dual Credit Pre-Calculus: Math 1314/1414 – College Algebra** | |
| Course Description | This course is an in-depth study and applications of polynomial, rational, radical, exponential, logarithmic, absolute value and piecewise-defined functions, and systems of equations using matrices. Also covered are the graphing calculator, nonlinear inequalities, sequences and series, circles, the Binomial Theorem and a review of the classification of the real number system. | |
| GPISD Course Number(s): 2404Da | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | *College-level ready in Mathematics* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.*** | |
| Course Name | **Dual Credit Pre-Calculus: Math 1316 – Plane Trigonometry** | |
| Course Description | In depth study and applications of trigonometry including definitions, identities, inverse functions, solutions of equations, graphing, and solving triangles. Additional topics such as vectors, polar coordinates, and parametric equations may be included. | |
| GPISD Course Number(s): 2404Db | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | *MATH 1314 or equivalent* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.*** | |
| Course Name | **Dual Credit Advanced Quantitative Reasoning** | |
| Course Description | Topics may include introductory treatments of sets, logic, number systems, number theory, relations, functions, probability, and statistics. Appropriate applications are included. | |
| GPISD Course Number(s): 2454De | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | *College-level ready in Mathematics* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in each course.*** | |
| Course Name | **Dual Credit Algebra: UT OnRamps M 301 - College Algebra** | |
| Course Description | In this course, students deepen their critical thinking skills and develop their ability to persist through challenges as they explore function families: Linear, Absolute Vale, Quadratic, Polynomial, | |

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| | Radical, Rational, Exponential, and Logarithmic. Students analyze data algebraically and with technology while developing their knowledge of properties of functions, matrices and systems of equations, and complex numbers.<br><br>Students will experience a high-quality curriculum designed by the faculty at The University of Texas at Austin. The pedagogy of the course, Inquiry-Based Learning, encourages students to take an active role in the construction of their learning. This learning will be accomplished by abstraction, generalization, problem-solving and modeling. | |
| GPISD Course Number(s): 2325Da/Db | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Algebra I*<br>*See OnRamps Course Matrix* | |
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| Course Name | **Dual Credit Pre-Calculus: UT OnRamps M 305G – Discovery Precalculus: Preparation for Calculus** | |
| Course Description | In Discovery Pre-Calculus, students will deepen and extend their knowledge of functions, graphs, and equations from their high school algebra and geometry courses so they can successfully work with the concepts in a rigorous university-level calculus course. This course is designed to push students well beyond "drill and kill" type exercises, with an emphasis on unpacking mathematical definitions and making logical arguments to their peers.<br><br>The course is divided into seven units. Each unit consists of a series of explorations designed to engage students and empower them to develop their problem-solving skills. In each exploration, students will create connections with prior concepts in developing the current topic. Students will experience high-quality curriculum designed by the faculty at The University of Texas at Austin. Students can earn three hours of UT credit with feedback and assessment provided by UT course staff. | |
| GPISD Course Number(s): 2405Da/Db | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Algebra I, Algebra II, and Geometry*<br>*See OnRamps Course Matrix* | |
| | | |
| Course Name | **Dual Credit Statistics: UT OnRamps SDS 301 – Elementary Statistical Methods** | |
| Course Description | In this introductory statistics course, high school students can develop the quantitative reasoning skills and habits of mind necessary to use data science and mathematical thinking effectively across multiple disciplines. This course will hone relevant mathematical and critical thinking skills through scaffolded learning experiences and statistical methodologies. Students will learn the foundations of data science by engaging in hands-on analysis of real data, methods to extract key insights, and coding skills aligned to the expectations of higher education and today's workplace.<br><br>Students will experience interactive applications built into the high-quality curriculum designed by the faculty at the University of Texas at Austin (UT Austin), allowing them to discover a more intuitive understanding of concepts. Collaborative problem-solving will be used to strengthen mathematical connections while individual depth of understanding will be reflected in regular assessments. Students can earn three hours of UT Austin credit with feedback and assessment provided by UT Austin course staff. | |
| GPISD Course Number(s): 2704Da/Db | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Algebra II*<br>*See OnRamps Course Matrix* | |

# SCIENCE

| Course Name | **Science, Grade 6** | |
|---|---|---|
| Course Description | In Grades 6 through 8 Science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. In Grade 6, the following concepts will be addressed in each strand.<br><br>(A) Matter and energy. Students build upon their knowledge of properties of solids, liquids, and gases and further explore their molecular energies. In Grade 6, students learn how elements are classified as metals, nonmetals, or metalloids based on their properties on the Periodic Table. Students have previous experience with mixtures in Grade 5. Grade 6 furthers their understanding by investigating the different types of mixtures. Subsequent grades will learn about compounds. In Grade 6, students compare the density of substances relative to fluids and identify evidence of chemical changes.<br><br>(B) Force, motion, and energy. Students investigate the relationship between force and motion using a variety of means, including calculations and measurements through the study of Newton's Third Law of Motion. Subsequent grades will study force and motion through Newton's First and Second Laws of Motion. Energy occurs as either potential or kinetic energy. Potential energy can take several forms, including gravitational, elastic, and chemical energy. Energy is conserved throughout systems by changing from one form to another and transfers through waves.<br><br>(C) Earth and space. Cycles within Sun, Earth, and Moon systems are studied as students learn about seasons and tides. Students identify that the Earth is divided into spheres and examine the processes within and organization of the geosphere. Researching the advantages and disadvantages of short- and long-term uses of resources enables informed decision making about resource management.<br><br>(D) Organisms and environments. All living organisms are made up of smaller units called cells. Ecosystems are organized into communities, populations, and organisms. Students compare and contrast variations within organisms and how they impact survival. Students examine relationships and interactions between organisms, biotic factors, and abiotic factors in an ecosystem. | |
| GPISD Course Number(s): 6400 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |

| Course Name | **Middle School Accelerated Science I, Grade 6** | |
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| Course Description | The middle school accelerated science program infuses Grade 7 science curriculum into the Grade 6 and Grade 8 science curriculums based on vertical alignment. As a result, students in the accelerated program will take Biology during their 8th grade year which will open additional opportunities for accelerated science courses in high school. During their 6th grade year, students will take Accelerated Science, Grade 6. The Accelerated Science, Grade 6 course includes all the material covered in Science, Grade 6 as well as vertically aligned material from Grade 7. | |
| GPISD Course Number(s): | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |

| Course Name | **Advanced Science, Grade 6** | |
|---|---|---|
| Course Description | The Advanced Science 6 course includes all the material covered in Science Grade 6 with an emphasis on preparing students for Advanced and AP high school courses. Additional laboratory and research skills, as well as outside projects, will be encouraged. | |
| GPISD Course Number(s): 6460 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |

| Course Name | **Science, Grade 7** | |
|---|---|---|
| Course Description | In Grades 6 through 8 Science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. In Grade 7, the following concepts will be addressed in each strand.<br><br>(A) Matter and energy. Students have prior experience with elements in Grade 6 and develop an understanding that compounds are also pure substances in Grade 7. Students investigate the differences between elements and compounds through observations, descriptions of physical properties, and chemical reactions. Students build upon their understanding of solutions by exploring aqueous solutions.<br><br>(B) Force, motion, and energy. Students measure, calculate, graph, and investigate how forces impact linear motion. Students build upon their understanding of the laws of motions by exploring Newton's First Law of Motion. Temperature is a measure of the average kinetic energy of molecules. Thermal energy is transferred by conduction, convection, or radiation in order to reach thermal equilibrium.<br><br>(C) Earth and space. Students explore characteristics and organization of objects and the role of gravity within our solar system. Earth has a specific set of characteristics that allows life to exist. Students further their understanding of the geosphere by illustrating how Earth's features change over time through tectonic movement. Students investigate how humans depend on and affect the hydrosphere.<br><br>(D) Organisms and environments. Students further their understanding of organisms as systems made up of cells organized into tissues, tissues into organs, and organs into organ systems by identifying the main functions of the organs within the human body. During both sexual and asexual reproduction, traits are passed on to the next generation. Students understand how traits in populations can change through the processes of natural and artificial selection. Students analyze how energy flows through trophic levels and how biodiversity impacts an ecosystem's sustainability. Students gain an understanding of the taxonomic classifications of organisms and how characteristics determine their classification. | |
| GPISD Course Number(s): 7400 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |

| Course Name | **Middle School Accelerated Science II, Grade 7** | |
|---|---|---|
| Course Description | The middle school accelerated science program infuses Grade 7 science curriculum into the Grade 6 and Grade 8 science curriculums based on vertical alignment. As a result, students in the accelerated program will take Biology during their 8th grade year which will open up additional opportunities for accelerated science courses in high school. During their 6th grade year, students will take Accelerated Science, Grade 6. The Accelerated Science, Grade 7 course includes all the material covered in Science, Grade 8 as well as vertically aligned material from Grade 7. | |
| GPISD Course Number(s): | Credits: 0 | Recommended Grade(s): Middle School |

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| Prerequisites | | |
| Course Name | **Advanced Science, Grade 7** | |
| Course Description | The Advanced Science 7 course includes all the material covered in Science, grade 6 with an emphasis on preparing students for Advanced and AP high school courses. Additional laboratory and research skills, as well as outside projects, will be encouraged. | |
| GPISD Course Number(s): 7460 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |
| Course Name | **Science, Grade 8** | |
| Course Description | In Grades 6 through 8 Science, content is organized into recurring strands. The concepts within each grade level build on prior knowledge, prepare students for the next grade level, and establish a foundation for high school courses. In Grade 8, the following concepts will be addressed in each strand.<br><br>(A) Matter and energy. Students make connections between elements, compounds, and mixtures that were introduced in prior grade levels. Students examine the properties of water, acids, and bases. In addition, students understand the basic concept of conservation of mass using chemical equations.<br><br>(B) Force, motion, and energy. Students are introduced to Newton's Second Law of Motion and investigate how all three laws of motion act simultaneously within systems. Students understand that waves transfer energy and further explore the characteristics and applications of waves.<br><br>(C) Earth and space. Students learn that stars and galaxies are part of the universe. In addition, students use data to research scientific theories of the origin of the universe. Students learn how interactions in solar, weather, and ocean systems create changes in weather patterns and climate. In addition, students understand that climate can be impacted by natural events and human activities.<br><br>(D) Organisms and environments. Students identify the function of organelles. Traits are contained in genetic material that is found on genes within a chromosome from the parent. These traits influence the success of a species over time. Students explore how organisms, and their populations respond to environmental changes, including those caused by human activities. | |
| GPISD Course Number(s): 8400 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |
| Course Name | **Advanced Science, Grade 8** | |
| Course Description | The Advanced Science 8 course includes all the material covered in Science, grade 8 with an emphasis on preparing students for Advanced and AP high school courses. Additional laboratory and research skills, as well as outside projects, will be encouraged. | |
| GPISD Course Number(s): 8460 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |
| Course Name | **Biology** | |

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| Course Description | Students in Biology focus on patterns, processes, and relationships of living organisms through four main concepts: biological structures, functions, and processes; mechanisms of genetics; biological evolution; and interdependence within environmental systems. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving. | |
| GPISD Course Number(s): 3200 | Credits: 1.0 | Recommended Grade(s): 9 - 11 |
| Prerequisites | | |
| Course Name | **Advanced Biology** | |
| Course Description | The Advanced Biology course includes all the material covered in Biology with an emphasis on preparing students for the AP Biology course. This includes additional research, laboratory skills, and increased outside-of-class reading assignments. | |
| GPISD Course Number(s): 3220 | Credits: 1.0 | Recommended Grade(s): 9 - 11 |
| Prerequisites | | |
| Course Name | **Sheltered Biology** | |
| Course Description | This course addresses all the Biology TEKS. Sheltered classes provide accommodations for English learners through EL teaching strategies without modifying the content. This course covers the same concepts, knowledge, and skills covered in the general curriculum. | |
| GPISD Course Number(s): | Credits: 1.0 | Recommended Grade(s): 9 - 12 |
| Prerequisites | Must be enrolled in ESOL I or II. Placement approved by LPAC Representative. | |
| Course Name | **Integrated Physics and Chemistry** | |
| Course Description | Students conduct laboratory and field investigations, use scientific methods during an investigation, and make informed decisions using critical thinking and scientific problem-solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter. | |
| GPISD Course Number(s): 3100 | Credits: 1.0 | Recommended Grade(s): 9 - 10 |
| Prerequisites | | |
| Course Name | **Chemistry** | |
| Course Description | In Chemistry, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory, chemical bonding, chemical stoichiometry, gas laws, solution chemistry, acid-base chemistry, thermochemistry, and nuclear chemistry. Students investigate how chemistry is an integral part of our daily lives. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving. | |
| GPISD Course Number(s): 3300 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *One credit of high school science and Algebra I*<br>*Recommended prerequisite: Completion of or concurrent enrollment in second year of math* | |

| Course Name | **Advanced Chemistry** |
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| Course Description | The Advanced Chemistry course includes all of the material covered in Chemistry with an emphasis on preparing students for the AP Chemistry course. This includes additional research, laboratory skills, and increased outside-of-class reading assignments. | |
| GPISD Course Number(s): 3320 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *One unit of high school science and Algebra I*<br>*Recommended prerequisite: Completion of or concurrent enrollment in second year of math* | |

| Course Name | **Physics** |
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| Course Description | In Physics, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion, changes within physical systems and conservation of energy and momentum, forces, characteristics and behavior of waves, and electricity and magnetism. Students will apply conceptual knowledge and collaborative skills to experimental design, implementation, and interpretation. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving. | |
| GPISD Course Number(s): 3400 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Recommended prerequisite: Algebra I* | |

| Course Name | **Aquatic Science** |
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| Course Description | Students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and fieldwork in this course may emphasize fresh-water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills. | |
| GPISD Course Number(s): 3700 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Biology*<br>*Recommended prerequisite: Chemistry or concurrent enrollment in Chemistry* | |

| Course Name | **Earth Systems Science** |
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| Course Description | The Earth Systems Science course is designed to build on students' prior scientific and academic knowledge and skills to develop their understanding of Earth's systems. These systems (the atmosphere, hydrosphere, geosphere, and biosphere) interact through time to produce the Earth's landscapes, climate, and resources. Students explore the geologic history of individual dynamic systems through the flow of energy and matter, their current states, and how these systems affect and are affected by human use. | |
| GPISD Course Number(s): | Credits: 1.0 | Recommended Grade(s): 11-12 |

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| Prerequisites | *Algebra I and two credits of high school science.* | |
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| Course Name | **Environmental Systems** | |
| Course Description | Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students study a variety of topics that include biotic and abiotic factors in habitats, ecosystems, and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, the relationship between carrying capacity and changes in populations and ecosystems, and changes in environments. | |
| GPISD Course Number(s): 3500 | Credits: 1.0 | Recommended Grade(s): 10 - 12 |
| Prerequisites | *One unit of high school biology.*<br><br>*Recommended prerequisite: Integrated Physics and Chemistry, Chemistry, or concurrent enrollment in either course.* | |
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| Course Name | **Advanced Animal Science** | |
| Course Description | Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of animal production, including canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorpha production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must attain academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. | |
| GPISD Course Number(s): 7105 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production.*<br><br>*Recommended prerequisite: Veterinary Science.* | |
| Special Notes | ***Students must meet the 40% laboratory and fieldwork requirement.*** | |
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| Course Name | **Advanced Plant and Soil Science** | |
| Course Description | Advanced Plant and Soil Science provides a way of learning about the natural world. In this course, students learn how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic knowledge and skills, acquire technical knowledge and skills related to plant and soil science and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings. | |
| GPISD Course Number(s): 7113 | Credits: 1.0 | Recommended Grade(s): 11 - 12 |
| Prerequisites | *Biology; either Chemistry or Integrated Physics and Chemistry (IPC); Algebra I; Geometry; and either Horticultural Science, Greenhouse Operation and Production, or Floral Design.* | |

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| | *Recommended prerequisite: Principles of Agriculture, Food, and Natural Resources.* |

| Course Name | **Anatomy and Physiology** | |
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| Course Description | Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. | |
| GPISD Course Number(s): | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Biology and a second science credit*<br>*Recommended prerequisite: A course from the Health Science career cluster* | |
| Special Notes | ***To receive credit in science, students must meet the 40% laboratory and fieldwork requirement*** | |

| Course Name | **Astronomy** | |
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| Course Description | In Astronomy, students focus on patterns, processes, and relationships among astronomical objects in our universe. Students acquire basic astronomical knowledge and supporting evidence about sun-Earth-Moon relationships, the solar system, the Milky Way, the size and scale of the universe, and the benefits and limitations of exploration. Students conduct laboratory and field investigations to support their developing conceptual framework of our place in space and time. By the end of Grade 12, students are expected to gain sufficient knowledge of the scientific and engineering practices across the disciplines of science to make informed decisions using critical thinking and scientific problem solving. | |
| GPISD Course Number(s): 7453 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Algebra I and Integrated Physics and Chemistry or Chemistry* | |
| Special Notes | | |

| Course Name | **Medical Microbiology** | |
|---|---|---|
| Course Description | Students in Medical Microbiology explore the microbial world, studying topics such as pathogenic and nonpathogenic microorganisms, laboratory procedures, and identification of microorganisms, drug resistant organisms, and emerging diseases. | |
| GPISD Course Number(s): 7454 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Biology and Chemistry*<br>*Recommended prerequisite: A course from the Health Science career cluster* | |
| Special Notes | ***To receive credit in science, students must meet the 40% laboratory and fieldwork requirement*** | |

| Course Name | **Pathophysiology** | |
|---|---|---|
| Course Description | Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students in Pathophysiology study disease processes and how humans are affected. The course emphasizes prevention and treatment of disease. Students will differentiate between normal and abnormal physiology. | |
| GPISD Course Number(s): 7455 | Credits: 1.0 | Recommended Grade(s): 11-12 |

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| Prerequisites | *Biology and Chemistry*<br>*Recommended prerequisite: A course from the Health Science career cluster* | |
| Special Notes | ***To receive credit in science, students must meet the 40% laboratory and fieldwork requirement*** | |
| Course Name | **Food Science** | |
| Course Description | Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public. | |
| GPISD Course Number(s): 7509 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Three units of science including Biology and Chemistry*<br>*Recommended prerequisite: Principles of Hospitality and Tourism* | |
| Special Notes | ***To receive credit in science, students must meet the 40% laboratory and fieldwork requirement*** | |
| Course Name | **Forensic Science** | |
| Course Description | Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to a crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science. | |
| GPISD Course Number(s): 7653 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Biology and Chemistry*<br>*Recommended prerequisites: Principles of Law, Public Safety, Corrections, and Security and Law Enforcement I* | |
| Special Notes | ***To receive credit in science, students must meet the 40% laboratory and fieldwork requirement*** | |
| Course Name | **Biotechnology I** | |
| Course Description | Students enrolled in this course will apply advanced academic knowledge and skills to the emerging fields of biotechnology such as agricultural, medical, regulatory, and forensics. Students will have the opportunity to use sophisticated laboratory equipment, perform statistical analysis, and practice quality-control techniques. Students in Advanced Biotechnology study a variety of topics that include structures and functions of cells, nucleic acids, proteins, and genetics. | |
| GPISD Course Number(s): 7752 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Biology*<br>*Recommended prerequisites: Principles of Biosciences and Chemistry* | |
| Special Notes | ***To receive credit in science, students must meet the 40% laboratory and fieldwork requirement*** | |
| Course Name | **Biotechnology II** | |
| Course Description | This course has the components of any rigorous scientific or bioengineering program of study from the problem identification, investigation design, data collection, data analysis, and formulation and presentation of the conclusions. This course applies the standard skills mastered in Biotechnology I and includes assay design. After taking this course, students should be prepared for entry-level lab technician jobs. | |

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| GPISD Course Number(s): 7749 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Biotechnology I and Chemistry* | |
| Special Notes | ***To receive credit in science, students must meet the 40% laboratory and fieldwork requirement*** | |
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| Course Name | **Principles of Technology** | |
| Course Description | Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Students will apply physics concepts and perform laboratory experimentations for at least 40% of instructional time using safe practices. | |
| GPISD Course Number(s): 7757 | Credits: 1.0 | Recommended Grade(s): 10-12 |

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| Prerequisites | *One unit of high school science and Algebra I* |
| Special Notes | ***Credit may not be earned for both physics & Principles of Technology to satisfy science credit requirements.***<br>***To receive credit in science, students must meet the 40% laboratory and fieldwork requirement.*** |
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| Course Name | **Scientific Research and Design** |
| Course Description | Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable. Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation are experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked. Scientific decision-making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information). |

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| GPISD Course Number(s): 7760 | Credits: 1.0 | Recommended Grade(s): 10-12 |

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| Prerequisites | *One unit of high school science* | |
| Special Notes | ***To receive credit in science, students must meet the 40% laboratory and fieldwork requirement.***<br>***Students may repeat this course with different course content for up to three credits.*** | |
| Course Name | **Engineering Design and Problem Solving** | |
| Course Description | Engineering design is the creative process of solving problems by identifying needs and then devising solutions. This solution may be a product, technique, structure, process, or many other things depending on the problem. Science aims to understand the natural world, while engineering seeks to shape this world to meet human needs and wants. Engineering design takes into consideration limiting factors or "design under constraint." Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution. The design process and problem solving are inherent to all engineering disciplines. | |
| GPISD Course Number(s): 7761 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Algebra I and Geometry*<br>*Recommended prerequisites: Two Science, Technology, Engineering, and Mathematics (STEM) career cluster credits* | |
| Special Notes | ***To receive credit in science, students must meet the 40% laboratory and fieldwork requirement.*** | |
| Course Name | **Engineering Science** | |
| Course Description | Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem-solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. | |
| GPISD Course Number(s): 7904 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Algebra I and Biology, Chemistry, Integrated Physics and Chemistry (IPC), or Physics*<br>*Recommended prerequisite: Geometry* | |
| Special Notes | ***To receive credit in science, students must meet the 40% laboratory and fieldwork requirement.*** | |
| Course Name | **Advanced Placement (AP) Biology** | |
| Course Description | AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. | |
| GPISD Course Number(s): 3290 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Biology, Chemistry* | |
| Special Notes | ***Content requirements for Advanced Placement (AP) Biology are prescribed in the College Board Publication Advanced Placement Course Description: Biology, published by The College Board.*** | |
| Course Name | **Advanced Placement (AP) Chemistry** | |
| Course Description | AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based investigations as they explore topics such as:<br>- Atomic Structure and Properties<br>- Compound Structure and Properties<br>- Properties of Substances and Mixtures<br>- Chemical Reactions<br>- Kinetics<br>- Thermochemistry | |

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| | - Equilibrium<br>- Acids and Bases<br>- Thermodynamics and Electrochemistry |

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| GPISD Course Number(s): 3390 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Chemistry, Algebra II* | |
| Special Notes | ***Content requirements for Advanced Placement (AP) Chemistry are prescribed in the College Board Publication Advanced Placement Course Description: Chemistry, published by The College Board.*** | |
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| Course Name | **Advanced Placement (AP) Physics I: Algebra-based** | |
| Course Description | APPhysics1isanalgebra-based, introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems in these content areas: Kinematics; Forces and Translational Dynamics; Work, Energy, and Power; Linear Momentum; Torque and Rotational Dynamics; Energy and Momentum of Rotating Systems; Oscillations; Fluids. | |
| GPISD Course Number(s): 3492 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Recommended prerequisites: Algebra I, Geometry* | |
| Special Notes | ***Content requirements for Advanced Placement (AP) Physics are prescribed in the College Board Publication Advanced Placement Course Description: Physics 1: Algebra-based, published by The College Board.*** | |
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| Course Name | **Advanced Placement (AP) Physics II: Algebra-based** | |
| Course Description | AP Physics is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems in these topics: Thermodynamics; Electric Force, Field, and Potential; Electric Circuits; Magnetism and Electromagnetism; Geometric Optics; Waves, Sound, and Physical Optics; Modern Physics. | |
| GPISD Course Number(s): 3493 | Credits: 1.0 | Recommended Grade(s): 12 |
| Prerequisites | *Advanced Placement (AP) Physics 1 or a comparable physics introductory course.*<br>*Recommended corequisite: Precalculus or an equivalent course* | |
| Special Notes | ***Content requirements for Advanced Placement (AP) Physics are prescribed in the College Board Publication Advanced Placement Course Description: Physics 2: Algebra-based, published by The College Board.*** | |
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| Course Name | **Advanced Placement (AP) Physics C: Mechanics** | |
| Course Description | AP Physics C: Mechanics is a calculus-based introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations.<br>Students build their understanding of physical models as they explore and solve problems in these topics: Kinematics; Forces and Translational Dynamics; Work, Energy, and Power; Linear Momentum; Torque and Rotational Dynamics; Energy and Momentum of Rotating Systems; Oscillations. | |
| GPISD Course Number(s): 3490 | Credits: 1.0 | Recommended Grade(s): 12 |
| Prerequisites | *Students should have taken or be concurrently taking Calculus* | |
| Special Notes | ***Content Requirements. Content requirements for Advanced Placement (AP) Physics are prescribed in the College Board Publication Advanced Placement Course Description: Physics C: Mechanics, published by The College Board.*** | |
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| Course Name | **Advanced Placement (AP) Environmental Science** | |

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| Course Description | The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. |

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| GPISD Course Number(s): 3590 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Algebra I, two years of high school laboratory science, including one year of life science and one year of physical science* | |
| Special Notes | ***Content requirements for Advanced Placement (AP) Environmental Science are prescribed in the College Board Publication Advanced Placement Course Description: Environmental Science, published by The College Board.*** | |
| Course Name | **Dual Credit Anatomy and Physiology I: BIOL 2401** | |
| Course Description | Anatomy and Physiology I is the first part of a two-course sequence. It is a study of the structure and function of the human body including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous and special senses. The lab provides a hands-on learning experience for exploration of human system components and basic physiology. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. | |
| GPISD Course Number(s): 7453De | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | *BIOL 1406 with a grade of "C" or better within the last three years or satisfactory score on the Biology CLEP exam. Students must be college level ready in Reading and Writing.* | |
| Course Name | **Dual Credit Anatomy and Physiology II: BIOL 2402** | |
| Course Description | Anatomy and Physiology II is the second part of a two-course sequence. It is a study of the structure and function of the human body including the following systems: endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics). Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. The lab provides a hands-on learning experience for exploration of human system components and basic physiology. | |
| GPISD Course Number(s): 7453Df | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | *BIOL 2401* | |
| Course Name | **Dual Credit Scientific Research and Design: BIO 1406/1407 Science Majors** | |
| Course Description | This course serves as an introductory survey of current biological concepts for students majoring in the sciences. In this course, fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Study and examination of the concepts of cytology, reproduction, genetics, and scientific reasoning are included. Additionally, the diversity and classification of life will be studied, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, physiology, ecology, and evolution of plants and animals. Laboratory activities will reinforce these concepts. | |
| GPISD Course Number(s): 7760 De/Df | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | College level ready in Reading | |
| Special Notes | ***To receive credit in science, students must meet the 40% laboratory and fieldwork requirement.*** | |

| Course Name | **Dual Credit Biology: UT OnRamps BIO 311C and BIO 106M – Introductory Biology I and Lab for Introductory Biology I** | |
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| Course Description | This introductory course and the accompanying lab focus on three main areas of molecular and cellular biology: the structure and function of biomolecules; the flow of energy through living systems; and how genetic information is expressed and transmitted within and between cells.<br><br>Students hone their skills through simulations, models, group work and lab experiences. They also learn how to communicate conclusions to others and how to use critical feedback to improve their scientific thinking.<br><br>Course Structure<br>Through Flipped Learning, students develop scientific thinking skills and active learning in an inclusive classroom environment. Additionally, students are guided in the development and integration of verbal, written and graphical communication skill | |
| GPISD Course Number(s): | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Physics, Algebra II, and Geometry*<br>*Physics I (OnRamps/AP) or Precalculus (recommended)*<br><br>*See OnRamps Course Matrix* | |

| Course Name | **Dual Credit Chemistry I: UT OnRamps CH 301 and CH 104M – Principles of Chemistry I and Introduction to Chemical Practices I** | |
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| Course Description | In this lecture and lab course duo, students learn about the nature of matter and energy in the physical world; find connections between scientific concepts and real-world experiences; produce intuitive arguments; and support their arguments with quantitative measures.<br><br>The lecture portion of Principles of Chemistry I addresses the nature of matter, energy, chemical reactions and chemical thermodynamics. The Introduction to Chemical Practice I lab component explores these topics through hands-on experiments, group work and simulations.<br><br>Course Structure<br><br>This course utilizes Flipped Learning to support students in getting organized around mastery and ownership of materials. They learn how to successfully study science and develop basic laboratory and analytical skills. | |
| GPISD Course Number(s):<br>3301Da/Db | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *Algebra I*<br>*See OnRamps Course Matrix* | |

| Course Name | **Dual Credit Chemistry II: UT OnRamps CH 302 and 104N - Principles of Chemistry II and Introduction to Chemical Practices II** |
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| Course Description | Principles of Chemistry II continues the development and application of concepts, theories and laws introduced in Chemistry I and extends the study of thermodynamics. The lab component focuses on analytical laboratory techniques, modern chemistry instrumentation and experimental protocols.<br><br>Students deepen chemistry knowledge through experiments, group work and simulations that explore chemical equilibria, kinetics, water, and nuclear chemistry and electrochemistry. |

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| | Course Structure<br>Through Flipped Learning, students build on what they learned in Principles of Chemistry I (or an equivalent prior college chemistry course). They continue to develop their laboratory and analytical skills. |

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| GPISD Course Number(s): 3305Da/Db | Credits: 1.0 | Recommended Grade(s):10-12 |
| Prerequisites | *OnRamps Chemistry I or AP Chemistry*<br>*See OnRamps Course Matrix* | |
| Course Name | **Dual Credit Earth and Space Science: UT OnRamps GEO 302E – Earth, Wind, and Fire: Introduction to Geoscience** | |
| Course Description | This course covers the fundamentals of geoscience literacy, how the Earth works, and how its various systems — the lithosphere, atmosphere, hydrosphere and biosphere — interact to form our complex world.<br>Many of the most complex and interesting scientific problems of this century, such as energy resources, water supply and climate change, require geologic thinking skills. In this course, students explore the major areas of geoscience; read science journalism; analyze geological datasets; and create infographics to illustrate geologic processes. Students will experience curriculum designed by the faculty at The University of Texas at Austin. Students can earn three hours of UT credit with feedback and assessment provided by UT course staff. The dual-enrollment high school course will be Earth Systems Science. All the ESS TEKS will be covered. | |
| GPISD Course Number(s): 3900Da/Db | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Biology or IPC*<br>*Chemistry (Recommended or concurrent enrollment)*<br>*See OnRamps Course Matrix* | |
| Course Name | **Dual Credit Physics I: UT OnRamps PHY 302K and PHY 102M – Mechanics, Heat, and Sound and Lab for Mechanics, Heat, and Sound** | |
| Course Description | This algebra-based (non-calculus) course in mechanics fulfills a general physics requirement and lays important conceptual groundwork for STEM majors.<br><br>Students study topics such as Newtonian mechanics (motion, force, energy and rotation), solid and fluid mechanics, oscillations, waves, sound and heat. The lab component provides hands-on investigations to connect these concepts with real-world experience.<br><br>Course Structure<br>This course utilizes Peer Instruction and reinforces the general idea that the behavior of many systems in the world can be described precisely with simple mathematics. | |
| GPISD Course Number(s): 3401Da/Db | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Algebra I and Geometry*<br>*Algebra II or Precalculus (recommended)*<br>*See OnRamps Course Matrix* | |
| Course Name | **Dual Credit Physics II: UT OnRamps PHY 302L – Electromagnetism, Optics and Nuclear Physics** | |
| Course Description | This algebra-based course — the second in a sequence that fulfills a general physics requirement — introduces major ideas in electricity, magnetism, optics, waves, and quantum and nuclear physics. | |

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| | Students gain practical experience with electrical circuits and optical devices and investigate modern physical phenomena, including the quantum nature of light (photons) and properties of the atomic nucleus.<br><br>Course Structure<br>This course, designed with a Peer Instruction pedagogy, prepares students for calculus-based physics and other STEM courses and careers. Students develop foundational skills, critical thinking, empirical and quantitative skills. | |
| GPISD Course Number(s): | Credits: 1.0 | Recommended Grade(s): 12 |
| Prerequisites | *Physics, Algebra II, and Geometry*<br>*Physics I (OnRamps/AP) or Precalculus (recommended)*<br>*See OnRamps Course Matrix* | |

# SOCIAL STUDIES

| Course Name | **Social Studies, Grade 6** | |
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| Course Description | Students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Latin America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view. | |
| GPISD Course Number(s): 6500 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |

| Course Name | **Advanced Social Studies, Grade 6** | |
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| Course Description | The Advanced Social Studies 6 course includes all of the material covered in the Social Studies Grade 6 course with an emphasis on preparing students for Advanced and AP high school course success. This includes more frequent historical/geographic analysis through reading, source work, and writing. | |
| GPISD Course Number(s): 6560 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |

| Course Name | **Social Studies, Grade 7** | |
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| Course Description | In grade 7, students study the history of Texas from early times to the present. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to acquire information about Texas. They examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. | |
| GPISD Course Number(s): 7500 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |

| Course Name | **Advanced Social Studies, Grade 7** | |
|---|---|---|
| Course Description | The Advanced Social Studies 7 course includes all the material covered in the Social Studies Grade 7 course with an emphasis on preparing students for Advanced and AP high school course success. This includes more frequent historical/geographic analysis through reading, source work, and writing. | |
| GPISD Course Number(s): 7560 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |

| Course Name | **Social Studies, Grade 8** | |
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| Course Description | In grade 8, students study the history of the United States exploration and colonization through Reconstruction. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, industrialization, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material. | |
| GPISD Course Number(s): 8500 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |

| Course Name | **Advanced Social Studies, Grade 8** | |
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| Course Description | The Advanced Social Studies 8 course includes all the material covered in the Social Studies Grade 8 course with an emphasis on preparing students for Advanced and AP high school course success. This includes more frequent historical/geographic analysis through reading, source work, and writing. | |
| GPISD Course Number(s): 8560 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |

| Course Name | **World Geography Studies** |
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| Course Description | Students examine people, places, and environments on local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic |

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| | activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions. | |
| GPISD Course Number(s): 4100 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***Beginning Spring 2019, students completing this class will have satisfied the requirements of Texas Administrative Code (TAC), §74.39 – Instruction on Proper Interaction with Peace Officers.*** | |
| Course Name | **Advanced World Geography** | |
| Course Description | The World Geography Studies Advanced 4120 course is designed for the college-bound student. The students will use critical-thinking and problem- solving skills in relation to current events around the world. This course will study the five themes of geography: location (absolute and relative), physical and human characteristics, human-environment interactions, movement, and regions. Emphasis will be placed on the geographical influences in history and the events of today. Students should take an AP Social Studies course upon completion of this course. Additional outside reading assignments for this course will be required. | |
| GPISD Course Number(s): 4120 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***Beginning Spring 2019, students completing this class will have satisfied the requirements of Texas Administrative Code (TAC), §74.39 – Instruction on Proper Interaction with Peace Officers.*** | |
| Course Name | **World History Studies** | |
| Course Description | The major emphasis is on the study of significant people, events, and issues from the formation of early civilizations to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence. | |
| GPISD Course Number(s): 4200 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***Beginning Spring 2019, students completing this class will have satisfied the requirements of Texas Administrative Code (TAC), §74.39 – Instruction on Proper Interaction with Peace Officers.*** | |
| Course Name | **Advanced World History** | |
| Course Description | The World History Advanced course offers global coverage of Asia, Africa, and the Americas, with an emphasis on European history. To develop students' research, analytical, and writing skills, an in-depth study of documents and other historical writings will be emphasized. Students are encouraged to take AP European history or other AP Social Studies courses upon completion of this course. | |

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| GPISD Course Number(s): 4220 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***Beginning Spring 2019, students completing this class will have satisfied the requirements of Texas Administrative Code (TAC), §74.39 – Instruction on Proper Interaction with Peace Officers.*** | |
| **Course Name** | **United States History Studies Since 1877** | |
| Course Description | In United States History Studies Since 1877, which is the second part of a two-year study that begins in grade 8, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights through modern day. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context. | |
| GPISD Course Number(s): 4300 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | | |
| **Course Name** | **Sheltered US History** | |
| Course Description | This course addresses all the US History TEKS. Sheltered classes provide accommodations for English learners through EL teaching strategies without modifying the content. This course covers the same concepts, knowledge, and skills covered in the general curriculum. | |
| GPISD Course Number(s): | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | Must be enrolled in ESOL I or II. Placement approved by LPAC Representative. | |
| **Course Name** | **Advanced United States History** | |
| Course Description | This course will focus on United States history from 1860. To develop students' research, analytical, and writing skills, an in-depth study of documents and other historical writings will be emphasized. AP strategies will be utilized to prepare students for an AP course in Social Studies upon completion of this course. | |
| GPISD Course Number(s): 4320 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | | |
| Special Notes | ***This course may be used for state US History requirement. Additional outside reading assignments for this course may be required.*** | |
| **Course Name** | **United States Government** | |

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| Course Description | In United States Government, the focus is on the principles and beliefs upon which the United States was founded on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. |

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| | Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue. | |
| GPISD Course Number(s): 4400 | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | | |
| Course Name | **Economics** | |
| Course Description | Economics with emphasis on the free enterprise system and its benefits is the culmination of the economic content and concepts studied from kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues. | |
| GPISD Course Number(s): 4500 | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | | |
| **Course Name** | **Personal Financial Literacy and Economics** | |
| Course Description | The Personal Financial Literacy and Economics Course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision-making opportunities introduced in the course. Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur over their lifetime. In addition, students are introduced to common economic and personal financial planning terms and concepts. Through their studies in this combined Personal Financial Literacy and Economics course, students will gain the ability to lead productive and financially self-sufficient lives. Two-thirds of instructional time will be spent with Personal Financial Literacy, and one-third Economics. | |
| GPISD Course Number(s): 4502HS | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | | |
| Special Notes | ***This course counts for required Economics credit. Students cannot receive double credit for elective Social Studies Personal Financial Literacy if taking this course.***<br>***This course is not currently approved by the NCAA, but athletes will meet NCAA requirements by completing two other state-required social studies courses."*** | |
| **Course Name** | **Advanced Placement (AP) United States History** | |
| Course Description | Students will learn about the developments that have shaped U.S. history through the critical analysis of historical events and materials. They will learn to weigh evidence and interpretations as they build their factual knowledge of U.S. history. They will develop the ability to draw conclusions and use informed reasoning to present arguments clearly and persuasively in essay format. | |
| GPISD Course Number(s): 4310 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | | |

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| Special Notes | ***Content requirements for Advanced Placement (AP) United States History are prescribed in the College Board Publication Advanced Placement Course in United States History, published by The College Board. High school U.S. History TEKS are also incorporated into the course to fulfill high school graduation requirements.*** |

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| Course Name | **Advanced Placement (AP) World History: Modern** | |
| Course Description | Students will explore key themes of world history, including interaction with the environment, cultures, state building, economic systems, and social structures, from approximately 8000 B.C.E. to the present to fulfill state World History course requirements. An emphasis from 1200 C.E. to the present will be included to fulfill AP World History: Modern college board guidelines. Students will learn to apply historical thinking skills including the ability to craft arguments from evidence; describe, analyze, and evaluate sources to construct, and understand historical interpretations. | |
| GPISD Course Number(s): 4210 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | | |
| Special Notes | ***Content requirements for Advanced Placement (AP) World History: Modern are prescribed in the College Board Publication Advanced Placement Course in World History, published by The College Board. Both AP World History: Modern Guidelines and World History TEKS must be taught to fulfill the Social Studies World History course requirement.***<br>***Beginning Spring 2019, students completing this class will have satisfied the requirements of Texas Administrative Code (TAC), §74.39 – Instruction on Proper Interaction with Peace Officers.*** | |

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| Course Name | **Advanced Placement (AP) Human Geography (1.0 Credit Option)** | |
| Course Description | Students will learn about the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. They will use spatial concepts and landscape analysis to examine human social organization and its environmental consequences and learn about the methods and tools geographers use in their science and practice. | |
| GPISD Course Number(s): 4055 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***Content requirements for Advanced Placement (AP) Human Geography are prescribed in the College Board Publication Advanced Placement Course in Human Geography, published by The College Board.***<br>***One credit option – both AP Human Guidelines and World Geography TEKS are incorporated; this fulfills Social Studies World Geography course requirement.***<br>***Beginning Spring 2019, students completing the one credit option will have satisfied the requirements of Texas Administrative Code (TAC), §74.39 – Instruction on Proper Interaction with Peace Officers.*** | |

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| Course Name | **Advanced Placement (AP) U.S. Government and Politics** | |
| Course Description | Students will study Constitutional underpinnings, civil liberties and civil rights, political culture and socialization, citizen participation and influence, political institutions and policy making that are the foundation of modern U.S. government and politics. They will interpret classic and contemporary political writings and apply pertinent Supreme Court rulings to enduring social and political issues in this country. | |
| GPISD Course Number(s): 4410 | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | | |
| Special Notes | ***Content requirements for Advanced Placement (AP) Comparative Government and Politics are prescribed in the College Board Publication Advanced Placement Course in Comparative Government and Politics, published by The College Board.*** | |

| Course Name | Advanced Placement (AP) Macroeconomics |
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| Course Description | Students will explore the principles of economics that apply to an economic system as a whole. They will learn about concepts such as national income and price determination and become familiar with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. |

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| GPISD Course Number(s): 4510 | Credits: 0.5 | Recommended Grade(s): 12 |
| Prerequisites | *This course fulfills the required 0.5 Economics credit for graduation from GPISD* | |
| Special Notes | ***Content requirements: Content requirements for Advanced Placement (AP) Macroeconomics are prescribed in the College Board Publication Advanced Placement Course in Macroeconomics, published by The College Board.*** | |
| Course Name | **Dual Credit United States History B: History of the United States 1301** | |
| Course Description | This course is a survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government. | |
| GPISD Course Number(s): 4300Db | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | *College-level ready in Reading and Writing; fulfills high school U.S. History requirement with 1302* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in each course.*** | |
| Course Name | **Dual Credit United States History A: History of the United States 1302** | |
| Course Description | This course is a survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War, and post-Cold War eras. Themes that may be addressed in United States History II include American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy. | |
| GPISD Course Number(s): 4300Da | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | *College-level ready in Reading and Writing; fulfills high school U.S. History requirement with 1301* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.*** | |
| Course Name | **Dual Credit United States History: UT OnRamps HIS 315K – United States History 1492 – 1865** | |
| Course Description | In these two sequential courses, students explore the scope and depth of the American experience. Students engage with course material both independently and collaboratively to develop critical thinking skills, analyze evidence-based historical narratives, and conduct archival research. Each unit consists of primary and secondary sources that challenge students to uncover the complexities within historical study.<br>History 315K surveys America from the colonial beginnings through the Civil War, and History 315L explores the post-Civil War era through the end of the 20th century. | |
| GPISD Course Number(s): 4301Da | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | *English I and English II (or concurrent enrollment)*<br>*See OnRamps Course Matrix* | |

| Course Name | **Dual Credit United States History: UT OnRamps HIS 315L – United States History Since 1865** | |
|---|---|---|
| Course Description | In these two sequential courses, students explore the scope and depth of the American experience. Students engage with course material both independently and collaboratively to develop critical thinking skills, analyze evidence-based historical narratives, and conduct archival research. Each unit consists of primary and secondary sources that challenge students to uncover the complexities within historical study.<br>History 315K surveys America from the colonial beginnings through the Civil War, and History 315L explores the post-Civil War era through the end of the 20th century. | |
| GPISD Course Number(s): 4301Db | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | *English I and English II (or concurrent enrollment)*<br>*See OnRamps Course Matrix* | |

| Course Name | **Dual Credit World History A: HIST 2321 – World Civilizations I** | |
|---|---|---|
| Course Description | A survey of the social, political, economic, cultural, religious, and intellectual history of the world from the emergence of human cultures through the 15th century. The course examines major cultural regions of the world in Africa, the Americas, Asia, Europe, and Oceania and their global interactions over time. Themes include the emergence of early societies, the rise of civilizations, the development of political and legal systems, religion and philosophy, economic systems, and trans-regional networks of exchange. The course emphasizes the development, interaction, and impact of global exchange. | |
| GPISD Course Number(s): 4200Da | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | *College-level ready in Reading and Writing; may fulfill required high school Social Studies credit with 2322* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in each course.*** | |

| Course Name | **Dual Credit World History B: HIST 2322 – World Civilizations II** | |
|---|---|---|
| Course Description | A survey of the social, political, economic, cultural, religious, and intellectual history of the world from the 15th century to the present. The course examines major cultural regions of the world in Africa, the Americas, Asia, Europe, and Oceania and their global interactions over time. Themes include maritime exploration and transoceanic empires, nation/state formation and industrialization, imperialism, global conflicts and resolutions, and global economic integration. The course emphasizes the development, interaction and impact of global exchange. | |
| GPISD Course Number(s): 4200Db | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | *College-level ready in Reading and Writing; may fulfill required high school Social Studies credit with 2321* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.*** | |

| Course Name | **Dual Credit United States History: HIST 1301 – UTA** | |
|---|---|---|
| Course Description | History of the United States to 1865: An introduction to the political, social, economic, and cultural history of the United States prior to 1865. This course is designed to help students understand and evaluate their society, comprehend the historical experience, and further develop reading and writing competencies and critical skills. | |
| GPISD Course Number(s): 4303D | Credits: 0.5 | Recommended Grade(s): 10-12 |

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| Prerequisites | *College-level ready in Reading and Writing* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.*** | |
| | | |
| Course Name | **Dual Credit United States Government and Politics: PSCI 2305** | |
| Course Description | Designed to introduce the students to the principles and function of the government of the United States, this course examines the principles underlying the development of the U.S. Constitution, the operations of the U.S. government under the Constitution, and the opportunities and constraints imposed by and on the political system in the U.S. Topics to be covered include the philosophical preconditions of the American experiment in self-government with justice, the documentary history of American government, the actual function and practice of government under the Constitution, and the actors engaged in the American political system. This course is offered through Texas A&M University – Commerce. | |
| GPISD Course Number(s): 4400D | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | *College-level ready in Reading and Writing; fulfills requirement for high school Government credit* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in each course.*** | |
| | | |
| Course Name | **Dual Credit United States Government UTA** | |
| Course Description | Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights. | |
| GPISD Course Number(s): 4403D | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | *College-level ready in Reading and Writing; fulfills requirement for high school Government credit* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.*** | |
| | | |
| **Course Name** | **Dual Credit Economics: ECON 2301 — Principles of Macroeconomics** | |
| Course Description | This course introduces the student to the workings and interrelationships of the U.S. and world economics. Principles of economic analysis including measurement of aggregate economic activity, national income determination, money and banking, monetary and fiscal policy, and business fluctuation. Emphasis is given to analyzing real world problems such as poverty, inflation, unemployment, and economic instability. | |
| GPISD Course Number(s): 4500D | Credits: 0.5 | Recommended Grade(s): 12 |
| Prerequisites | *College-level ready in Reading and Writing; fulfills high school Economics requirement* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in each course.*** | |
| | | |
| **Course Name** | **Dual Credit Economics: UT OnRamps ECO 304K** | |
| Course Description | The course places emphasis on microeconomics concepts and quantitative reasoning as students employ logic, mathematics, and technology to interpret basic statistics and apply economic analysis. It also features macroeconomics topics and personal financial literacy content in addition to core concepts including scarcity and opportunity costs, supply and | |

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| | demand, market structures, competition, and behavioral economics. Students will engage in flipped learning to drive understanding of their own mastery. In addition, they will collaborate with peers in class discussions and problem-solving exercises to apply and extend their knowledge of economics concepts. By the end of the course, students will possess deeper comprehension of a highly complex and evolving world tied to entrepreneurship, business, and daily life. This course is offered through the University of Texas at Austin. | |
| GPISD Course Number(s): | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | Recommended or concurrent enrollment: Algebra II | |
| Special Notes | | |
| **Course Name** | **Dual Credit Economics: ECON 2305 – Principles of Macroeconomics UTA** | |
| Course Description | Elementary models of the macroeconomy. Measures of aggregate economic activity and unemployment and inflation, money and banking, monetary and fiscal policy, international trade and payments, and applications of theory to society's problems. | |
| GPISD Course Number(s): 4503D | Credits: 0.5 | Recommended Grade(s): 12 |
| Prerequisites | *College-level ready in Reading and Writing; fulfills high school Economics requirement* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in each course.*** | |
| | | |
| Course Name | **Psychology** | |
| Course Description | Students study the science of behavior and mental processes. Students examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology. | |
| GPISD Course Number(s): 4610 | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | | |
| Course Name | **Sociology** | |
| Course Description | Sociology is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever-changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society. | |
| GPISD Course Number(s): 4612 | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | | |
| Course Name | **Special Topics in Social Studies I** | |
| Course Description | Students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives. | |
| GPISD Course Number(s): 4620 | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | | |

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| Special Notes | ***Case Studies: Topics will vary per class***<br>***Students may take this course with different course content for a maximum of two credits.*** | |
| Course Name | **Special Topics in Social Studies: Asian American Studies I** | |
| Course Description | In Asian American Studies, students learn about Asian Americans through first-person accounts and historical records that center the voices of Asian Americans themselves. The course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical formation of Asian American political, cultural and social identity within the broader context of U.S. history from the colonial period to Asian Americans and World War II. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of the experiences of Asian Americans of diverse backgrounds allows students to understand the many issues facing the United States today. | |
| GPISD Course Number(s): | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | | |
| Course Name | **Special Topics in Social Studies: Asian American Studies II** | |
| Course Description | In Asian American Studies, students learn about Asian Americans through first-person accounts and historical records that center the voices of Asian Americans themselves. The course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical formation of Asian American political, cultural and social identity within the broader context of U.S. history from the colonial period to Asian Americans and World War II. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of the experiences of Asian Americans of diverse backgrounds allows students to understand the many issues facing the United States today. | |
| GPISD Course Number(s): | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | | |

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| Course Name | **Social Studies Research Methods** | |
| Course Description | Social Studies Research Methods is an elective course in which students conduct advanced research on a selected topic in social studies using qualitative and/or quantitative methods of inquiry. Students present their research results and conclusions in written and visual or oral format. | |
| GPISD Course Number(s): 4615 | Credits: 0.5 | Recommended Grade Level: 11-12 |
| Prerequisites | | |
| Special Notes | ***Students may take this course with different course content for a maximum of two credits*** | |
| Course Name | **Personal Financial Literacy** | |
| Course Description | Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. Students will apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and post-secondary education and training. | |
| GPISD Course Number(s): | Credits: 0.5 | Recommended Grade Level: 9-12 |

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| Prerequisites | | |
| Special Notes | ***Students cannot receive credit for both the Personal Financial Literacy and the Personal Financial Literacy and Economics courses.*** | |
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| Course Name | **Ethnic Studies: Mexican American Studies** | |
| | In Ethnic Studies: Mexican American Studies, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective through a variety of rich primary and secondary source materials. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century for a complete historic and cultural perspective. | |
| GPISD Course Number(s): 4655 | Credits: 1.0 | Recommended Grade(s): 10 - 12 |
| Prerequisites | | |
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| Course Name | **Ethnic Studies: African American Studies** | |
| Course Description | African American Studies is a conceptually driven course that introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understanding of students interested in learning about history, citizenship, culture, economics, science, technology, geography, and the political realities of African Americans through an integrated study that helps students understand the world in which we live. This course will provide students with an opportunity to engage with the social, economic, and political activities of African Americans to allow them to make deep connections across the content relevant to contemporary issues. | |
| GPISD Course Number(s): 4656 | Credits: 1.0 | Recommended Grade(s): 10 - 12 |
| Prerequisites | | |
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| Course Name | **Ethnic Studies: American Indian/Native Studies** | |
| Course Description | Students will explore topics related to current conditions in Native communities such as: Naming, modern issues such as Blood Quantum, Stereotyping, Modern Cultures, Geography of Native cultures over time, impacts of European Encounters on Native peoples in what is currently the United States, Native histories through the Modern Era, and Native contributions to Science, Technology and Society. Students will engage in social studies skills such as using a variety of research methods and analytical tools to explore multiple Native perspectives through primary sources. | |
| GPISD Course Number(s): | Credits: 1.0 | Recommended Grade(s): 10 - 12 |
| Prerequisites | | |
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| Course Name | **Special Topics in Social Studies: Holocaust Studies** | |
| Course Description | Students will analyze and evaluate the events that led up to the Holocaust, exploring historical context and the ideology of the Nazis; and examine the conditions, locations, and functions of the Concentration camps and learn about the survivors. Students will learn about the leadership and impacts of Upstanders, as defined by the Dallas Holocaust and Human Rights Museum. Students will learn how studying the past can inform future decisions by individuals, nations, and global societies. | |

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| GPISD Course Number(s): | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | | |

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| Course Name | **Advanced Placement (AP) European History** | |
| Course Description | Students will learn about the cultural, economic, political and social developments that have shaped today's world through the study of European history from the year 1450 to present. They will analyze historical evidence and interpretation and express historical understanding through writing as they explore principal themes of modern European history. | |
| GPISD Course Number(s): 4600 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | | |
| Special Notes | ***Content requirements for Advanced Placement (AP) European History are prescribed in the College Board Publication Advanced Placement Course in European History, published by The College Board.*** | |

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| Course Name | **Advanced Placement (AP) Comparative Government and Politics** | |
| Course Description | Students will compare economic/political challenges, trends, and upheavals, and institutional characteristics across six-nation states: China, Great Britain, Iran, Mexico, Nigeria, and Russia. They will use the comparative method to analyze and assess the diversity of political life, institutional alternatives, differences in processes and policy outcomes, and the impact of global political and economic changes. | |
| GPISD Course Number(s): 4420 | Credits: 0.5 | Recommended Grade(s): 12 |
| Prerequisites | | |
| Special Notes | ***Content requirements: Content requirements for Advanced Placement (AP) U.S. Government and Politics are prescribed in the College Board Publication Advanced Placement Course in U.S. Government and Politics, published by The College Board.*** | |

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| **Course Name** | **Advanced Placement (AP) Microeconomics** | |
| Course Description | AP Microeconomics is an introductory college-level microeconomics course. Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy. | |
| GPISD Course Number(s): 4520 | Credits: 0.5 | Recommended Grade(s): 12 |
| Prerequisites | *This course is offered as Social Studies elective credit in GPISD* | |
| Special Notes | ***Content requirements: Content requirements for Advanced Placement (AP) Microeconomics are prescribed in the College Board Publication Advanced Placement Course in Microeconomics, published by The College Board.*** | |

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| Course Name | **Advanced Placement (AP) Psychology** |
| Course Description | Students will explore the concepts, theories, perspectives, phenomena, and behaviors associated with the subfields and research areas of psychology. They will analyze the methods |

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| | psychologists use to study various types of behavior and mental processes and evaluate the validity and significance of their contributions. | |
| GPISD Course Number(s): 4611 | Credits: 0.5 | Recommended Grade(s): 12 |
| Prerequisites | | |
| Special Notes | ***Content requirements: Content requirements for Advanced Placement (AP) Psychology are prescribed in the College Board Publication Advanced Placement Course in Psychology, published by The College Board.*** | |
| | | |
| Course Name | **Advanced Placement (AP) Human Geography (Elective) (0.5 Credit Option)** | |
| Course Description | Students will learn about the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. They will use spatial concepts and landscape analysis to examine human social organization and its environmental consequences and learn about the methods and tools geographers use in their science and practice. | |
| GPISD Course Number(s): 4060 | Credits: 0.5 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***One half credit option – only AP Human Guidelines taught; fulfills one semester Social Studies Elective Content requirements for Advanced Placement (AP) Human Geography are prescribed in the College Board Publication Advanced Placement Course in Human Geography, published by The College Board.*** | |
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| Course Name | **Dual Credit Texas Government: GOVT 2306 – Texas Government** | |
| Course Description | Origin and development of the Texas Constitution, structure and powers of state and local government, federalism and intergovernmental relations, political participation, the election process, public policy, and the political culture of Texas. | |
| GPISD Course Number(s): 4620D | Credits: 0.5 | Recommended Grade(s): 12 |
| Prerequisites | *College-level ready in Reading and Writing; fulfills high school Social Studies elective credit* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in each course.*** | |
| | | |
| Course Name | **Dual Credit Psychology: PSYC 2301 – Introduction to Psychology** | |
| Course Description | General Psychology is a survey of the major psychological topics, theories, and approaches to the scientific study of behavior and mental processes. | |
| GPISD Course Number(s): 4610D | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | *College-level ready in Reading and Writing; fulfills high school Social Studies elective credit* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in each course.*** | |
| | | |
| Course Name | **Dual Credit Psychology: PSYC 1315 – Introduction to Psychology UTA** | |
| Course Description | The fundamental methods and content of scientific psychology. Concentration on the understanding of basic principles. | |
| GPISD Course Number(s): 4608D | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | *College-level ready in Reading and Writing; fulfills high school Social Studies elective credit* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in each course.*** | |

| Course Name | **Dual Credit Sociology: SOCI 1301 – Introduction to Sociology** | |
|---|---|---|
| Course Description | The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance. | |
| GPISD Course Number(s): 4612D | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | *College-level ready in Reading and Writing; fulfills high school Social Studies elective credit* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in each course.*** | |

| Course Name | **Dual Credit Sociology: SOCI 1311 – Introduction to Sociology UTA** | |
|---|---|---|
| Course Description | A scientific approach to the analysis and explanation of culture, personality, and social organization. The social processes and mechanisms of interaction involved in the natural process of cultural development, dissemination, assimilation, and the institutions of the group. | |
| GPISD Course Number(s): 4614D | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | *College-level ready in Reading and Writing; fulfills high school Social Studies elective credit* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in each course.*** | |

| Course Name | **Dual Credit United States Government: UT OnRamps GOV 312L** | |
|---|---|---|
| Course Description | This course explores Issues and Policies in American Government and introduces the American principles for self-government established by the founders with the goal of preparing students to take an active role in civic life. Students learn about their rights and responsibilities as individual citizens and their ability to participate in government, including the right to vote and run for office. The course also explores how American government was shaped during its founding and how it has evolved, as well as core texts and key events that influenced the development of American citizenship.<br>This course uses Flipped Learning. Outside of the classroom, students engage with primary sources and videos for each unit that introduce them to important aspects of American government and citizenship. During class time, students deeply explore the topics and themes through group discussions that include historical analysis and structured academic deliberation.<br>Upon successful completion of this course, students will gain 3 college credit hours. | |
| GPISD Course Number(s): | Credits: 0.5 | Recommended Grade(s): 11-12 |
| Prerequisites | *High School US History or concurrent enrollment* | |
| Special Notes | | |

# Spanish Pathways

GRAND PRAIRIE Independent School District
WORLD LANGUAGES & CULTURES

## MIDDLE SCHOOL

### SPANISH HERITAGE SPEAKERS

CHOOSE ONE

7th-8th Grades

- Spanish for Heritage Speakers II
- Spanish for Heritage Speakers III Adv.
- AP Spanish Language

If offered at Middle School

2-4 Credits

- Spanish II 7th or 8th grade — Not the best choice — 2 Credits
- WAIT for High School

### NON-SPANISH HERITAGE SPEAKERS

- Spanish I 7th grade
- Spanish II 8th grade

1-2 Credits

**Spanish Heritage Speakers Students' Placement**

Students will be placed in Spanish for Heritage Speakers courses based on the following criteria.

**Home Language Survey completed by the student's parents:**

| | |
|---|---|
| Spanish / English | Spanish for Heritage Speakers II |
| Spanish / Spanish | Spanish for Heritage Speakers III Adv. |

## HIGH SCHOOL

### SPANISH HERITAGE SPEAKERS

FRESHMAN
Spanish for Heritage Speakers II
SOPHOMORE
Spanish for Heritage Speakers III Adv.
JUNIOR
AP Spanish Language
SENIOR
AP Spanish Literature

### NON-SPANISH HERITAGE SPEAKERS

FRESHMAN
Spanish I
SOPHOMORE
Spanish II
JUNIOR
Spanish III
SENIOR
AP Spanish Language
AP Spanish Literature

A Non-Heritage Speaker who completes Spanish Level I in Middle School, can begin at Spanish Level II during Sophomore Year, and would be able to take AP Spanish Literature by his/her Senior year.

# LANGUAGES OTHER THAN ENGLISH (LOTE) COURSES

***Placement of Students into Advanced Language Courses:**
**To ensure smooth student transition between language course levels and documented completion of each level, Grand Prairie ISD students will be placed into advanced language levels upon successful completion of one of the following pathways: 1) taking and passing at least two levels of the LOTE course in the target language and receiving a written recommendation form/letter issued and signed by the AP LOTE Teacher offering the course OR 2) scoring sufficiently on the Spanish Credit by Exam to merit advanced placement.**

**Except for transfer students who have lived, studied, and received language course credit in countries where the target language is spoken, no GPISD student should be permitted to register in AP LOTE courses unless they have qualified in one of the two stated pathways.**

| Course Name | **Exploratory Languages, Grades 6 — 7** | |
|---|---|---|
| Course Description | Exploratory courses in languages other than English introduce the student to the study of other languages. Students use components of language, make observations about languages and cultures, develop language study skills, and/or acquire simple communicative skills by completing one or more of the knowledge and skills for exploratory languages. | |
| GPISD Course Number(s):<br>6586<br>7586 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |

| Course Name | **Spanish I** | |
|---|---|---|
| Course Description | Level 1 introduces students to Spanish vocabulary, grammar, pronunciation, dialogues, and sentence patterns. Audio-lingual materials will be used to aid in the development of communication skills. Through various classroom activities, students observe and experience Spanish culture. Skills and concepts in listening, speaking, reading, and writing are stressed; however, major emphasis is given to oral communication. | |
| GPISD Course Number(s):<br>1600MS | Credits: 1.0 | Recommended Grade(s): Middle School |
| Prerequisites | | |

| Course Name | **Spanish II** | |
|---|---|---|
| Course Description | Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition. | |
| GPISD Course Number(s):<br>1620MS | Credits: 1.0 | Recommended Grade(s): Middle School |
| Prerequisites | *Spanish I* | |

| Course Name | **Advanced Spanish III** |
|---|---|
| | Advanced Spanish III students undertake grammar and vocabulary studies, enhance aural comprehension as well as oral and written proficiency, and explore Hispanic culture, particularly in the areas of art, music, history, and geography. Classic and contemporary literatures are studied. Successful completion of Spanish I and II or Spanish Credit by Exam Levels I and II is required for enrollment in Advanced Spanish III. |

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| GPISD Course Number(s):<br>1626MS | Credits: 1.0 | Recommended Grade(s): Middle School |
| Prerequisites | *Spanish I and II* | |
| Course Name | **Advanced Spanish IV** | |
| Course Description | Advanced Spanish IV students build upon skills required for success in AP Spanish Language and Culture with emphasis on listening, speaking, reading, and writing. The course integrates technology resources including district-issued devices and online textbooks, allowing students the opportunity to study anytime/anywhere and create original, highly innovative products in the target language. Additionally, students explore Hispanic culture, as well as classic and contemporary literature in this advanced level Spanish course. Successful completion of Spanish I, II and III or Spanish Credit by Exam Levels I, II and III is required for enrollment in Advanced Spanish IV. | |
| GPISD Course Number(s):<br>1628MS | Credits: 1.0 | Recommended Grade(s): Middle School |
| Prerequisites | *Spanish I, II, and Spanish III* | |
| Course Name | **Spanish I - IV** | |
| Course Description | Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition. | |
| GPISD Course Number(s):<br>1600HS<br>1620HS<br>1624HS<br>1627HS | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | **See Placement of Students into Advanced Language Courses* | |
| Course Name | **Spanish for Heritage Speakers 1 (Fundamentals) and 2 (Advanced)** | |
| Course Description | Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition. | |
| GPISD Course Number(s):<br>1602<br>1622 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *Fundamentals- Home Language Survey must indicate "Spanish" as the answer for one of the two questions.*<br>*Advanced- Home Language Survey must indicate "Spanish" for both questions.* | |
| Special Notes | ***Spanish for Heritage Speakers-Fundamentals: For Spanish speakers who are not highly literate in Spanish. They can speak it, but lack the standard form of the language, as well as have little to no*** | |

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| | ***experience reading and writing in Spanish. Emphasis is on standardizing while validating their own Spanish as well as orthography, spelling, and grammar. Level 2 Credit. "P" is awarded for Level 1.***<br><br>***Spanish for Heritage Speakers-Advanced: For Spanish speakers who have been educated in Spanish, either in the US or abroad, and have experience reading and writing Spanish. Emphasis is on extending writing and spoken discourse. Level 3 Credit. "P" is awarded for Levels 1 and 2. Subsequent class: Advanced Spanish IV, upon successful completion. The student may take AP Spanish Language with teacher's approval.*** | |
| Course Name | **French I – II** | |
| Course Description | Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition. | |
| GPISD Course Number(s):<br>1650<br>1652 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | **See Placement of Students into Advanced Language Courses* | |
| Course Name | **American Sign Language I — IV** | |
| Course Description | Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Acquiring American Sign Language incorporates expressive and receptive communication skills. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition. | |
| GPISD Course Number(s):<br>1660<br>1662<br>1664<br>1665 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | **See Placement of Students into Advanced Language Courses* | |
| Course Name | **Conversational Professional Spanish** | |
| Course Description | Students may choose to receive one-half to one credit for a social studies elective course or for a non-sequential course in languages other than English. | |
| GPISD Course Number(s):<br>1635 | Credits: 0.5 to 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***Conversational Professional Spanish does not fulfill LOTE credit requirements.*** | |
| Course Name | **Advanced Spanish III** | |
| Course Description | Advanced Spanish III students undertake grammar and vocabulary studies, enhance aural comprehension as well as oral and written proficiency, and explore Hispanic culture, particularly in the areas of art, music, history, and geography. Classic and contemporary | |

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| | literatures are studied. Successful completion of Spanish I and II or Spanish Credit by Exam Levels I and II is required for enrollment in Advanced Spanish III. | |
| GPISD Course Number(s): 1626HS | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | **See Placement of Students into Advanced Language Courses* | |
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| Course Name | **Advanced Spanish IV** | |
| Course Description | Advanced Spanish IV students build upon skills required for success in AP Spanish Language and Culture with emphasis on listening, speaking, reading and writing. The course integrates technology resources including district-issued devices and online textbooks, allowing students the opportunity to study anytime/anywhere and create original, highly innovative products in the target language. Additionally, students explore Hispanic culture, as well as classic and contemporary literature in this advanced level Spanish course. Successful completion of Spanish I, II and III or Spanish Credit by Exam Levels I, II and III is required for enrollment in Advanced Spanish IV. | |
| GPISD Course Number(s): 1628HS | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | **See Placement of Students into Advanced Language Courses* | |
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| Course Name | **Advanced French III** | |
| Course Description | Advanced French III allows students to build upon the structure and vocabulary learned in French I & French II. The purpose of this course is to prepare students for the intense mastery skills required for success on the AP Language and Culture Exam the following year. This course emphasizes the goal of authentic communication in each of the four language skills: listening, speaking, reading, and writing. These skills will be developed and evaluated through exposure to authentic French language in various contexts, such as audio recordings and video clips; authentic print and on-line resources; French and Francophone literary selections. Students will be able to use background knowledge to deduce meaning and to understand complex information in oral and written texts. Students will also be able to read simple passages with full understanding on familiar topics of interest. Students will be able to establish connection between language, literature, culture, and civilization. Additionally, students will be able to understand narration about past, present, and future events and meet most practical writings needs and limited social demands. Successful completion of French II is required for Advanced French III. | |
| GPISD Course Number(s): 1654 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | **See Placement of Students into Advanced Language Courses* | |
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| Course Name | **AP French Language and Culture** | |
| Course Description | Students will develop French language proficiency through the exploration of a variety of interdisciplinary themes that tie closely to French culture. They will use authentic French materials and sources to develop their language skills in multiple modes of communication, including two-way interactions in both writing and speaking, interpretation of audio, audiovisual, and print materials, and oral and written presentation of information and ideas. | |
| GPISD Course Number(s): 1656 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | **See Placement of Students into Advanced Language Courses* | |
| Special Notes | ***Content requirements for Advanced Placement (AP) French Language and Culture are prescribed in the College Board Publication Advanced Placement Course in French Language and Culture, published by The College Board.*** | |

| Course Name | **AP Spanish Language and Culture** | |
|---|---|---|
| Course Description | Students will develop Spanish language proficiency and the ability to understand the products, practices, and perspectives of the cultures in which Spanish is spoken. They will use authentic materials and sources in Spanish to demonstrate language proficiencies in multiple modes of communication, including Interpersonal communication (two-way written interactions and conversations), interpretive communication, (interpretation of written, audio, and audiovisual materials), and presentational communication (oral and written presentations of information, opinions, and ideas). | |
| GPISD Course Number(s): 1630 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | **See Placement of Students into Advanced Language Courses* | |
| Special Notes | ***Content requirements: Content requirements for Advanced Placement (AP) Spanish Language and Culture are prescribed in the College Board Publication Advanced Placement Course in Spanish Language and Culture, published by The College Board.*** | |

| Course Name | **AP Spanish Literature and Culture** | |
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| Course Description | Students will develop Spanish language proficiency and cultural understanding through careful reading and critical analysis of literature written in Spanish. They will understand literary works within the contexts of both contemporary and historical cultures of the Spanish-speaking world through the inclusion of art, film and other authentic resources. | |
| GPISD Course Number(s): 1632 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | **See Placement of Students into Advanced Language Courses* | |
| Special Notes | ***Content requirements: Content requirements for Advanced Placement (AP) Spanish Literature and Culture are prescribed in the College Board Publication Advanced Placement Course in Spanish Literature and Culture, published by The College Board.*** | |

| Course Name | **Dual Credit Spanish: SPAN 2311 – Intermediate Spanish I** | |
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| Course Description | This is the third semester of academic transfer Spanish. This course is designed to further develop students' overall language proficiency and cultural knowledge through more advanced reading, listening, speaking, and writing exercises. Grammatical concepts are reviewed and expanded. | |
| GPISD Course Number(s): 1624Da | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | *Spanish 1412 or the equivalent or demonstrated competence approved by the instructor* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.*** | |

| Course Name | **Dual Credit Spanish 2312 – Intermediate Spanish II** | |
|---|---|---|
| Course Description | This is the fourth semester of academic transfer Spanish. This course is a continuation of SPAN 2311. The stress is on reading, composition, grammatical complexities, and intense oral practice, with continued studies of the culture. | |
| GPISD Course Number(s): 1624Db | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | *Spanish 2311 or the equivalent or demonstrated competence approved by the instructor* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in each course.*** | |

| Course Name | **Dual Credit French III A: FREN 2311 – Intermediate French I** | |
|---|---|---|
| Course Description | This is the fourth semester of academic transfer in French. This course is a continuation of FREN 2311. The stress is on reading, composition, grammatical complexities, and intense oral practice, with continued studies of the culture. | |
| GPISD Course Number(s): 1655Da | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | *French 1412 or the equivalent or demonstrated competence approved by the instructor* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.*** | |

| Course Name | **Dual Credit French III B: FREN 2312 – Intermediate French II** | |
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| Course Description | This is the fourth semester of academic transfer French. This course is a continuation of FREN 2311. The stress is on reading, composition, grammatical complexities, and intense oral practice, with continued studies of the culture. | |
| GPISD Course Number(s): 1655Db | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | *French 2311 or the equivalent or demonstrated competence approved by the instructor* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.*** | |

| Course Name | **Computer Science I – III** | |
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| Course Description | Computer Science will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. | |
| GPISD Course Number(s): 7001 7002 7003 | Credits: 0.5 to 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *Level I prerequisite: Algebra I*<br>*Level II prerequisite: Algebra I, Computer Science I or Fundamentals of Computer Science*<br>*Level III required prerequisite: Computer Science II or AP Computer Science* | |
| Special Notes | ***Credits in computer programming languages selected from Computer Science I, II, and III, AP Computer Science Principles, and AP Computer Science A may be used to fulfill LOTE requirement for graduation from GPISD.*** | |

| Course Name | **Advanced Placement (AP) Computer Science Principles** | |
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| Course Description | The College Board Computer Science Principles course is designed to study the fundamentals of computing, including problem solving, working with data, understanding the Internet, cybersecurity, and programming. | |
| GPISD Course Number(s): 7004 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Algebra I* | |

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| Special Notes | ***Content requirements for Advanced Placement (AP) Computer Science Principles are prescribed in the College Board Publication Advanced Placement® Curriculum Framework: AP Computer Science Principles, published by The College Board.***<br><br>***Credits in computer programming languages selected from Computer Science I, II, and III, AP Computer Science Principles, and AP Computer Science A may be used to fulfill LOTE requirement for graduation from GPISD.*** | |
| Course Name | **Advanced Placement (AP) Computer Science A** | |
| Course Description | Students will understand core aspects of computer science, which are used to create solutions that are understandable, adaptable, and, when appropriate, reusable. The design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science. This includes the development and analysis of algorithms and fundamental data structures, and the use of logic and formal methods. | |
| GPISD Course Number(s):<br>7005 | Credits: 1.0 to 2.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *Computer Science I, Algebra II, or a student should be comfortable with functions and the concepts found in the uses of functional notation such as f(x) = x + 2 and f(x) = g(h(x))* | |
| Special Notes | ***Content requirements for Advanced Placement (AP) Computer Science A are prescribed in the College Board Publication Advanced Placement Course Description: Computer Science A, published by The College Board.***<br><br>***Credits in computer programming languages selected from Computer Science I, II, and III, AP Computer Science Principles, and AP Computer Science A may be used to fulfill LOTE requirement for graduation from GPISD.*** | |

# PHYSICAL EDUCATION

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|---|---|---|
| Course Name | **Physical Education, Grade 6**<br>**Physical Education, Grade 7/8**<br>**Athletics, Grade 7**<br>**Athletics, Grade 8** | |
| Course Description | In grades 6-8, students understand in greater detail the function of the body, learn to measure their own performance more accurately, and develop plans for improvement. They learn to use technology such as heart rate monitors to assist in measuring and monitoring their own performance. Identifying the types of activities that provide them with enjoyment and challenge and that will encourage them to be physically active throughout life is reinforced during instruction in these grades. | |
| GPISD Course Number(s):<br>6600 / 6602<br>7600 / 7602 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |

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| **Course Name** | **Archery, Grade 6**<br>**Archery, Grade 7**<br>**Archery, Grade 8** | |
| Course Description | Our GPISD Archery mission is the advancement of the Sport of archery by nurturing existing archers, cultivating new archers, and advancing the sport through caring coaching and leading by professional example. Our program focuses on concentration, patience, and confidence essential for safety and enjoyment of the sport. Students will learn self-control, discipline, focus, and life lessons required to be successful both in the classroom and in life. Our team members will consistently display academic excellence with a commitment to exhibiting sportsmanship-like conduct on and off the range. | |
| GPISD Course Number(s):<br>6600PE/7703PE/8603PE | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |
| Special Note | ***This is only offered at the following middle schools: Adams, Jackson, and Reagan.*** | |

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| Course Name | **Lifetime Fitness and Wellness Pursuits** | |
| Course Description | The Lifetime Fitness and Wellness Pursuits course offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students in Lifetime Fitness and Wellness Pursuits will apply the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness. | |
| GPISD Course Number(s):<br>5100/5101/5103 | Credits: 0.5 to 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |

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| Course Name | **Lifetime Recreation and Outdoor Pursuits** |

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| Course Description | The Lifetime Recreation and Outdoor Pursuits course provides opportunities for students to develop competency in five or more lifelong recreational and outdoor pursuits for enjoyment and challenge. Students in Lifetime Recreation and Outdoor Pursuits participate in activities that promote physical literacy, respect for and connection to nature and the environment, and opportunities for enjoyment for a lifetime. Students will experience opportunities that enhance self-worth and support community engagement. | |
| GPISD Course Number(s): 5105 | Credits: 0.5 to 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Course Name | **Skill-Based Lifetime Activities** | |
| Course Description | The Skill-Based Lifetime Activities course offers students the opportunity to demonstrate mastery in basic sport skills, basic sport knowledge, and health and fitness principles. Students experience opportunities that promote physical literacy and lifetime wellness. | |
| GPISD Course Number(s): 5104 | Credits: 0.5 to 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Course Name | **Dual Credit Lifetime Fitness and Wellness Pursuits: PHED 1164 – Physical Fitness and Wellness** | |
| Course Description | The Lifetime Fitness and Wellness Pursuits course offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students in Lifetime Fitness and Wellness Pursuits will apply the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness. | |
| GPISD Course Number(s): 5100D | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *Student must meet admission requirements of the college/university.* | |
| Course Name | **Partner PE (Middle School)** | |
| Course Description | Partner PE is a general education physical education course that focuses on lifetime leisure, recreation, and sports needs of students with disabilities. The Partner PE program allows students with disabilities to learn alongside their general education peers who provide demonstrations, modeling, verbal cues, prompting, and positive feedback while supporting social skill development and building self-esteem. Students with disabilities will increase self-confidence and develop positive attitudes toward physical education and recreation. General education students will develop leadership skills and may learn about careers working with individuals with disabilities. General education students make up more than half of the class. | |
| GPISD Course Number(s): | Credits: 1.0 | Recommended Grade(s): 6-8 |
| Prerequisites | | |
| Special Note | *This is only offered at the following middle schools: Jackson, Reagan, and Truman. General Education Student: Does not have an IEP. Student who receives Special Education Services and Support (has an IEP): Placement determined by ARD committee. The ARD committee has determined the student's disability affects their involvement and progress in physical education and demonstrates deficits in motor fitness and health, locomotor and object control skills, and skills in individual and group games and sports.* | |
| Course Name | **Partner PE (High School)** | |
| Course Description | Partner PE is a general education physical education course that focuses on lifetime leisure, recreation, and sports needs of students with disabilities. The Partner PE program allows students with disabilities to learn alongside their general education peers who provide demonstrations, modeling, verbal cues, prompting, and positive feedback while supporting social skill development and building self-esteem. Students with disabilities will increase self-confidence and develop positive attitudes toward physical education and recreation. General education students will | |

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| | develop leadership skills and may learn about careers working with individuals with disabilities. General education students make up more than half of the class. | |
| GPISD Course Number(s): | Credits: 1.0 | Recommended Grade(s): 6-8 |
| Prerequisites | | |
| Special Note | *This is only offered at the following middle schools: Jackson, Reagan, and Truman. General Education Student: Does not have an IEP. Student who receives Special Education Services and Support (has an IEP): Placement determined by ARD committee. The ARD committee has determined the student's disability affects their involvement and progress in physical education and demonstrates deficits in motor fitness and health, locomotor and object control skills, and skills in individual and group games and sports.* | |

**The Physical Education requirement may also be satisfied by the following courses:**

**Dance including Ballet Folklorico**
**Athletics**
**JROTC I**
**Marching Band (Fall Semester only)**
**Cheerleading (Fall Semester only)**
**Drill Team (Fall Semester only)**

# HEALTH

**One-half credit in Health is a GPISD requirement for graduation and may be satisfied through any of the following courses:**

| Course Name | **Health** | |
|---|---|---|
| Course Description | Students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal setting, and communication skills to protect their health and that of the community. | |
| GPISD Course Number(s): 5000 | Credits: 0.5 | Recommended Grade(s): 8-12 |
| Prerequisites | | |

| Course Name | **Principles of Health Science** | |
|---|---|---|
| Course Description | The Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality healthcare depends on the ability to work well with others. | |
| GPISD Course Number(s): 7450 | Credits: 0.5 to 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |

| Course Name | **Health Science Theory** | |
|---|---|---|
| Course Description | The Health Science course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will have hands-on experiences for continued knowledge and skill development. The course may be taught by different methodologies such as clinical rotation and career preparation learning. | |
| GPISD Course Number(s): 7451 | Credits: 1.0 to 2.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Principles of Health Science and Biology* | |
| Special Notes | ***This course is offered to pathway students and non-pathway students*** | |

| Course Name | **Dual Credit Health: PHED 1304 – Health for Today** | |
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| Course Description | Emphasis is placed on relating course content to lifestyle to foster a better understanding of the major health issues of today. Current issues include, but are not limited to: emotional health, chemical use and abuse, human sexuality, major diseases, physical fitness, nutrition, aging, death and dying. This course does not satisfy the physical education activity course requirement. | |
| GPISD Course Number(s): 5010De | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | *College level ready in Reading* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.*** | |

# FINE ARTS

| Course Name | **Art I, Grades 6 – 8** | |
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| Course Description | Art I is an introduction to the visual arts and working with drawing, painting, and three-dimensional techniques. Students will experiment with a wide variety of art materials. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts: observation and perception, creative expression, historical and cultural relevance, and critical evaluation and response. The district will provide most art materials; there may be additional supplies required for special projects. Students will be expected to participate in art contests and exhibitions. Art I is a prerequisite. | |
| GPISD Course Number(s):<br>6765<br>7760<br>8766 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |

| Course Name | **Grand Prairie Fine Arts Academy: Art I, Grade 6** | |
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| Course Description | The art program at GPFAA integrates fine arts with media and arts literacy, with explorations of style, color, painting, sculpture, and drawing. Our 6th grade program introduces students to a range of techniques, materials, genres, and art and media history while building skills and confidence as creative artists. Students will create artworks that reinforce learning the elements of art and principles of design. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts: observation and perception, creative expression, historical and cultural relevance, and critical evaluation and response. Students will work with other fine arts strands and Pre/AP academics to further enhance their visual arts experience and prepare them for the rigor and expectations of the 7th grade art program. Sixth grade visual arts students will also be introduced to various competitions, exhibitions, and events in which their art skills will be featured. In addition, 6th grade students will go on various field trips to galleries, college campuses, and museums as well as have multiple opportunities to learn about their chosen strand with workshops and professional guest artists. | |
| GPISD Course Number(s):<br>6765 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |

| Course Name | **Art II, Grades 7 – 8** | |
|---|---|---|
| Course Description | Intermediate Art I builds on the skills and experiences in Art I. Students will develop their personal expression as they explore painting, clay, drawing, sculpture, and mixed media. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). The district will provide most art materials. Students will be expected to participate in art contests and exhibitions. | |
| GPISD Course Number(s):<br>7761<br>8767 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | *Art I, Grade 6 or 7* | |

| Course Name | **Grand Prairie Fine Arts Academy: Art II, Grade 7** |
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| Course Description | The GPFAA 7th grade visual arts program builds on the skills and concepts introduced in sixth grade while continuing to explore a new range of artists, genres, techniques, and materials. |

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| | Students will focus more on who they are as artists and how they can infuse their art with a sense of their own individuality. We will begin to delve into the portraiture/grids, widen artistic literacy with new vocabulary, color theory, in-depth explorations of 3-D with clay, wood, plaster, and wire media. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I.) Students will work with larger scale surfaces and learn new techniques for surface preparation. Seventh grade students will prepare works for consideration in various events, competitions, and exhibitions. However, all consideration for all competitions will be allowable only if the student is passing all academic/fine arts classes. Students will go on various field trips to galleries, studios, college campuses, and museums as well as have the multiple opportunities to learn from and work with professional artists. | |
| GPISD Course Number(s): 7761 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | *Art I, Grade 6* | |
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| Course Name | **Art III, Grade 8** | |
| Course Description | Advanced Art III builds on the skills and experiences in Art II. Students will develop a portfolio of original artwork based on their experiments with drawing and painting material, clay, sculpture, and mixed media. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). The district will provide most art materials. Students will be expected to participate in art contests and exhibitions. | |
| GPISD Course Number(s): 8768 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | *Art I, Grade 6 and Art II, Grade 7* | |
| | | |
| Course Name | **Grand Prairie Fine Arts Academy: Art III, Grade 8** | |
| Course Description | Exploring various ways artists influence and get their ideas out to the world is a large part of the 8th grade experience. Imagery, issues of inspiration and influence are just a few of the concepts students will explore. Students look at ways they can learn from, and be inspired by, other artists. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I.) They will be introduced to a wide variety of artwork, genres, and techniques that have influenced the way art is perceived. Through cross-curricular studies, 8th graders will discover how art can serve as their vehicle for expressive communication through the written word, community involvement, and learn the tools/techniques of creating art with a cause that can influence the viewer's experience. Students will have the opportunity to build on and apply the skills they have developed to create even more sophisticated and technically precise imagery. Eighth grade students will focus on college readiness by beginning works to include in their portfolio as they move to high school. Field trips and workshops with various local colleges will take place in the spring as well as several professional guest artists visiting throughout the year. All 8th grade students are expected to participate in exhibitions, contests, juried exhibitions, and various events throughout the year. | |
| GPISD Course Number(s): 8768 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | *Art II, Grade 7* | |
| Special Notes | | |
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| Course Name | **Dance I, Grades 6 – 8** | |
| Course Description | This class is for students without prior dance background. Students will learn the fundamental skills in different types of dance including ballet, jazz, modern, hip hop, | |

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| | choreography studies and dances from different cultures. Students will perform various dance routines. There are no student fees for this class. | |
| GPISD Course Number(s):<br>6608<br>7608<br>8608 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |
| Course Name | **Grand Prairie Fine Arts Academy: Dance, Grades 6 – 8** | |
| Course Description | Students are expected to demonstrate both the technical and theoretical principles with an emphasis on repertory. Each level of dance instruction builds on the foundation of knowledge and skills established at prior levels. Each course has a unique focus. The course is designed to refine skill, awareness of movement and aesthetic principles to a particular style of dance. Students will be expected to demonstrate both the technical and theoretical principles with an emphasis on repertory. | |
| GPISD Course Number(s):<br>6608<br>7608<br>8608 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |
| Course Name | **Dance I Ballet Folklorico, Grades 6 – 8** | |
| Course Description | This class, which is for students without prior dance background, allows students from all cultures to explore dance as a component of the Mexican heritage. The class includes principles of Mexican folk dance including basic movement techniques, basic skirting styles, rhythms, regional dance forms and styles, and cultural context. There are no student fees for this class. | |
| GPISD Course Number(s):<br>6603<br>7616<br>8616 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |
| Course Name | **Dance II, Grades 7 – 8** | |
| Course Description | This class will build on the basic dance movements and techniques learned in Dance I. Students will perform various dance routines. Some performances may be outside of the school day. There may be some required after-school rehearsals. There are no student fees for this class. District-provided transportation is used for outside performances. | |
| GPISD Course Number(s):<br>7609<br>8609 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |
| Course Name | **Dance II Ballet Folklorico , Grades 7 – 8** | |
| Course Description | This class will build on the basic dance movements and techniques learned in dance Ballet Folklorico I. Students will perform various dance routines. Some performances may be outside of the school day. There may be some required after-school rehearsals. There are no student fees for this class. District-provided transportation is used for outside performances. | |
| GPISD Course Number(s):<br>7617<br>8617 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | *Dance I Ballet Folklorico or audition* | |

| Course Name | **Dance III, Grade 8** | |
|---|---|---|
| Course Description | This class is designed for students who are planning on taking dance at the high school level. Students will prepare for the various dance opportunities at the high school level as well as do outside performances. There may be some required after-school rehearsals. There are no student fees for this class. District-provided transportation is used for outside performances. | |
| GPISD Course Number(s):<br>8614 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | *Dance II or audition* | |

| Course Name | **Dance III Ballet Folklorico, Grade 8** | |
|---|---|---|
| Course Description | This class is designed for students who are planning on taking Ballet Folklorico at the high school level. Students will prepare for the various dance opportunities at the high school level as well as do outside performances. There may be some required after-school rehearsals. There are no student fees for this class. District-provided transportation is used for outside performances. | |
| GPISD Course Number(s):<br>8618 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | *Dance II Ballet Folklorico or audition* | |

| Course Name | **Beginning Choir, Grade 6** | |
|---|---|---|
| Course Description | Beginning choir will guide students in the development of vocal skills and beginning music theory. Students participate in a variety of performance and contest opportunities. Contest fees are paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>6719<br>6720 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |

| Course Name | **Select Boys' Choir, Grades 7 – 8** | |
|---|---|---|
| Course Description | Boys will study music written specifically for the changing voice and can perform and compete throughout the year. Contest fees are paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>7717<br>8717 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | *By audition only*<br>*Director approval is required for membership* | |

| Course Name | **Select Girls' Choir, Grades 7 – 8** | |
|---|---|---|
| Course Description | Girls will study music written specifically for the middle school female voice and can perform and compete throughout the year. Contest fees are paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>7718<br>8718 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | *By audition only*<br>*Director approval is required for membership* | |

| Course Name | **Grand Prairie Fine Arts Academy: Mixed Middle School Choir, Grades 7 – 8** | |
|---|---|---|
| Course Description | This choir is designed for boys and girls, grades 7-8. Students will study proper vocal techniques, music theory, music history, sight-reading, dance movement, coordination, and stage presence. Aria Chorale students are expected to participate in all-region contest, solo/ensemble contest, UIL concert and sight-reading. The district will pay contest fees. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>7721<br>8721 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | *By audition only* | |

| Course Name | **Grand Prairie Fine Arts Academy: Tenor/Bass Middle School Boys Choir, Grades 6 – 8** | |
|---|---|---|
| Course Description | This choir is designed for boys, grades 6-8. Students will study proper vocal techniques, music theory, music history, sight-reading, dance movement, coordination, and stage presence. Lyres students are expected to participate in all-region contest, solo/ensemble contest, UIL concert and sight-reading. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>6724<br>7724<br>8724 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |
| Special Notes | ***The district will pay contest fees*** | |

| Course Name | **Grand Prairie Fine Arts Academy: Treble Middle School Girls' Choir, Grades 6 – 8** | |
|---|---|---|
| Course Description | This class is designed for girls, grades 6-8. This course offers beginning choir students opportunities in exploration of music from a wide variety of cultures and time periods. Students will focus on basic technique, music theory, sight-reading, and theory. Trouveres students are expected to participate in all-region contest, solo/ensemble contest, 6th grade contest, and UIL concert and sight-reading. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>6726<br>7723<br>8723 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |
| Special Notes | ***The district will pay contest fees*** | |

| Course Name | **Beginner Band, Grades 6 – 7** |
|---|---|
| Course Description | Beginner band is made up of primarily 6th graders, although 7th graders are also welcomed into Beginner Band. Beginner band is designed for students who are interested in starting one of the following instruments: flute, oboe, bassoon, clarinet, saxophone, trumpet, French horn, trombone, euphonium, tuba, and percussion. The primary focus for this class is on basic instrumental skill development and music reading. The goal of the class is to develop the student so that he or she can enter either Concert or Symphonic Band. Students are split into instrument families of brass, woodwind, and percussion. Instrument and contest fees are paid for by the school district. This is a performance-based class: students and parents can expect several evening and/or Saturday performances during the school year. |

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| GPISD Course Number(s):<br>6741 67417<br>6742 67427<br>6743 67437<br>6744 67447<br>6745 67457 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |

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|---|---|---|
| Course Name | **Concert Band, Grades 7 – 8** | |
| Course Description | Concert Band is an ensemble that provides students with learning and performance opportunities on wind and percussion instruments. The primary focus is on the development, continuation, and expansion of basic skills begun the previous year that are necessary for effective instrumental music performance. In addition to large group ensembles, individual growth and achievement are encouraged through participation in adjudicated solo and ensemble contests, festivals, and private lessons. Instrument and contest fees are paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>7748<br>8748 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | *Director approval is required for membership* | |

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|---|---|---|
| Course Name | **Symphonic Band, Grades 7 – 8** | |
| Course Description | Symphonic Band is the school's most advanced performing ensemble for wind and percussion instrumentalists. This yearlong course introduces comprehensive musicianship through music performance of challenging and varied literature. Skills and concepts from the previous year are developed and expanded upon. In addition to continued refinement of individual performance skills, great emphasis is placed on ensemble performance skills. Students will continue to develop their knowledge of music theory, begin to analyze, and evaluate music, and use critical-thinking skills to make refinements in their performance. Individual and ensemble performance skills will be expanded through musical expression and technical accuracy. In addition to large-group ensembles, individual growth and achievement are encouraged through participation in adjudicated solo and ensemble contests, festivals, and private lessons. Instrument and contest fees are paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>7749<br>8749 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | *Director approval is required for membership* | |

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|---|---|---|
| Course Name | **Beginner Mariachi, Grades 6 – 7** | |
| Course Description | The primary focus for this class is on basic instrumental skill development and music reading. The goal of the class is to develop the student so that he or she can enter either Intermediate or Advanced Mariachi. Instrument and contest fees are paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>6760<br>7742 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |

| Course Name | **Grand Prairie Fine Arts Academy: Beginning Mariachi 6** | |
|---|---|---|
| Course Description | Designed for the 6th grade instrumental beginners, beginning mariachi teaches students the fundamentals of the instrumental performance. The following instruments are offered at the GPFAA in the beginner mariachi class: flute, violin, trumpet, vihuela, golpe, guitar, guitarron, and harp. Students will be evaluated and placed on an instrument within the first week of school. No experience on an instrument is necessary for acceptance into the Mariachi Program. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. Seventh grade beginners will be considered. | |
| GPISD Course Number(s):<br>6760 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |
| Special Notes | ***Instrument and contest fees are paid for by the school district*** | |

| Course Name | **Intermediate Mariachi, Grades 7 – 8** | |
|---|---|---|
| Course Description | Intermediate Mariachi is an ensemble that provides students with learning and performance opportunities. The primary focus is on the development, continuation, and expansion of basic skills begun the previous year that are necessary for effective instrumental music performance. In addition to large-group ensembles, individual growth and achievement are encouraged through participation in adjudicated solo and ensemble contests, and festivals. Instrument and contest fees are paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>7743<br>8741 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | *Beginner Mariachi 6 or 7*<br>*Director approval is required for membership* | |

| Course Name | **Grand Prairie Fine Arts Academy: Intermediate Mariachi, Grades 7 – 8** | |
|---|---|---|
| Course Description | Designed for 7th and 8th grade students who have one to two years' experience on their instrument, Mariachi Juvenil Sol Azteca focuses on fundamental playing and performance pieces, as well as music theory, music history and music listening. The district pays for instrument and contest fees. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. Students will be given several opportunities to excel individually throughout the school year including all-region mariachi auditions and solo/ensemble contest. Sixth graders with a year of playing experience will be considered based on audition. | |
| GPISD Course Number(s):<br>7743<br>8741 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | *Director approval is required for membership* | |
| Special Notes | ***Instrument and contest fees are paid for by the school district*** | |

| Course Name | **Advanced Mariachi, Grades 7 – 8** |
|---|---|
| Course Description | Advanced Mariachi is the school's most advanced performing ensemble in the Mariachi strand. This yearlong course introduces comprehensive musicianship through music performance of challenging and varied literature. Skills and concepts from the previous year are developed and expanded upon. In addition to continued refinement of individual performance skills, great emphasis is placed on ensemble performance skills. Students will continue to develop their knowledge of music theory, begin to analyze, and evaluate music, and use critical-thinking skills to make refinements in their performance. Individual and ensemble performance skills will be expanded through musical expression and technical |

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| | accuracy. In addition to large-group ensembles, individual growth and achievement are encouraged through participation in adjudicated solo and ensemble contests, and festivals. Instrument and contest fees are paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>7744<br>8742 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | *By audition only*<br>*Director approval is required for membership* | |

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|---|---|---|
| Course Name | **Beginner Orchestra, Grades 6 – 8** | |
| Course Description | Beginner Orchestra is made up of primarily 6th graders, although 7th graders are also welcomed into Beginner Orchestra. The primary focus for this class is on basic instrumental skill development and music reading. The goal of the class is to develop the student so that he or she can enter either Concert or Symphonic Orchestra. Instrument and contest fees are paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>6734<br>7733<br>8733 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |

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|---|---|---|
| Course Name | **Grand Prairie Fine Arts Academy: Beginning Orchestra, Grades 6 – 7** | |
| Course Description | Beginner Orchestra is made up of primarily 6th graders, although 7th graders are also welcomed into Beginner Orchestra. The primary focus for this class is on basic instrumental skill development and music reading. The goal of the class is to develop the student so that he or she can enter either Concert or Symphonic Orchestra. Instrument and contest fees are paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>6734 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |
| Special Notes | ***Instrument and contest fees are paid for by the school district*** | |

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|---|---|---|
| Course Name | **Grand Prairie Fine Arts Academy: Ensemble Orchestra 6** | |
| Course Description | Designed for students who have at least one year of experience on their instrument, the 6th grade Ensemble will continue to provide students with learning and performance opportunities. The primary focus is on the expansion of basic skills necessary for effective instrumental music performance. In addition to large-group ensembles, individual growth and achievement are encouraged through participation in adjudicated events such as solo and ensemble contests and all-region orchestras. This is a performance-based class, and students and parents can expect several evening or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>6736 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |
| Special Notes | ***Instrument and contest fees are paid for by the school district*** | |

| Course Name | **Concert Orchestra, Grades 7 – 8** | |
|---|---|---|
| Course Description | Concert Orchestra is an ensemble that provides students with learning and performance opportunities. The primary focus is on the development, continuation, and expansion of basic skills begun the previous year that are necessary for effective instrumental music performance. In addition to large-group ensembles, individual growth and achievement are encouraged through participation in adjudicated solo and ensemble contests, festivals, and private lessons. Instrument and contest fees are paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>7734<br>8734 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | *Beginner Orchestra 6 or 7*<br>*Director approval is required for membership* | |

| Course Name | **Symphonic Orchestra, Grades 7 – 8** | |
|---|---|---|
| Course Description | Symphonic Orchestra is the school's most advanced performing ensemble. This yearlong course introduces comprehensive musicianship through music performance of challenging and varied literature. Skills and concepts from the previous year are developed and expanded upon. In addition to continued refinement of individual performance skills, great emphasis is placed on ensemble performance skills. Students will continue to develop their knowledge of music theory, begin to analyze, and evaluate music, and use critical-thinking skills to make refinements in their performance. Individual and ensemble performance skills will be expanded through musical expression and technical accuracy. In addition to large-group ensembles, individual growth and achievement are encouraged through participation in adjudicated solo and ensemble contests, festivals, and private lessons. Instrument and contest fees are paid for by the school district. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>7736<br>8736 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | *By audition only*<br>*Director approval is required for membership* | |

| Course Name | **Grand Prairie Fine Arts Academy: Advanced Orchestra, Grades 7 – 8** | |
|---|---|---|
| Course Description | This is an advanced performing ensemble. In this course, students will continue to refine their technical skills as well as enhance their performance abilities through musical expression. More emphasis is placed on ensemble performance skills, and students will continue to develop their knowledge of music theory, analyze, and evaluate music, and use critical-thinking skills to make refinements in their performance. Individual growth and achievement are encouraged through participation in adjudicated events such as solo and ensemble contests and all-region orchestras. This is a performance-based class, and students and parents can expect several evening and Saturday performances during the school year. | |
| GPISD Course Number(s):<br>7735<br>8735 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | *Director approval is required for membership* | |
| Special Notes | ***Instrument and contest fees are paid for by the school district*** | |

| Course Name | **Theatre I, Grades 6 – 8** | |
|---|---|---|
| Course Description | This class is for students who have not previously taken Theatre. Theatre I consists of basic acting techniques, the role of the actor in interpreting dramatic literature, introduction to stagecraft and technical theatre. All students will perform and participate in acting activities, scenes, and performances. Students will participate in at least one play or performance in front of a live audience. | |
| GPISD Course Number(s):<br>6770<br>7772<br>8771 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |
| Special Notes | ***No student participation fees are required*** | |

| Course Name | **Grand Prairie Fine Arts Academy: Theatre, Grade 6** | |
|---|---|---|
| Course Description | Sixth grade Academy Theatre consists of basic acting techniques, the role of the actor in interpreting dramatic literature, introduction to stagecraft and technical theatre. All students will perform and participate in acting activities, scenes, and performances. Students will participate in at least one play or performance in front of a live audience. Students will also be required to perform and participate in a wide variety of competitive theatre and oral interpretation competitions, performances, and festivals. Students will participate in guest artist workshops and clinics run by industry professionals. Some after-school and extracurricular time will be required. | |
| GPISD Course Number(s):<br>6770 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |
| Special Notes | ***The district provides supplies*** | |

| **Course Name** | **Grand Prairie Fine Arts Academy: Theatre, Grade 7** | |
|---|---|---|
| Course Description | Seventh grade Academy Theatre consists of intermediate to advanced acting techniques, the roles of all jobs involved in a play production, interpreting dramatic literature, performing, and participating in acting activities, scenes, performances, and productions. Students will be taught aspects of stagecraft and technical theatre as well. Students will participate in a plays or performances in front of a live audience. Students will also be required to perform and participate in a wide variety of competitive theatre and oral interpretation competitions, performances, and festivals. Students will participate in guest artist workshops and clinics run by industry professionals. Some after-school and extracurricular time will be required. | |
| GPISD Course Number(s):<br>7776 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |
| Special Notes | ***The district provides supplies*** | |

| Course Name | **Grand Prairie Fine Arts Academy: Theatre, Grade 8** |
|---|---|
| Course Description | Eighth grade Academy Theatre consists of advanced acting techniques, the roles of all jobs involved in a play production, interpreting dramatic literature, performing, and participating in acting activities, scenes, performances, and productions. Students will be taught aspects of stagecraft and technical theatre as well. Students will participate in a plays or performances in front of a live audience. Students will also be required to perform and participate in a wide variety of competitive theatre and oral interpretation competitions, performances, and festivals. Students will participate in guest artist workshops and clinics run by industry professionals. Some after-school and extracurricular time will be required. |

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| GPISD Course Number(s):<br>8776 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |
| Special Notes | ***The district provides supplies*** | |

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|---|---|---|
| Course Name | **Theatre II, Grade 7 – 8** | |
| Course Description | Theatre II consists of intermediate to advanced acting techniques, the roles of all jobs/roles involved in a play production, interpreting dramatic literature, performing, and participating in acting activities, scenes, performances, and productions. Students will be taught aspects of stagecraft and technical theatre as well. Students will participate in plays or performances in front of a live audience. Some after-school and extracurricular time will be required. | |
| GPISD Course Number(s):<br>7777<br>8777 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | *Theatre I* | |
| Special Notes | ***No student participation fees are required*** | |

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| Course Name | **Competition Theatre I, Grades 7 – 8** | |
| Course Description | Middle School Theatre Team: For first-year competition theatre students, regardless of grade level, Competition Theatre is a course that is intended for students interested in pursuing theatre at the high school level and beyond. Students will focus on advanced acting techniques, interpreting dramatic literature, prose, and poetry. Students will be required to perform and participate in a wide variety of competitive theatre and oral interpretation competitions, performances, and festivals. This course requires after-school rehearsals and performances, many times on Saturdays. All students in this course are required to participate in all after-school productions, performances, and events for the Theatre Department. | |
| GPISD Course Number(s):<br>7775<br>8772 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | *Theatre I and/or Audition /Teacher Approval Needed* | |
| Special Notes | ***The district provides entry fees and transportation to required events.*** | |

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| Course Name | **Competition Theatre II, Grade 8** | |
| Course Description | This course is for second-year competition theatre students. Competitive theatre is a course that is intended for students interested in pursuing theatre at the high school level and beyond. Students will focus on advanced acting techniques, interpreting dramatic literature, prose, and poetry. Students will be required to perform and participate in a wide variety of competitive theatre and oral interpretation competitions, performances, and festivals. This course requires after-school rehearsals and performances, many times on Saturdays. All students in this course are required to participate in all after-school productions, performances and events for the Theatre Department. | |
| GPISD Course Number(s):<br>8773 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | *Theatre I and/or Audition /Teacher Approval Needed* | |
| Special Notes | ***The district provides entry fees and transportation to required events.*** | |

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| Course Name | **Art I** | |
| Course Description | Art I is an introduction to the visual arts and a prerequisite for all other art courses. Students will explore a variety of hands-on experiences and techniques, and work with drawing, | |

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| | painting, and three-dimensional materials. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts: observation and perception, creative expression, historical and cultural relevance, and critical evaluation and response. The district will provide art materials. Students will be expected to participate in art contests and exhibitions. | |
| GPISD Course Number(s): 6010 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Course Name | **Advanced Art I** | |
| Course Description | Advanced Art I is an enhanced introduction to the visual arts and a prerequisite for all other art courses. Students will independently investigate a variety of hands-on experiences and techniques, and work with drawing, painting, and three-dimensional materials. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts: observation and perception, creative expression, historical and cultural relevance, and critical evaluation and response. The district will provide art materials. Students will be expected to participate in art contests and exhibitions and produce a portfolio suitable for review by the appropriate AP instructor. | |
| GPISD Course Number(s): 6011 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *Advanced Art in Middle School or Middle School Art teacher recommendation or Portfolio Review* | |
| Course Name | **Art I, Art and Media Communications I** | |
| Course Description | Art and Media Communications I is designed to provide access to rigorous and relevant instruction in visual art and media-based skills for those students who may not have an extensive background in formal visual arts training. The course is based on an integrated set of skills and knowledge standards in art and technology applications as well as Texas college-and-career readiness skills and 21st-century skills. Students learn how to bridge traditional hand skills with current technology applications to create new media such as animations, digital images, multimedia presentations, digital videos, websites, and interactive or site-based installations and performances. Throughout the course, students compile a digital portfolio of work that demonstrates skill and understanding. | |
| GPISD Course Number(s): 6015 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| **Course Name** | **Art II, Drawing I** | |
| Course Description | This course is an introduction to the drawing process. Students practice drawing skills using a variety of media and techniques applied to a range of themes and subject matter. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). The district will provide most art materials; there may be additional supplies required for special projects. Students will participate in art contests and exhibitions. | |
| GPISD Course Number(s): 6120 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Art I* | |
| Special Notes | ***The district will provide most art materials; additional supplies may be required for special projects. Students will participate in art contests and exhibitions.*** | |
| **Course Name** | **Art III, Drawing II** | |
| Course Description | In drawing at the intermediate level, students will build on the skills developed in Drawing I to communicate their ideas and express originality. Emphasis will be on the four strands of | |

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| | the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). The district will provide most art materials; there may be additional supplies required for special projects. Students will be expected to participate in art contests and exhibitions. | |
| GPISD Course Number(s): 6130 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Drawing I* | |
| Special Notes | ***The district will provide most art materials; additional supplies may be required for special projects. Students will participate in art contests and exhibitions.*** | |
| **Course Name** | **Art IV, Drawing III** | |
| Course Description | In drawing at the advanced level, students build on the skills from Drawing II to pursue a personal style and unique voice in their artwork. Students will create a portfolio of drawings with a variety of media and techniques. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). The district will provide most art materials; there may be additional supplies required for special projects. Students will be expected to participate in art contests and exhibitions. | |
| GPISD Course Number(s): 6140 | Credits: 1.0 | Recommended Grade(s): 12 |
| Prerequisites | *Drawing II* | |
| Special Notes | ***The district will provide most art materials; additional supplies may be required for special projects. Students will participate in art contests and exhibitions.*** | |
| **Course Name** | **Art II, Painting I** | |
| Course Description | This course is an introduction to the painting process. Students practice painting skills using a variety of media and techniques applied to a range of themes and subject matter. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). The district will provide most art materials; there may be additional supplies required for special projects. Students will participate in art contests and exhibitions. | |
| GPISD Course Number(s): 6122 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *Art I* | |
| Special Notes | ***The district will provide most art materials; additional supplies may be required for special projects. Students will participate in art contests and exhibitions.*** | |
| **Course Name** | **Art III, Painting II** | |
| Course Description | In painting at the intermediate level, students will build on the skills developed in Painting I to communicate their ideas and express originality. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). The district will provide most art materials; there may be additional supplies required for special projects. Students will be expected to participate in art contests and exhibitions. | |
| GPISD Course Number(s): 6132 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Painting I* | |
| Special Notes | ***The district will provide most art materials; additional supplies may be required for special projects. Students will participate in art contests and exhibitions.*** | |
| **Course Name** | **Art IV, Painting III** | |
| Course Description | In painting at the advanced level, students build on the skills from Painting II to pursue a personal style and unique voice in their artwork. Students will create a portfolio of paintings with a variety of media and techniques. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). Students will be expected to participate in art contests and exhibitions. | |

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| GPISD Course Number(s): 6142 | Credits: 1.0 | Recommended Grade(s): 12 |
| Prerequisites | *Painting II* | |
| Special Notes | ***The district will provide most art materials; additional supplies may be required for special projects. Students will participate in art contests and exhibitions.*** | |
| **Course Name** | **Art II, Ceramics I** | |
| Course Description | This is an introductory studio class designed for students who have an interest in working with clay. The course gives students experiences in making functional as well as sculptural pieces, using a variety of techniques. Focus is on well thought-out forms, designs and functional uses along with good craftsmanship. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). | |
| GPISD Course Number(s): 6124 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Art I* | |
| Special Notes | ***The district will provide most art materials; additional supplies may be required for special projects. Students will be expected to participate in art contests and exhibitions.*** | |
| **Course Name** | **Art III, Ceramics II** | |
| Course Description | Ceramics at the intermediate level is a studio class developed for students to build on the skills developed in Ceramics I to communicate their ideas and express originality. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the Visual Arts (see Art I). | |
| GPISD Course Number(s): 6134 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Ceramics I* | |
| Special Notes | ***The district will provide most art materials; additional supplies may be required for special projects. Students will participate in art contests and exhibitions.*** | |
| **Course Name** | **Art IV, Ceramics III** | |
| Course Description | Ceramics at the advanced level is a studio class developed for students to build on the skills developed in Ceramics II to pursue a personal style and unique voice in their artwork. Students will create a portfolio of hand-built, wheel-thrown, and sculptures made with a variety of media and techniques. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). | |
| GPISD Course Number(s): 6144 | Credits: 1.0 | Recommended Grade(s): 12 |
| Prerequisites | *Ceramics II* | |
| Special Notes | ***The district will provide most art materials; additional supplies may be required for special projects. Students will be expected to participate in art contests and exhibitions.*** | |
| **Course Name** | **Art II, Sculpture I** | |
| Course Description | This course is an introduction to the basic elements, materials, and techniques of sculpture. Approaches may include modeling with clay, addition such as assemblage, or subtraction such as carving wood or stone. The student learns how to approach the basic elements of three-dimensional form including scale, mass, color, movement, and use of space in a sculptural manner. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the Visual Arts (see Art I). | |
| GPISD Course Number(s): 6123 | Credits: 1.0 | Recommended Grade(s): 10-12 |

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| Prerequisites | *Art I* | |
| Special Notes | ***The district will provide most art materials; additional supplies may be required for special projects. Students will be expected to participate in art contests and exhibitions.*** | |
| **Course Name** | **Art III, Sculpture II** | |
| Course Description | This course is a continuation of Sculpture I with an increased emphasis on conceptual concerns. Students learn about contemporary approaches to sculpture and have more latitude for stylistic exploration. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). | |
| GPISD Course Number(s): 6133 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Sculpture I* | |
| Special Notes | ***The district will provide most art materials; additional supplies may be required for special projects. Students will be expected to participate in art contests and exhibitions.*** | |
| **Course Name** | **Art IV, Sculpture III** | |
| Course Description | This course is a continuation of Sculpture II with an increased emphasis on conceptual concerns based on research of a personal interest. Personal histories and narratives form the basis of research leading to the production of multi-object sculpture. Student-directed research and presentation form the basis for the development and production of mixed-media installation projects. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts (see Art I). | |
| GPISD Course Number(s): 6143 | Credits: 1.0 | Recommended Grade(s): 12 |
| Prerequisites | *Sculpture II* | |
| Special Notes | ***The district will provide most art materials; additional supplies may be required for special projects. Students will be expected to participate in art contests and exhibitions.*** | |
| Course Name | **Art II, Design I** | |
| Course Description | Art Design is an introduction to technique and style. Students will explore various styles of art utilizing principles of design and elements of art. The district will provide most art materials; there may be additional supplies required for special projects. | |
| GPISD Course Number(s): 6127 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Art I* | |
| Special Notes | ***The district will provide most art materials; additional supplies may be required for special projects. Students will be expected to participate in art contests and exhibitions.*** | |
| Course Name | **Art III, Design II** | |
| Course Description | Art Design is an introduction to technique and style. Students will explore various styles of art utilizing principles of design and elements of art. The district will provide most art materials; there may be additional supplies required for special projects. | |
| GPISD Course Number(s): 6128 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Art II, Design I* | |
| Special Notes | ***The district will provide most art materials; additional supplies may be required for special projects. Students will be expected to participate in art contests and exhibitions.*** | |
| Course Name | **Advanced Placement Studio Art: Drawing Portfolio** | |
| Course Description | Advanced Placement Studio Art Drawing allows the serious art student to engage in a rigorous, college-level course and possibly earn college credit. Students work to develop and | |

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| | demonstrate mastery of concept, composition, and technical skills. Students create artworks using "mark-making" techniques such as drawing, painting, and printmaking. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts. Students build a portfolio of their best work and submit the portfolio to the College Board for review and scoring. | |
| GPISD Course Number(s): 6152 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Recommended Prerequisite: Art II or permission from AP Instructor after a Portfolio Review* | |
| Special Notes | ***Students build a portfolio of their best work and submit the portfolio to the College Board for review and scoring.***<br>***Students will be expected to participate in art contests and exhibitions.*** | |
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| Course Name | **Advanced Placement Studio Art: 2-D Art and Design** | |
| Course Description | Advanced Placement Studio Art 2-D Design allows the serious art student to engage in a rigorous, college-level course and possibly earn college credit. Students work to develop and demonstrate mastery of concept, composition, and technical skills. Students create artworks using photography, digitally produced, or conventionally created techniques. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts. | |
| GPISD Course Number(s): 6150 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Recommended Prerequisite: Art II or permission from AP Instructor after a Portfolio Review* | |
| Special Notes | ***Students build a portfolio of their best work and submit the portfolio to the College Board for review and scoring.***<br>***Students will be expected to participate in art contests and exhibitions.*** | |
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| Course Name | **Advanced Placement Studio Art: 3-D Art and Design** | |
| Course Description | The course enables students to develop mastery (i.e., "high quality" or "college level") in concept (theme or idea), composition (elements of art and principles of design associated with the arrangement of artistic parts to achieve an effect), and execution (technical skills) of 3-D design. The student will create informed solutions to 3D design problems, using additive, subtractive, and fabrication processes to deepen and enrich a student's interest and understanding of 3-D design principles as they relate to art as an ongoing process. Emphasis will be on the four strands of the Texas Essential Knowledge and Skills (TEKS) for the visual arts. | |
| GPISD Course Number(s): 6154 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Recommended Prerequisite: Art II or permission from AP Instructor after a Portfolio Review* | |
| Special Notes | ***The student must complete a portfolio of up to 20 pieces of artwork and submit the portfolio to the College Board for review and scoring.***<br>***Students will be expected to participate in art contests and exhibitions.*** | |
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| Course Name | **Advanced Placement Art History** | |
| Course Description | By investigating a specific image set of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, artmaking, and responses to and interpretations of art. | |
| GPISD Course Number(s): 6740 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | | |

| Course Name | **Dual Credit Art: Arts 1301 – Art Appreciation** | |
|---|---|---|
| Course Description | Films, lectures, slides, and discussions focus on the theoretical, cultural, and historical aspects of the visual arts. Emphasis is on the development of visual and aesthetic awareness. | |
| GPISD Course Number(s): 6009D | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *College level ready in Reading* | |
| Special Notes | ***Students will receive 1.0 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in each course.*** | |

| Course Name | **Dual Credit Art: Arts 1311 – 2D Design** | |
|---|---|---|
| Course Description | Basic concepts of design with two-dimensional materials are explored. The use of line, color, illusion of space or mass, texture, value, shape, and size in composition is considered. | |
| GPISD Course Number(s): 6127D | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | *College level ready in Reading* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in each course.*** | |

| Course Name | **Dual Credit Art: Arts 1316 – Drawing I** | |
|---|---|---|
| Course Description | This beginning course investigates various media, techniques, and subjects. It explores perceptual and descriptive possibilities and considers drawing as a developmental process as well as an end. | |
| GPISD Course Number(s): 6120D | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | *College level ready in Reading* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in each course.*** | |

| Course Name | **Dual Credit Art: UT OnRamps AET 304 – Foundation of Art and Entertainment Technologies** | |
|---|---|---|
| Course Description | UT ONRAMPS<br>Broad overview of digital media technologies, software and applications associated with the intersection of the arts and technology. Introduction to the core concepts of the four emphases of the Department of Arts and Entertainment Technologies: Music and Sound; Performance, Lighting, and Interactivity (PLAI); Game Design and Digital Visualization. Also considers the cultural, philosophical, ethical, and practical aspects of entertainment technology. | |
| GPISD Course Number(s): 6016Da/Db | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *See OnRamps Course Matrix on page 128* | |

| Course Name | **Grand Prairie Fine Arts Academy: Dance for the Working Artist** |
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| Course Description | This class introduces basic dance and audition skills for the novice dancer. It focuses on basic rhythms, beginning technique, beginning combinations, and the commercial audition process. |

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| GPISD Course Number(s): 6900 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |

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|---|---|---|
| Course Name | **Dance I, Principles of Dance I** | |
| Course Description | Dance I students will learn fundamental skills in these dance techniques: ballet, jazz, modern, hip hop, and choreography studies. | |
| GPISD Course Number(s): 6901 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***There are no student fees for this class*** | |

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|---|---|---|
| Course Name | **Dance II, Principles of Dance II** | |
| Course Description | Dance II students will build on skills and techniques learned in Dance I. Dance II techniques explored may include ballet, jazz, modern, tap, and choreography studies. Two performances are required in this course. | |
| GPISD Course Number(s): 6902 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Dance I and/or audition* | |
| Special Notes | ***There are no student fees for this class*** | |

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|---|---|---|
| Course Name | **Dance III, Principles of Dance III** | |
| Course Description | Dance III students will build on skills and techniques learned in Dance I and Dance II. Dance III techniques explored may include ballet, jazz, modern, tap, folk, character, and a major portion of choreography studies. A minimum of two performances is required in this course. | |
| GPISD Course Number(s): 6903 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Dance II and/or audition* | |
| Special Notes | ***There are no student fees for this class*** | |

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|---|---|---|
| Course Name | **Dance IV, Principles of Dance IV** | |
| Course Description | This class builds on skills and techniques learned in Dance I, II, and III. Dance IV explores ballet, modern, contemporary, jazz, and tap. Composition and dance theory will also be explored through various dance performances. A minimum of two performances is required in this course. | |
| GPISD Course Number(s): 6904 | Credits: 1.0 | Recommended Grade(s): 12 |
| Prerequisites | *Dance III and/or audition* | |
| Special Notes | ***There are no student fees for this class*** | |

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| Course Name | **Dance I, Ballet Folklorico I** |
| Course Description | Mexican Folk dance or baile folklórico allows students from all backgrounds to experience and understand dance as a component of the Mexican heritage, giving Mexican American students particularly a special opportunity to identify with and learn about their culture. The class includes principles of Mexican folk dance including basic movement techniques, basic skirting styles, rhythms, regional dance forms and styles, and cultural context. |

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| GPISD Course Number(s):<br>6913 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***There are no student fees for this class*** | |
| Course Name | **Dance II, Ballet Folklorico II** | |
| Course Description | This class builds upon the basic movement techniques, skirting styles, and regional dances learned in Level I. | |
| GPISD Course Number(s):<br>6914 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Ballet Folklorico I and/or audition* | |
| Special Notes | ***There are no student fees for this class*** | |
| Course Name | **Dance III, Ballet Folklorico III** | |
| Course Description | The class includes principles of Mexican folk dance including and reinforcing basic, intermediate and introducing advanced movement and footwork techniques, rhythms, regional dance forms and styles, cultural context and advanced work of skirting. | |
| GPISD Course Number(s):<br>6915 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Ballet Folklorico II and/or audition* | |
| Special Notes | ***There are no student fees for this class*** | |
| Course Name | **Dance IV, Ballet Folklorico IV** | |
| Course Description | The class builds on the principles of Ballet Folklorico I, II, and III reinforcing basic, intermediate, and advanced movement and footwork. Composition in various rhythms, regional dance forms, style and cultural context will be explored. | |
| GPISD Course Number(s):<br>6916 | Credits: 1.0 | Recommended Grade(s): 12 |
| Prerequisites | *Ballet Folklorico III and/or audition* | |
| Special Notes | ***There are no student fees for this class*** | |
| Course Name | **Grand Prairie Fine Arts Academy: Principles of Dance I – IV** | |
| Course Description | Students will be expected to demonstrate both the technical and theoretical principles with an emphasis on repertory. Each level of dance instruction builds on the foundation of knowledge and skills established at prior levels. Each course has a unique focus. The course is designed to refine skill, awareness of movement and aesthetic principles to a particular style of dance. Students will be expected to demonstrate both the technical and theoretical principles with an emphasis on repertory. | |
| GPISD Course Number(s):<br>6901<br>6902<br>6903<br>6904 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***Students are placed in technique classes based on ability and assessment by faculty. Grade level may or may not play a factor in their placement.*** | |
| Course Name | **Grand Prairie Fine Arts Academy: Ballet I** | |
| Course Description | A study of classical ballet techniques with an emphasis on proper placement and correct execution. Included are posture, balance, coordination, rhythm, and flow of physical energy through the art form. Instruction includes beginning barre, adagio, petit allegro and grand allegro. | |

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| GPISD Course Number(s):<br>6917 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***Students are placed in technique classes based on ability and assessment by faculty. Grade level may or may not play a factor in their placement.*** | |
| Course Name | **Grand Prairie Fine Arts Academy: Ballet II** | |
| Course Description | Continued studies of Ballet I elements with introduction to beginning variations and an emphasis on technical proficiency and stamina. | |
| GPISD Course Number(s):<br>6918 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Ballet I or Teacher Approval* | |
| Special Notes | ***Students are placed in technique classes based on ability and assessment by faculty. Grade level may or may not play a factor in their placement.*** | |
| Course Name | **Grand Prairie Fine Arts Academy: Ballet III** | |
| Course Description | Continued studies of Ballet II elements with an emphasis on advanced variations with an emphasis on musicality. | |
| GPISD Course Number(s):<br>6919 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Ballet II or Teacher Approval* | |
| Special Notes | ***Students are placed in technique classes based on ability and assessment by faculty. Grade level may or may not play a factor in their placement.*** | |
| Course Name | **Grand Prairie Fine Arts Academy: Ballet IV** | |
| Course Description | Advanced studies of Ballet III elements focusing on complex combinations using advanced patterning technical proficiency, speed and movement quality. | |
| GPISD Course Number(s):<br>6920 | Credits: 1.0 | Recommended Grade(s): 12 |
| Prerequisites | *Ballet III or Teacher Approval* | |
| Special Notes | ***Students are placed in technique classes based on ability and assessment by faculty. Grade level may or may not play a factor in their placement.*** | |
| Course Name | **Grand Prairie Fine Arts Academy: Modern / Contemporary Dance I – IV** | |
| Course Description | This course introduces students to the fundamentals of modern dance technique and history with an emphasis on physiologically sound movement progressions, energy contrast, correct alignment, and coordination in both traveling and axial sequences. | |
| GPISD Course Number(s):<br>6931<br>6932<br>6933<br>6934 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***Students are placed in technique classes based on ability and assessment by faculty. Grade level may or may not play a factor in their placement.*** | |
| Course Name | **Grand Prairie Fine Arts Academy: Tap Dance I – IV** | |
| Course Description | This class includes a proper foundation of tap technique which is established through barre exercises, creative movement, and center floor studies with an emphasis on technique, body placement, terminology, history, and development of simple rhythms. | |

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| GPISD Course Number(s):<br>6941<br>6942<br>6943<br>6944 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | **Students are placed in technique classes based on ability and assessment by faculty. Grade level may or may not play a factor in their placement.** | |
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| Course Name | **Grand Prairie Fine Arts Academy: World Dance Forms I – IV** | |
| Course Description | Dance students develop perceptual thinking and movement abilities in daily life, promoting an understanding of themselves and others. Students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of heritage and traditions of their own and others, and enabling them to participate in a diverse society. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic and creative processes. Students continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance. | |
| GPISD Course Number(s):<br>6945<br>6946<br>6947<br>6948 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***Students are placed in technique classes based on ability and assessment by faculty. Grade level may or may not play a factor in their placement.*** | |
| | | |
| Course Name | **Grand Prairie Fine Arts Academy: Dance Composition / Improvisation I – IV** | |
| Course Description | This course is a practical exploration of a variety of processes and elements that may be used in the study of creating artistic choreography with an emphasis on cross-strand collaboration. Students will create their own dance studies in response to a variety of assigned choreographic exercises. Topics will include elements such as space, time, shape, dynamics, and processes. Other areas of study include anatomy, physiology, kinesiology, nutrition, history, and philosophy. | |
| GPISD Course Number(s):<br>6909<br>6910<br>6911<br>6912 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***Students are placed in technique classes based on ability and assessment by faculty. Grade level may or may not play a factor in their placement.*** | |
| | | |
| Course Name | **Grand Prairie Fine Arts Academy: Dance Theory I** | |
| Course Description | The study of the philosophy underpinning contemporary dance, including formal ideologies, aesthetic concepts, and technical attributes. Including an exposure to a wide variety of literature in dance, the arts and sciences which specifically address the development of dance as an art-form and cultural phenomena in the 20th and 21st Centuries. | |
| GPISD Course Number(s):<br>6921 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |

| Course Name | **Grand Prairie Fine Arts Academy: Dance Theory II** | |
|---|---|---|
| Course Description | Continued studies of the philosophy underpinning contemporary dance, including formal ideologies, aesthetic concepts, and technical attributes. Including an exposure to a wide variety of literature in dance, the arts and sciences which specifically address the development of dance as an art-form and cultural phenomena in the 20th and 21st Centuries. | |
| GPISD Course Number(s): 6922 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Dance Theory I or teacher approval* | |

| Course Name | **Grand Prairie Fine Arts Academy: Dance Theory III** | |
|---|---|---|
| Course Description | Advanced studies of the philosophy underpinning contemporary dance, including formal ideologies, aesthetic concepts, and technical attributes. Including an exposure to a wide variety of literature in dance, the arts and sciences which specifically address the development of dance as an art-form and cultural phenomena in the 20th and 21st Centuries. | |
| GPISD Course Number(s): 6923 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Dance Theory II or teacher approval* | |

| Course Name | **Grand Prairie Fine Arts Academy: Dance Theory IV** | |
|---|---|---|
| Course Description | Continued studies of Dance Theory III. This is a project-based curriculum course. | |
| GPISD Course Number(s): 6924 | Credits: 1.0 | Recommended Grade(s): 12 |
| Prerequisites | *Dance Theory III or teacher approval* | |

| Course Name | **Dance I, Dance Production I** | |
|---|---|---|
| Course Description | Surveys the process of dance production from audition to performance. Managing design, technology, and personnel to support the creative process from conceptual stages to production. | |
| GPISD Course Number(s): 6935 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |

| Course Name | **Dance II, Dance Production II** | |
|---|---|---|
| Course Description | Continued studies of the process of dance production from audition to performance. Managing design, technology, and personnel to support the creative process from conceptual stages to production. | |
| GPISD Course Number(s): 6936 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Dance Production I or teacher approval* | |

| Course Name | **Dance III, Dance Production III** | |
|---|---|---|
| Course Description | Implementing the process of dance production from audition to performance. Managing design, technology, and personnel to support the creative process from conceptual stages to production. | |
| GPISD Course Number(s): 6937 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Dance Production II or teacher approval* | |

| Course Name | **Dance IV, Dance Production IV** | |
|---|---|---|
| Course Description | Continued implementation of Dance III studies. This course is Project Based Curriculum. | |
| GPISD Course Number(s):<br>6938 | Credits: 1.0 | Recommended Grade(s): 12 |
| Prerequisites | *Dance Production III or teacher approval* | |

| Course Name | **Grand Prairie Fine Arts Academy: Dance Technique I – IV** | |
|---|---|---|
| Course Description | Each level of dance instruction builds on the foundation of knowledge and skills established at prior levels. Each course has a unique focus. The course is designed to refine skill, awareness of movement and aesthetic principles to a particular style of dance. Students will be expected to demonstrate both the technical and theoretical principles. | |
| GPISD Course Number(s):<br>6905<br>6906<br>6907<br>6908 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***Students are placed in technique classes based on ability and assessment by faculty. Grade level may or may not play a factor in their placement.*** | |

| Course Name | **Dance/Drill Team-Junior Varsity** | |
|---|---|---|
| Course Description | This class is designed to train younger dancers who are interested in pursuing a high school career on the varsity dance team. Various dance techniques (contemporary, hip hop, pom, team, jazz and modern) will be explored. | |
| GPISD Course Number(s):<br>6950 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *Teacher Recommendation* | |
| Special Notes | ***Two public performances are required. Some after-school practice is required. Attendance at summer camp is required. The district provides transportation to public performances.*** | |

| Course Name | **Dance/Drill Team-Varsity I – IV** | |
|---|---|---|
| Course Description | This class is designed to meet the needs of the competition dance team. Students must audition and be selected by a panel of judges to be in the class and on the team. Various dance techniques (contemporary, hip hop, pom, team, jazz and modern) will be explored. Officers, captain and/or co-captains will be decided by audition. | |
| GPISD Course Number(s):<br>6951<br>6952<br>6953<br>6954 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *By audition only* | |
| Special Notes | ***After-school performances are required as are after-school rehearsals and practices at summer camp. The district provides transportation to public performances.*** | |

| Course Name | **Music I-IV, Piano I-IV** | |
|---|---|---|
| Course Description | Piano I is an introduction to piano and music for those who have little to no experience or need a review of the very basics. Students will learn how to read music, find notes on the piano and other essentials. | |
| GPISD Course Number(s):<br>6737<br>6738<br>6739<br>6741 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |

| Course Name | **Music I – IV, Guitar I – IV** | |
|---|---|---|
| Course Description | This course will provide an enhanced appreciation for music through playing the guitar. Students will learn to read music notation, chord symbols, and tablature. Students will also gain a better understanding of many different musical genres including classical, blues, jazz, rock, and pop music. | |
| GPISD Course Number(s):<br>6746<br>6747<br>6748<br>6749 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |

| Course Name | **Grand Prairie Fine Arts Academy: Music I – IV, Applied Music** | |
|---|---|---|
| Course Description | | |
| GPISD Course Number(s):<br>6840<br>6841<br>6842<br>6843 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |

| Course Name | **Music IV, Instrumental Ensemble IV** | |
|---|---|---|
| Course Description | | |
| GPISD Course Number(s):<br>6850 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |

| Course Name | **Grand Prairie Fine Arts Academy: Music I – IV, World Music Ensemble** | |
|---|---|---|
| Course Description | | |
| GPISD Course Number(s):<br>6845<br>6846<br>6847<br>6848 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |

| Course Name | **Music I – IV, Band 9 – 12** | |
|---|---|---|
| Course Description | This band (Band Level I) is reserved for those students who are not part of the wind ensemble/symphonic band/concert band (grades 9-12). Student conduct, attendance, and eligibility will be considered when being selected. Instrument and contest fees are paid for by the school district. Rehearsals are held during the school day and there are minimum outside- the-day requirements, except for concerts and UIL contests. Instrument and contest fees are paid for by the school district. | |
| GPISD Course Number(s):<br>6716<br>6717<br>6718<br>6719 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *By audition only* | |
| Special Notes | ***The district pays for instrument and contest fees*** | |

| Course Name | **Music I – IV, Band Concert I – IV** | |
|---|---|---|
| Course Description | Concert Band (Band Level II) is available to all band students who are not part of the wind ensemble or symphonic band (grades 9-12). This is an auditioned band and student conduct, attendance and eligibility are considered. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year and mandatory weekly sectionals before or after school. | |
| GPISD Course Number(s):<br>6705<br>6706<br>6707<br>6708 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *By audition only* | |
| Special Notes | ***The district pays for instrument and contest fees*** | |

| Course Name | **Music I – IV, Band III Symphonic** | |
|---|---|---|
| Course Description | Symphonic Band (Band Level III, Non-Varsity) is available to band students, grades 9-12. This is an auditioned band and student conduct, attendance and eligibility are considered. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year and mandatory weekly sectionals before or after school. Participation in all-region/state, solo/ensemble contest and UIL concert/sight-reading contest is mandatory. Much like the wind ensemble, this group performs difficult, advanced literature. | |
| GPISD Course Number(s):<br>6711<br>6712<br>6713<br>6714 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *By audition only* | |
| Special Notes | ***The district pays for instrument and contest fees*** | |

| Course Name | **Music I – IV, Band Wind IV Ensemble** | |
|---|---|---|
| Course Description | The Wind Ensemble (Band Level IV, Varsity) is available to band students, grades 9-12. This is an auditioned band and student conduct, attendance, and eligibility are considered. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year and mandatory weekly sectionals before or after school. Participation in all-region/State, Solo/Ensemble Contest and UIL concert/sight-reading contest is mandatory. This group performs extremely difficult literature at an extremely high level. | |
| GPISD Course Number(s):<br>6701<br>6702<br>6703<br>6704 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *By audition only* | |
| Special Notes | ***The district pays for instrument and contest fees*** | |

| Course Name | **Music I – IV, Color Guard / Winter Guard** |
|---|---|
| Course Description | The color guard, or "auxiliary unit," is a part of the marching band. The group performs at football games, pep rallies, parades, competitions, and many community events. All performances and rehearsals are mandatory. Membership is based on audition. |

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|---|---|---|
| GPISD Course Number(s):<br>6700<br>6709<br>6710<br>6715 | Credits: 0.5 to 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *By audition only* | |
| Special Notes | ***The district pays for limited contest fees*** | |

| | | |
|---|---|---|
| Course Name | **Music I – IV, Jazz Ensemble** | |
| Course Description | The jazz ensemble is available to band students, grades 9-12. The jazz ensemble is a very small group comprised of the following instruments: saxophone, trumpet, trombone, bass guitar (or upright bass), acoustic guitar, piano, and percussion. This is an auditioned band and student conduct, attendance, and eligibility are considered. Except for piano, guitar, and string bass, membership is open to students currently enrolled in band. | |
| GPISD Course Number(s):<br>6721<br>6722<br>6723<br>6724 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *By audition only* | |
| Special Notes | ***The district pays for instrument and contest fees*** | |

| | | |
|---|---|---|
| Course Name | **Music I – IV, Choir Men's** | |
| Course Description | Men's Choir is an all-male, sub non-varsity, beginner's class. No prior experience is needed, and it is open to all grade levels. This class primarily focuses on the fundamentals of vocal studies. Since this is a performance-based class, attendance at after-school rehearsals and performances is a requirement for all students enrolled in the class. UIL competitions and contests are optional for this class. Students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>6825<br>6826<br>6827<br>6828 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***Contest fees are paid for by the school district*** | |

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|---|---|---|
| Course Name | **Grand Prairie Fine Arts: Choir Men's I – IV** | |
| Course Description | This choir designed for male singers, grades 9-12. This course will explore more deeply into music theory, music reading, and sight-reading. This course will offer advanced choral literature with increased parts and harmonies written for men's voices. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. Students are expected to participate in competitions such as honor choir/all-region auditions, UIL solo/ensemble, and UIL concert and sight-reading contest. | |
| GPISD Course Number(s):<br>6825<br>6826<br>6827<br>6828 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***Contest fees are paid for by the school district*** | |

| Course Name | **Music I – IV, Choir Women's** | |
|---|---|---|
| Course Description | Women's Choir is an all-female, sub non-varsity, beginner's class. No prior experience is needed, and it is open to all grade levels. This class primarily focuses on the fundamentals of vocal studies. Since this is a performance-based class, attendance at after-school rehearsals and performances is a requirement for all students enrolled in the class. UIL competitions and contests are optional for this class. Students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>6821<br>6822<br>6823<br>6824 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***Contest fees are paid for by the school district*** | |

| Course Name | **Grand Prairie Fine Arts: Choir Women's I – IV** | |
|---|---|---|
| Course Description | This class is designed for female singers, grades 9-12. The class will offer an exploration of music from a variety of cultures and time periods. Students will focus on basic technique, music theory, sight-reading, and music history. Students will perform a wide variety of literature incorporating vocal technique and stage presence. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. Students are expected to participate in competitions such as honor choir/all-region auditions, UIL solo/ensemble, and UIL concert and sight-reading contest. | |
| GPISD Course Number(s):<br>6821<br>6822<br>6823<br>6824 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***Contest fees are paid for by the school district*** | |

| Course Name | **Music I – IV, Choir A Capella** | |
|---|---|---|
| Course Description | A Cappella Choir is a mixed, non-varsity, advanced class. Students in this class are selected based on their sight singing skills, voice quality, and work ethic. This class primarily focuses on a deeper exploration of vocal technique, music theory, and music history. Students in this class are required to attend UIL concert and sight singing contest and are highly encouraged to participate in solo and ensemble and all-region contests. Since this is a performance-based class, attendance at after-school rehearsals and performances is a requirement for all students enrolled in the class. Students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>6805<br>6806<br>6807<br>6808 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | **Contest fees are paid for by the school district** | |

| Course Name | **Grand Prairie Fine Arts Academy: Choir A Capella I – IV** |
|---|---|
| Course Description | This class is designed for male and female singers, grades 9-12. This is an upper level performing group for accomplished singers in the choir strand. Students will study advanced choral literature with increased parts and harmonies, incorporating staging and movement, |

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| | as well as develop critical-thinking skills through the analysis of musical elements, including form and text. This is a performance-based class; students and parents can expect several evenings and/or Saturday performances during the school year. Students are expected to participate in competitions such as honor choir/all-region auditions, UIL solo/ensemble, and UIL concert and sight-reading contest. | |
| GPISD Course Number(s):<br>6805<br>6806<br>6807<br>6808 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***Contest fees are paid for by the school district*** | |
| | | |
| Course Name | **Music I – IV, Choir Concert** | |
| Course Description | Concert Choir is an all-female, non-varsity, advanced class. Students in this class are selected based on their sight singing skills, voice quality, and work ethic. This class primarily focuses on a deeper exploration of vocal technique, music theory, and music history. Students in this class are required to attend UIL concert and sight singing contest and are highly encouraged to participate in solo and ensemble and all-region contests. Since this is a performance-based class, attendance at after-school rehearsals and performances is a requirement for all students enrolled in the class. Students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>6801<br>6802<br>6803<br>6804 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***Contest fees are paid for by the school district*** | |
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| Course Name | **Grand Prairie Fine Arts Academy: Choir Concert I – IV** | |
| Course Description | This course is designed for females, grades 9-12. This audition only class is an upper level performing group for accomplished female singers in the choir strand. Students will study advanced choral literature with increased parts and harmonies written for women's voices, incorporating staging and movement, as well as develop critical-thinking skills through the analysis of musical elements, including form and text. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. Students are expected to participate in competitions such as honor choir/all-region auditions, UIL solo/ensemble, and UIL concert and sight-reading contest. | |
| GPISD Course Number(s):<br>6801<br>6802<br>6803<br>6804 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***Contest fees are paid for by the school district*** | |
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| Course Name | **Music I – IV, Show Choir** | |
| Course Description | Show choir is a mixed, varsity, auditioned only, advanced class. Students in this class must audition by singing a song of choice, sight sing in various key signatures, maintain a passing average in all their classes, and demonstrate an excellent work ethic. This class primarily focuses on a deeper exploration of vocal technique, music theory, and music history. Students in this class are required to attend UIL concert and sight singing contest, perform in additional community performances and events, and are highly encouraged to participate in solo and ensemble and all-region contests. Since this is a performance-based | |

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| | class, attendance at after-school rehearsals and performances is a requirement for all students enrolled in the class. Students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>6811<br>6812<br>6813<br>6814 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *By audition only*<br>*Director approval required for membership* | |
| Special Notes | ***Contest fees are paid for by the school district*** | |
| | | |
| Course Name | **Grand Prairie Fine Arts Academy: Show Choir I – IV** | |
| Course Description | This is an audition only class designed for male and female singers, grades 9-12. This course studies the preparation and performance practices of Madrigals (14th century-18th century) and performance practices of 21st century Show Choirs (all genres, including dance and staging). Advanced choral literature from the 14th-18th century written for men's and women's voices will be studied, and period costumes and staging will be included. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. Students are expected to participate in competitions such as honor choir/all-region auditions, UIL solo/ensemble, and UIL concert and sight-reading contest. | |
| GPISD Course Number(s):<br>6811<br>6812<br>6813<br>6814 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***Contest fees are paid for by the school district*** | |
| | | |
| Course Name | **Music I – IV, Vocal Ensemble** | |
| Course Description | This course intended to develop the skill, knowledge, and attitudes to perform the range of musical styles and genre written for the vocal ensemble. The choir class is intended to help develop each singer's vocal ability in a positive environment as well as to present quality performances with a high level of musicianship. | |
| GPISD Course Number(s):<br>6835<br>6836<br>6837<br>6838 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| | | |
| Course Name | **Music I – IV, Mariachi Beginning** | |
| Course Description | This group is for beginning Mariachi students, grades 9-12 with previous instrumental experience. This class will focus on technique and fundamental playing skills for Mariachi. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>6725<br>6732<br>6733<br>6734 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***The district pays for instrument and contest fees*** | |

| Course Name | **Music I – IV, Mariachi Intermediate** | |
|---|---|---|
| Course Description | This group is for students in grades 9-12. This is an auditioned course. The district pays for instrument and contest fees. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>6735<br>6726<br>6729<br>6730 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *By audition only* | |
| Special Notes | ***The district pays for instrument and contest fees*** | |

| Course Name | **Grand Prairie Fine Arts: Mariachi Intermediate** | |
|---|---|---|
| Course Description | This course is designed for students who have two or more years of experience on their instrument and is open to students in grades 9-12. Mariachi Sol Azteca Plata focuses on fundamental playing and intermediate to advanced performance pieces, as well as music theory, music history, and music listening. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. Students will be given several opportunities to excel individually throughout the school year including all-region mariachi auditions and solo/ensemble contest and UIL mariachi competition. | |
| GPISD Course Number(s):<br>6735<br>6726<br>6729<br>6730 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***The district pays for instrument and contest fees*** | |

| Course Name | **Music I – IV, Mariachi Advanced** | |
|---|---|---|
| Course Description | This group is for students in grades 9-12. This auditioned group performs difficult music at an advanced level of performance. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>6736<br>6731<br>6727<br>6728 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *By audition only* | |
| Special Notes | ***The district pays for instrument and contest fees*** | |

| Course Name | **Grand Prairie Fine Arts: Mariachi Advanced** | |
|---|---|---|
| Course Description | This course is designed for students in grades 10-12, with multiple years of experience and advanced performance skills. This is an auditioned group and students' conduct, attendance, and eligibility are considered. Mariachi Sol Azteca is the premier performance group and performs difficult literature at an extremely high level of performance. This is a performance-based class; students and parents can expect several evening and/or Saturday performances, along with extra rehearsals throughout the year. Participation in all-region auditions, all-state auditions, and solo/ ensemble contest is required. | |
| GPISD Course Number(s):<br>6736<br>6731<br>6727<br>6728 | Credits: 1.0 | Recommended Grade(s): 9-12 |

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|---|---|---|
| Prerequisites | | |
| Special Notes | ***The district pays for instrument and contest fees*** | |
| | | |
| Course Name | **Music I – IV, Instrumental Ensemble Mariachi** | |
| Course Description | This course is for students already enrolled in a Mariachi course who wish to participate further in the study of music. | |
| GPISD Course Number(s):<br>6780<br>6781<br>6782<br>6783 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| | | |
| Course Name | **Music I, Orchestra Freshman I** | |
| Course Description | This beginning level class is available to students in grade 9. No prior instrumental experience required. Rehearsals are held during the school day and there are minimum outside-the-school-day requirements except for concerts and contests. | |
| GPISD Course Number(s):<br>6760 | Credits: 1.0 | Recommended Grade(s): 9 |
| Prerequisites | | |
| Special Notes | ***The district pays for instrument and contest fees*** | |
| | | |
| Course Name | **Music I – IV, Orchestra II Concert** | |
| Course Description | Concert Orchestra (Orchestra Level II) is available to all orchestra students who are not a part of the symphonic or chamber orchestras (grades 9-12). This is an auditioned orchestra and students' conduct, attendance, and eligibility are taken into consideration. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. | |
| GPISD Course Number(s):<br>6765<br>6766<br>6767<br>6768 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *By audition only* | |
| Special Notes | ***The district pays for instrument and contest fees*** | |
| | | |
| Course Name | **Music I – IV, Orchestra III Symphony** | |
| Course Description | Symphony Orchestra (Orchestra Level III) is available to orchestra students in grades 9-12. This is an auditioned orchestra and students' conduct, attendance, and eligibility are taken into consideration. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. The Symphony Orchestra performs difficult, advanced literature. | |
| GPISD Course Number(s):<br>6771<br>6772<br>6773<br>6774 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *By audition only* | |
| Special Notes | ***The district pays for instrument and contest fees*** | |
| | | |
| Course Name | **Music I – IV, Orchestra IV Chamber** | |
| Course Description | Chamber Orchestra (Orchestra Level IV) is available to orchestra students in grades 9-12. This is an auditioned orchestra and students' conduct, attendance, and eligibility is | |

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|---|---|---|
| | taken into consideration. This is a performance-based class; students and parents can expect several evening and/or Saturday performances during the school year. Participation in all-region/state, UIL solo/ensemble contest and UIL concert/sight-reading contest is mandatory. This group performs extremely difficult literature at an extremely high level. | |
| GPISD Course Number(s):<br>6761<br>6762<br>6763<br>6764 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *By audition only* | |
| Special Notes | ***The district pays for instrument and contest fees*** | |
| | | |
| Course Name | **Grand Prairie Fine Arts Academy: Orchestra Philharmonic I – IV** | |
| Course Description | The Philharmonic Orchestra is the entry level, high school ensemble in the orchestra strand. The students in this orchestra show excellent proficiency regarding posture, intonation, articulation and bowing technique. Participation in this ensemble prepares each student for the Symphony Orchestra. Intermediate and advanced repertoire is selected from the standard orchestral literature. This is a performance-based ensemble. Students and parents can expect evening and weekend performances during the school year. | |
| GPISD Course Number(s):<br>6775<br>6776<br>6777<br>6778 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***The district pays for instrument and contest fees*** | |
| | | |
| Course Name | **Grand Prairie Fine Arts Academy: Orchestra Symphony I – IV** | |
| Course Description | The Symphony Orchestra is the top performing string orchestra in the orchestra strand. The members of this elite ensemble are selected through a rigorous audition process. The students in this orchestra show superior proficiency regarding posture, intonation, articulation and bowing technique. Participation in this ensemble prepares each student for the college auditions. Repertoire is chosen from the advanced orchestral and concerto literature. This is a performance-based ensemble. Students and parents can expect evening and weekend performances during the school year. | |
| GPISD Course Number(s):<br>6771<br>6772<br>6773<br>6774 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***The district pays for instrument and contest fees*** | |
| | | |
| Course Name | **Music I – IV, Instrumental Ensemble Orchestra** | |
| Course Description | This course is for students already enrolled in an Orchestra course who wish to participate further in the study of music. | |
| GPISD Course Number(s):<br>6751<br>6752<br>6753<br>6754 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |

| Course Name | **Music Theory** | |
|---|---|---|
| Course Description | Emphasis will be on aspects of melody, harmony, texture, rhythm, form, music analysis and composition. Students will be required to show an understanding of music history and recognize different styles of music literature from Medieval to Modern time periods. | |
| GPISD Course Number(s): 6744 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |

| Course Name | **Music Appreciation I – II** | |
|---|---|---|
| Course Description | | |
| GPISD Course Number(s): 6756 6757 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |

| Course Name | **AP Music Theory** | |
|---|---|---|
| Course Description | This course is the equivalent of a first-year university music theory course. Emphasis will be on aspects of melody, harmony, texture, rhythm, form, music analysis and composition. Students will be required to show an understanding of music history and recognize different styles of music literature from Medieval to Modern time periods. Students must demonstrate mastery of composing and arranging music. Students are required to take the AP exam; failure to do so will forfeit weighted grade points. | |
| GPISD Course Number(s): 6745 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | | |
| Special Notes | ***Teacher recommendation required*** | |

| Course Name | **Dual Credit Musi 1301 – Music Theory** | |
|---|---|---|
| Course Description | Introduction to the basic elements of music theory for non-music majors: scales, intervals, keys, triads, elementary ear training, keyboard harmony, notation, meter, and rhythm. | |
| GPISD Course Number(s): 6744D | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | *College level ready in Reading* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.*** | |

| Course Name | **Dual Credit Musi 1306 – Music Appreciation** | |
|---|---|---|
| Course Description | The basic elements of music are surveyed and examined in the music literature of western civilization, particularly from the Baroque Period to the present. Cultural influences on the music of each era are observed. | |
| GPISD Course Number(s): 6750De | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *College level ready in Reading* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.*** | |

| Course Name | **Theatre I-IV, Theatre Arts** | |
|---|---|---|
| Course Description | Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, critical thinking, problem solving, and collaborative skills. Participation and evaluation in a variety of theatrical experiences will afford students opportunities to develop an understanding of self and their role in the world. | |
| GPISD Course Number(s):<br>6601<br>6602<br>6603<br>6604 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***The district provides supplies*** | |

| Course Name | **Grand Prairie Fine Arts Academy: Theatre Arts I – IV** | |
|---|---|---|
| Course Description | Students will focus on advanced acting techniques, interpreting dramatic literature, prose, and poetry. Students will be required to perform and participate in a wide variety of competitive theatre and oral interpretation competitions, performances and festivals including but not limited to UIL, Texas Forensics Association and The National Speech and Debate Association. This course requires after-school rehearsals and performances, many times on Saturdays. All students in this course are required to participate in all after school productions, performances, and events for the Theatre Department. Attendance and participation in all productions are required and mandatory. Students will participate in guest artist workshops and clinics run by industry professionals. | |
| GPISD Course Number(s):<br>6601<br>6602<br>6603<br>6604 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***The district provides competition fees and transportation*** | |

| Course Name | **Theatre I – IV: Competition Theatre – High School Varsity Theatre Team I – IV** | |
|---|---|---|
| Course Description | Competitive theatre is a course that is intended for students interested in pursuing theatre at the college/university level and beyond. Students will focus on advanced acting techniques, interpreting dramatic literature, prose, and poetry. Students will be required to perform and participate in a wide variety of competitive theatre and oral interpretation competitions, performances and festivals including but not limited to UIL, Texas Forensics Association and The National Speech and Debate Association. This course requires after-school rehearsals and performances, many times on Saturdays. All students in this course are required to participate in all after-school productions, performances, and events for the Theatre Department. Attendance and competing at tournaments, rehearsals and productions are mandatory. | |
| GPISD Course Number(s):<br>6611<br>6612<br>6613<br>6614 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *Audition Only/Teacher Approval Needed* | |
| Special Notes | ***The district provides competition fees and transportation*** | |

| Course Name | **Theatre I, Theatre and Media Communications** | |
|---|---|---|
| Course Description | Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, critical thinking, problem-solving, and collaborative skills. Participation and evaluation in a variety of theatrical experiences will afford students opportunities to develop an understanding of self and their role in the world. | |
| GPISD Course Number(s):<br>6665 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***The district provides supplies*** | |

| Course Name | **Technical Theatre I** | |
|---|---|---|
| Course Description | Technical Theatre I is a course for first year technical theatre students, regardless of grade level. The course introduces students to stage equipment, stage/tool safety procedures, rigging, operation of scenery, makeup, sound, public relations, publicity as well as stage lighting and equipment. The course also introduces the basics of set construction and engineering principles for stage/set design. This is a very hands-on course that requires working with tools, power tools, climbing ladders, painting and basic stage/area upkeep and cleanliness. Students will also learn the elements of design and basic design principles. Some out-of-school rehearsals and tech assistance for performances are required. | |
| GPISD Course Number(s):<br>6661 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***The district provides supplies*** | |

| Course Name | **Technical Theatre II – IV** | |
|---|---|---|
| Course Description | This is a course for second-, third-, and fourth-year technical theatre students, regardless of grade level. The course offers advanced instruction in stage equipment, stage/tool safety procedures, rigging, operation of scenery, makeup, stage management, sound, public relations, and publicity as well as stage lighting and equipment. The course also requires students to explore and participate in set construction and engineering principles for stage/set design. This is a very hands-on course that requires working with tools, power tools, climbing ladders, painting and basic stage/area upkeep and cleanliness. After-school and extra-curricular are required for all theatre productions and technical assistance, as well as production assistance for any organization needing technical theatre assistance. | |
| GPISD Course Number(s):<br>6662<br>6663<br>6664 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Technical Theatre 1, Audition/Teacher Approval Only* | |
| Special Notes | ***The district provides supplies*** | |

| Course Name | **Grand Prairie Fine Arts Academy: Technical Theatre II – IV** |
|---|---|
| Course Description | The course offers advanced instruction in stage equipment, stage/tool safety procedures, rigging, operation of scenery, makeup, stage management, sound, public relations, and publicity as well as stage lighting and equipment. The course also requires students to explore and participate in set construction and engineering principles for stage/set design. This is a very hands-on course that requires working with tools, power tools, climbing ladders, painting and basic stage/area upkeep and cleanliness. Students will study costume, set, lighting and make-up design. After-school and extracurricular activities are required for all theatre productions and technical assistance, as well as production assistance for any organization needing technical theatre assistance. |

| | | |
|---|---|---|
| GPISD Course Number(s):<br>6662<br>6663<br>6664 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | | |
| Special Notes | **The district provides supplies** | |
| | | |
| Course Name | **Costume/Makeup Technical Theatre II** | |
| Course Description | This is a course for first-year costume/makeup technical theatre students, regardless of grade level. The course offers basic instruction in stage make-up and costumes from a variety of historical eras. Also, students will be introduced to constructing stage props, puppets, public relations, and publicity as well as fashion design and sewing. This is a very hands-on course that requires working with tools, sewing, designing, painting and basic stage/area upkeep and cleanliness. After-school and extra-curricular are required for all theatre productions and technical assistance, as well as production assistance for any organization needing technical theatre assistance. | |
| GPISD Course Number(s):<br>6650 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Recommended prerequisite: Technical Theatre I*<br>*Audition Only/Teacher Approval Needed* | |
| Special Notes | ***The district provides supplies*** | |
| | | |
| Course Name | **Costume/Makeup Technical Theatre III** | |
| Course Description | This is a course for second-year costume/makeup technical theatre students, regardless of grade level. The course offers advanced instruction in stage make-up and costumes from a variety of historical eras. Also, students will receive instruction in constructing stage props, puppets, public relations, and publicity as well as fashion design and sewing. This is a very hands-on course that requires working with tools, sewing, designing, painting and basic stage/area upkeep and cleanliness. After-school and extra-curricular are required for all theatre productions and technical assistance, as well as production assistance for any organization needing technical theatre assistance. | |
| GPISD Course Number(s):<br>6651 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Recommended prerequisite: Technical Theatre II*<br>*Audition Only/Teacher Approval Needed* | |
| Special Notes | ***The district provides supplies*** | |
| | | |
| Course Name | **Costume/Makeup Technical Theatre IV** | |
| Course Description | This is a course for third-year costume/makeup technical theatre students, regardless of grade level. The course offers advanced instruction in stage make-up and costumes from a variety of historical eras. Also, students will receive instruction in constructing stage props, puppets, public relations, and publicity as well as fashion design and sewing. This is a very hands-on course that requires working with tools, sewing, designing, painting and basic stage/area upkeep and cleanliness. After-school and extra-curricular are required for all theatre productions and technical assistance, as well as production assistance for any organization needing technical theatre assistance. | |
| GPISD Course Number(s):<br>6652 | Credits: 1.0 | Recommended Grade(s): 12 |
| Prerequisites | *Recommended prerequisite: Technical Theatre III*<br>*Audition Only/Teacher Approval Needed* | |
| Special Notes | ***The district provides supplies*** | |

| Course Name | **Grand Prairie Fine Arts Academy: Theatre Production I – IV** | |
|---|---|---|
| Course Description | Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, critical thinking, problem solving, and collaborative skills. Participation and evaluation in a variety of theatrical experiences will afford students opportunities to develop an understanding of self and their role in the world. | |
| GPISD Course Number(s):<br>6621<br>6622<br>6623<br>6624 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |

| Course Name | **Grand Prairie Fine Arts Academy: Musical Theatre I – IV** | |
|---|---|---|
| Course Description | Musical Theatre will expose students to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance. The course will also provide an atmosphere in which students benefit from a teaching and learning experience in these performance disciplines of musical theatre. Students will receive comprehensive and rigorous instruction so that they may make informed choices about the craft, college, and the profession. The course will enhance and cultivate the creative gifts of each student while encouraging a sense of self-confidence. The course will enable students to study and perform the varied styles of musical theatre with special attention to the principles of stage movement, stage vocal technique, stage choreography, acting, characterization, and other aspects of a musical production. | |
| GPISD Course Number(s):<br>6680<br>6681<br>6682<br>6683 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | *Level I prerequisite: Two of the following disciplines: theatre, dance, or music or by audition*<br>*Level II prerequisite: Musical Theatre, Level I or by audition*<br>*Level III prerequisite: Musical Theatre, Level II or by audition*<br>*Level IV prerequisite: Musical Theatre, Level III or by audition* | |

| Course Name | **Theatre III, Directing I**<br>**Theatre IV, Directing II** | |
|---|---|---|
| Course Description | Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, critical thinking, problem solving, and collaborative skills. | |
| GPISD Course Number(s):<br>6627<br>6628 | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Theatre II* | |

| Course Name | **Dual Credit Theatre: Dram 1310 – Introduction to the Theater** | |
|---|---|---|
| Course Description | The various aspects of theater are surveyed. Topics include plays, playwrights, directing, acting, theaters, artists, and technicians. | |
| GPISD Course Number(s):<br>6601D | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | *College level ready in Reading* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.*** | |

| Course Name | **Dual Credit Theatre: Dram 1310 – Introduction to the Theater** | |
|---|---|---|
| Course Description | The various aspects of theater are surveyed. Topics include plays, playwrights, directing, acting, theaters, artists, and technicians. | |
| GPISD Course Number(s): 6601D | Credits: 0.5 | Recommended Grade(s): 10-12 |
| Prerequisites | *College level ready in Reading* | |
| Special Notes | ***Students will receive 0.5 high school course credit for successful completion of this college course. For students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.*** | |

| Course Name | **Music Studies, Music Production I** | |
|---|---|---|
| Course Description | Students will explore basic music composition in many fields, including classical, jazz, contemporary, etc. through the use of basic music theory. The goal of the class is for the students to explore their musical creativity in different settings and for different ensembles. Basic music theory knowledge and instrumental knowledge is strongly encouraged but not required. | |
| GPISD Course Number(s): | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | | |

| Course Name | **Music Studies, Music Production II** | |
|---|---|---|
| Course Description | The students will use their iPad and accessories to explore music production software. The goal of the class is for the students to explore their creativity through technology and make music in whatever genre or style they choose. Basic music knowledge, whether instrumental or vocal, is encouraged but not required. | |
| GPISD Course Number(s): | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | | |
| Special Notes | | |

| Course Name | **Music Studies, Music Composition I** | |
|---|---|---|
| Course Description | Students will explore basic music composition in many fields, including classical, jazz, contemporary, etc. through the use of basic music theory. The goal of the class is for the students to explore their musical creativity in different settings and for different ensembles. Basic music theory knowledge and instrumental knowledge is strongly encouraged but not required. | |
| GPISD Course Number(s): | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Music Theory* | |
| Special Notes | | |

| Course Name | **Music Studies, Music Composition II** | |
|---|---|---|
| Course Description | Students will explore basic music composition in many fields, including classical, jazz, contemporary, etc. through the use of basic music theory. The goal of the class is for the students to explore their musical creativity in different settings and for different ensembles. Basic music theory knowledge and instrumental knowledge is strongly encouraged but not required. | |
| GPISD Course Number(s): | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | Music Studies, Music Composition I | |
| Special Notes | | |

| Course Name | **Theatre III - Playwriting I** |
|---|---|
| Course Description | Playwriting is a workshop course in which we will explore writing for the theater through practice and discussion. We will study major components of playwriting, including action, dialogue, and character, and we will deepen our understanding of these components by completing and workshopping writing assignments, providing and receiving feedback, reading the work of contemporary playwrights, and seeing productions. |

| GPISD Course Number(s): | Credits: 1.0 | Recommended Grade(s): 11-12 |
|---|---|---|
| Prerequisites | | |
| Special Notes | | |

| Course Name | **Theatre IV - Playwriting II** | |
|---|---|---|
| Course Description | Playwriting is a workshop course in which we will explore writing for the theater through practice and discussion. We will study major components of playwriting, including action, dialogue, and character, and we will deepen our understanding of these components by completing and workshopping writing assignments, providing and receiving feedback, reading the work of contemporary playwrights, and seeing productions. | |
| GPISD Course Number(s): | Credits: 1.0 | Recommended Grade(s): 11-12 |
| Prerequisites | *Theatre I* | |
| Special Notes | | |

## ADDITIONAL ELECTIVES

| Course Name | **Junior Cadet Corps 6 – 8** | |
|---|---|---|
| Course Description | The Junior Cadet Corps program is designed to prepare middle school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The curriculum will help students improve communication skills, enhance social and ethical values, promote character development, physical fitness, self-discipline, and personal goal setting, and help develop an appreciation of teamwork through instruction in drill and ceremonies. | |
| GPISD Course Number(s):<br>1006<br>1007<br>1008 | Credits: 0 | Recommended Grade(s): Middle School |
| Prerequisites | | |
| Special Notes | ***This course does not satisfy the middle school PE requirement.*** | |

| Course Name | **Academic Decathlon I – III** | |
|---|---|---|
| Course Description | Academic Decathlon is a nationally recognized competition made up of a series of tests in Literature, Music, Art, Economics, Math, Social Studies, Science, as well as Interview, Essay, and Speech. Students compete as teams from three academic levels. Through in-depth study of selected topics and novels, and development of oral presentation skills, the course will be totally devoted to maximizing success in district, region, and state competitions. | |
| GPISD Course Number(s):<br>1490<br>1491<br>1492 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | *Approval of the Academic Decathlon Coach* | |
| Special Notes | ***This class receives weighted grade points*** | |

| Course Name | **AVID I – IV** | |
|---|---|---|
| Course Description | AVID targets students in the academic middle with the desire to go to college and the willingness to work hard. Typically, they will be the first in their families to attend college and come from groups traditionally underrepresented in higher education. These are students who can complete rigorous curriculum but are falling short of their potential.<br><br>AVID places these students on the college track, requiring them to enroll in Pre-AP and AP courses. The AVID program helps students develop organizational and study skills, critical thinking, and the ability to ask probing questions. It provides opportunities to receive academic help from peers and college tutors and participate in enrichment and motivational activities to make their college dreams reality. | |
| GPISD Course Number(s):<br>9229<br>9230<br>9232<br>9233 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |

| Course Name | **JROTC I – IV** |
|---|---|
| Course Description | JROTC provides meaningful leadership instruction. Students will acquire an understanding of the fundamental concept of leadership, military art and science, the dual roles of soldiers/citizens and an appreciation of requirements for national security. These courses will prepare cadets to better serve their country as leaders, as citizens, and in military service should they choose to enter it. |

| | | |
|---|---|---|
| GPISD Course Number(s):<br>5910<br>5920<br>5930<br>5940 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| | | |
| Course Name | **Path College/Career Prep I – IV** | |
| Course Description | The Path-College/Career Prep courses advance intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas. Path courses focus on developing the habits and skills that are expected in college study and the workforce. | |
| GPISD Course Number(s):<br>1021<br>1022<br>1023<br>1024 | Credits: 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| | | |
| Course Name | **Peer Assistance for Students with Disabilities I – II** | |
| Course Description | Peer Assistance for Students with Disabilities is designed to promote meaningful inclusive school environments. Students enrolled in this course will learn about confidentiality, cueing, prompting, and positive reinforcement. Students will have the opportunity to use what they have learned in various classes to support the academic needs of students who receive special education services. | |
| GPISD Course Number(s):<br>9220<br>9225 | Credits: 0.5 to 1.0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| | | |
| Course Name | **Sports Medicine I – II** | |
| Course Description | Sports medicine is the study and practice of medical principles related to the science of sports, particularly in the areas of sports injury diagnosis and treatment and sports injury prevention. | |
| GPISD Course Number(s):<br>5125<br>5126 | Credits: 1.0 | Recommended Grade(s): 10-12 |
| Prerequisites | | |
| | | |
| Course Name | **Methodology for Academic and Personal Success** | |
| Course Description | The course focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options | |
| | available in high school, higher education, and the professional world in order to establish both immediate and long-range personal goals. After identifying their individual learning styles and abilities, students will build on these abilities by developing critical time management, organization, and study skills. | |
| GPISD Course Number(s):<br>9000 | Credits: 0.5 to 1.0 | Recommended Grade(s): 9-10 |
| Prerequisites | | |

| | |
|---|---|
| Special Notes | ***Participation determined by ARDC*** |

| | | |
|---|---|---|
| Course Name | **Making Connections I-IV** | |
| Course Description | Making Connections is designed for students who have a social (pragmatic) communication disorder which causes them to have difficulty with social skills. This course will assist the students with developing and generalizing appropriate and beneficial social skills and increase their post-secondary outcome. | |
| GPISD Course Number(s):<br>9025<br>9026<br>9027<br>9028 | Credits: 0.5 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | ***Participation determined by ARDC*** | |

| | | |
|---|---|---|
| Course Name | **English Language Development and Acquisition (ELDA) I-II** | |
| Course Description | The English Language Development and Acquisition (ELDA) course is designed for Emergent Bilingual students to validate their native language and culture as a valuable resource and as a foundation to attain the English language. This course must be taken concurrently with ESOL I or ESOL II as a corequisite language arts course. | |
| GPISD Course Number(s): | Credits: 0.5 | Recommended Grade(s): 9-10 |
| Prerequisites | ELDA I/II must be taken concurrently with ESOL I/II, a corequisite language arts and reading course.<br><br>ELDA will satisfy state elective credit requirements for graduation.<br><br>Being enrolled in this course does not exempt a student from participating in the STAAR. | |

## LOCAL CREDIT COURSES

| Course Name | **Vocational Preparation I - II** | |
|---|---|---|
| Course Description | Course includes job-related academic instruction in a classroom setting where students learn to develop realistic training goals, are introduced to pre-employment planning, employee/employer interaction and communication, and may also include hands-on vocational skills training. | |
| GPISD Course Number(s):<br>9018<br>9051<br>9056<br>9061 | Credits: 0 | Recommended Grade(s): 11-12 |
| Prerequisites | *General Employability Skills* | |
| Special Notes | ***Participation determined by ARDC*** | |

| Course Name | **Social Skills I - II** | |
|---|---|---|
| Course Description | Course includes instruction related to navigating one's social world successfully. Skills addressed include, but are not limited to: getting along with others, making and keeping friends, regulating one's emotions, belonging to a community, identifying emotions, understanding social cues, listening, and effectively communicating needs, preferences, and dislikes. | |
| GPISD Course Number(s):<br>8038<br>8039 | Credits: 0 | Recommended Grade(s): 11-12 |
| Prerequisites | *MAPS, Making Connections I-IV* | |
| Special Notes | ***Participation determined by ARDC*** | |

| Course Name | **Everyday Academics I - II** | |
|---|---|---|
| Course Description | Course includes skills needed for independent or supported living, such as:<br>Math Skills - Foundational math skills involve skills that are necessary for the workplace and independent living. These can include, but are not limited to: telling time, counting, using money, balancing a checkbook, measurement and understanding volume.<br>Language Arts – Foundational reading skills involve skills that are necessary for the workplace and independent living. It includes, but not limited to: recognizing symbols, reading signs (stop, push), and reading directions. Students with disabilities gain independence by learning to read things, such as a bus schedule, signs for public restrooms, and directions to desired locations. | |
| GPISD Course Number(s):<br>9052<br>9057<br>9062 | Credits: 0 | Recommended Grade(s): 11-12 |
| Prerequisites | | |
| Special Notes | ***Participation determined by ARDC*** | |

| Course Name | **Recreation & Leisure I - II** |
|---|---|
| Course Description | Course includes skills needed to address the physical, cognitive, social, and emotional needs of a student that are essential for independent or supported living. Recreation and Leisure activities can be a variety of things, including arts, music, sports, movement, dance, games, wellness, and exercise. |

| | | |
|---|---|---|
| GPISD Course Number(s):<br>9053<br>9058<br>9063 | Credits: 0 | Recommended Grade(s): 11-12 |
| Prerequisites | | |
| Special Notes | ***Participation determined by ARDC*** | |
| | | |
| Course Name | **Home and Personal Living I - II** | |
| Course Description | Course includes skills necessary for independent or supported living. These skills include but are not limited to: bathing and showering, dressing, self-feeding (not including chewing or swallowing), functional mobility (moving from one place to another while performing activities), personal hygiene and grooming (including brushing/combing/styling hair), toilet hygiene, housework, taking medications as prescribed, managing money, shopping for groceries or clothing, using the telephone or other form of communication, using technology (as applicable), transportation within the community, financial management, health management and maintenance, home establishment and maintenance, meal preparation and cleanup, religious observances, safety procedures and emergency responses. | |
| GPISD Course Number(s):<br>9050<br>9055<br>9060 | Credits: 0 | Recommended Grade(s): 11-12 |
| Prerequisites | | |
| Special Notes | ***Participation determined by ARDC*** | |
| | | |
| Course Name | **Transition Services I - IV** | |
| Course Description | This course is intended for a student who qualifies for special education services, has met course and statewide assessment requirements for graduation, received modifications in high school while completing their academics, educational need has been determined through assessment and considered by the ARD committee, and is between the age of 18 and 21. The purpose of this course is to engage in instructional activities to improve their vocational, self-care, and life skills. The goal for these students is to gain more independence and employability skills to prepare them for competitive, supported, or integrated employment, and independent, supported, or attendant care living. | |
| GPISD Course Number(s):<br>9020 | Credits: 0 | Recommended Grade(s): 12R |
| Prerequisites | | |
| Special Notes | ***Participation determined by ARDC*** | |
| | | |
| Course Name | **Transition Services I - IV** | |
| Course Description | This course is intended for a student who qualifies for special education services, has met course and statewide assessment requirements for graduation, received modifications in high school while completing their academics, educational need has been determined through assessment and considered by the ARD committee, and is between the age of 18 and 21. The purpose of this course is to engage in instructional activities to improve their vocational, self-care, and life skills. The goal for these students is to gain more independence and employability skills to prepare them for competitive, supported, or integrated employment, and independent, supported, or attendant care living. | |
| GPISD Course Number(s):<br>9020 | Credits: 0 | Recommended Grade(s): 12R |
| Prerequisites | | |
| Special Notes | ***Participation determined by ARDC*** | |

| | | |
|---|---|---|
| Course Name | **Multilingual Acculturation Studies for Newcomers** | |
| Course Description | This course supports emergent bilingual (EB) students in navigating their acculturation experience by blending their home culture with their new one. It provides cultural and social guidance tailored to newcomer students, helping them adapt, engage with their community, and achieve academic success during this transition. | |
| GPISD Course Number(s): | Credits: 0 | Recommended Grade(s): 9-12 |
| Prerequisites | | |
| Special Notes | | |

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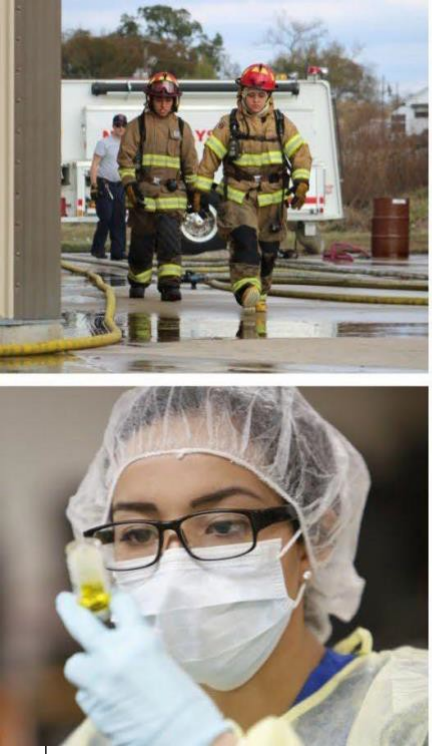
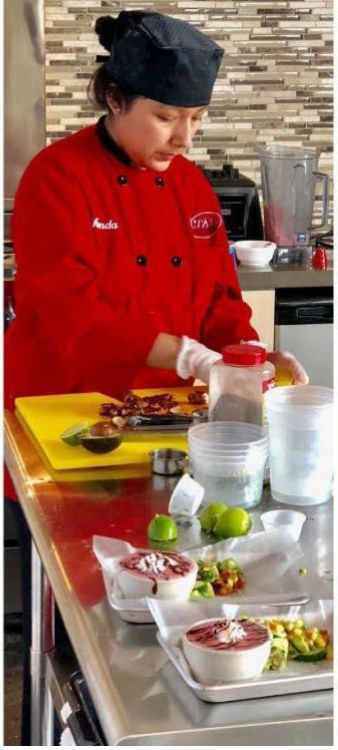

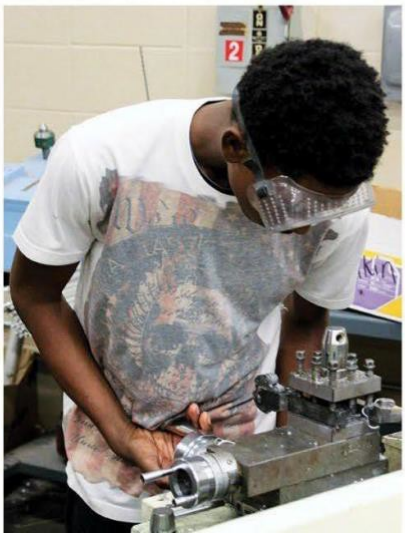
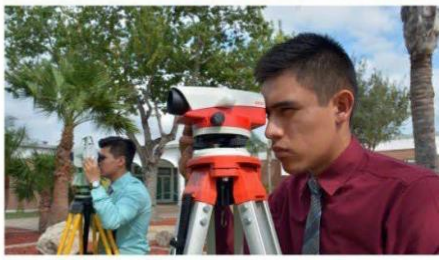


# Career and Technical Education (CTE) Course Catalog

## With Texas Student Data System PEIMS Codes and Descriptions

**08/01/2023**

**College, Career and Military Preparation Division**

**Texas Education Agency**

that takes place over time.

## eer Preparation l

TSDS PEIMS Code: 12701300 (CAREERP1)

Grade Placement: 11–12
Credit: 2
Prerequisite:
None.
Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

## Career Preparation ll

TSDS PEIMS Code: 12701400 (CAREERP2)

Grade Placement: 12

Credit: 2

Prerequisite: Career Preparation l.

Career Preparation II develops essential knowledge and skills through advanced classroom instruction with business and industry employment experiences. Career Preparation II maintains relevance and rigor, supports student attainment of academic standards, and effectively prepares students for college and career success.

Agriculture, Food & Natural Resources

## Principles of Agriculture, Food, and Natural Resources

TSDS PEIMS Code: 13000200 (PRINAFNR)

Grade Placement: 9–12
Credit: 1
Prerequisite:
None.
Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.

## Professional Standards in Agribusiness

TSDS PEIMS Code: 13000800 (PROSAFNR)
Grade Placement: 10–12
Credit: .5 Prerequisite:
None.
Professional Standards in Agribusiness primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness.

## Equine Science

TSDS PEIMS Code: 13000500 (EQUINSCI)

Grade Placement: 10–12
Credit: .5
Prerequisite:
None.
In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules.

## Small Animal Management

TSDS PEIMS Code: 13000400 (SMANIMGT)

Grade Placement: 10–12
Credit: .5
Prerequisite:
None.
In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds.

## Veterinary Medical Applications

TSDS PEIMS Code: 13000600. 13000610 (LAB) (VETMEDAP, VETMEDLAB)

Grade Placement: 11–12

Credit: 1, 2

Prerequisites: Equine Science, Small Animal Management, or Livestock Production.

Veterinary Medical Applications covers topics relating to veterinary practices, including practices for large and small animal species.

## Advanced Animal Science

TSDS PEIMS Code: 13000700 (ADVANSCI)

Grade Placement: 11–12
Credit: 1
Prerequisites: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production.
Recommended Prerequisite: Veterinary Medical Applications.
Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences.
Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

## Floral Design

TSDS PEIMS Code: 13001800, (FLORAL)

Grade Placement: 9–12
Credit: 1,2
Prerequisite:
None.
Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations.
Note: This course satisfies a fine arts credit requirement for students on the Foundation High School Program.

## Horticulture Science

TSDS PEIMS Code: 13002010 (LAB) (HORTISCI, HORSCILAB)

Grade Placement: 10–12
Credit: 1,2
Prerequisite:
None.
Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

## Greenhouse Operation and Production

TSDS PEIMS Code: 13002050, 13002060 (LAB) (GREOP, GREOPLAB)

Grade Placement: 10–
12 Credit:1,2
Prerequisite: None.
Greenhouse Operation and Production is designed to develop an understanding of greenhouse production techniques and practices. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

## Advanced Plant and Soil Science

TSDS PEIMS Code: 13002100 (ADVPSSCI)

Grade Placement: 11–12
Credit: 1
Prerequisite:
None.
Recommended Prerequisites: Biology, Integrated Physics and Chemistry, Chemistry, or Physics and a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster.
Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

## Agricultural Mechanics and Metal Technologies

TSDS PEIMS Code: 13002200, (AGMECHMT)

Grade Placement: 10–12
Credit: 1,2
Prerequisite:
None.
Recommended Prerequisite: Principles of Agriculture, Food, and Natural Resources.
Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.

## Agricultural Structures Design and Fabrication

TSDS PEIMS Code: 13002300 (AGSDF)

Grade Placement: 11–12
Credit: 1
Prerequisite:
None.
Recommended Prerequisites: Agricultural Mechanics and Metal Technologies.

In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication.

## Agricultural Equipment Design and Fabrication

TSDS PEIMS Code: 13002350, (AGEQDF)

Grade Placement: 11–12
Credit: 1,2
Prerequisite:
None.
Recommended Prerequisites: Agricultural Mechanics and Metal Technologies.
In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment.

## Agricultural Power Systems

TSDS PEIMS Code: 13002400, 13002410 (LAB) (AGPOWSYS, AGPOWSYSLAB)

Grade Placement: 10–12
Credit: 2
Prerequisite:
None.
Recommended Prerequisite: Principles of Agriculture, Food, and Natural Resources.
Agricultural Power Systems is designed to develop an understanding of power and control systems as related to energy sources, small and large power systems, and agricultural machinery. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the workplace; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.

## Practicum in Agriculture, Food, and Natural Resources

TSDS PEIMS Code: 13002500 - (First Time Taken - PRACAFNR1); 13002510 (Second Time Taken - PRACAFNR2)

Grade Placement: 11–12
Credit: 2
Prerequisite:
None.
Recommended Prerequisite: A minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster.
Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster.

# Practicum in Agriculture, Food, and Natural Resources/Extended Practicum in Agriculture, Food, and Natural Resources

TSDS PEIMS Code: 13002505 (First Time Taken - EXPRAFNR1; 13002515 (Second Time Taken - EXPRAFNR2)

Grade Placement: 11–12
Credit: 3
Prerequisite:
None.
Recommended Prerequisites: A minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster.
Corequisites: Practicum in Agriculture, Food, and Natural Resources.
Extended Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster

# Architecture & Construction

## Principles of Architecture

TSDS PEIMS Code: 13004210 (PRINARC)

Grade Placement: 9–12
Credit: 1
Prerequisite:
None.

Principles of Construction provides an overview to the various fields of architecture, interior design, and construction management. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning. Students use self-knowledge, education, and career information to set and achieve realistic career and educational goals. Job- specific training can be provided through training modules that identify career goals in trade and industry areas. Classroom studies include topics such as safety, work ethics, communication, information technology applications, systems, health, environment, leadership, teamwork, ethical and legal responsibility, employability, and career development and include skills such as problem solving, critical thinking, and reading technical drawings.

## Principles of Construction

TSDS PEIMS Code: 13004220 (PRINCON)

Grade Placement: 9–12
Credit: 1
Prerequisite:
None.

Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

## Building Maintenance Technology I

TSDS PEIMS Code: 13005400 (BUILDMA1)

Grade Placement: 10–12
Credit: 2
Prerequisite:
None.
Recommended Prerequisite: Principles of Architecture or Principles of Construction.

In Building Maintenance Technology, I, students will gain knowledge and skills needed to enter the field of building maintenance as a building maintenance technician or supervisor or secure a foundation for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in plumbing; electrical; and heating, ventilation, and air conditioning (HVAC) systems. Additionally, students will learn methods for repair and installation of drywall, roof, and insulation systems.

## Building Maintenance Technology II

TSDS PEIMS Code: 13005500 (BUILDMA2)

Grade Placement: 11–12

Credit: 2

Prerequisites: Building Maintenance Technology I.
In Building Maintenance Technology II, students will continue to gain advanced knowledge and skills needed to enter the workforce as a building maintenance technician or supervisor and construction project manager or secure a foundation for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, Occupational Safety, and Health Administration (OSHA) standards, and safety devices in electrical circuits; maintenance of electrical and heating, ventilation, and air conditioning (HVAC) systems; and concepts of historic preservation.

## Construction Management I

TSDS PEIMS Code: 13004900 (CONSMGT1)

Grade Placement: 10–12
Credit: 2
Prerequisites:
None
Recommended Prerequisites: Algebra I, Geometry, and Principles of Construction.
In Construction Management I, students will gain knowledge and skills needed to enter the workforce as apprentice carpenters or building maintenance supervisors' assistants or to build a foundation toward a postsecondary degree in architecture, construction science, drafting, or engineering. Construction Management I includes the knowledge of design techniques and tools related to the management of architectural and engineering projects.

## Construction Management II

TSDS PEIMS Code: 13005000 (CONSMGT2)

Grade Placement: 11–12

Credit: 2

Prerequisite: Construction Management I.

In Construction Management II, students will gain knowledge and skills needed to enter the workforce as apprentice carpenters or building maintenance supervisors' assistants or to build a foundation toward a postsecondary degree in architecture, construction science, drafting, or engineering. Construction Management II includes knowledge of the design, techniques, and tools related to the management of architectural and engineering projects.

## Construction Technology I

TSDS PEIMS Code: 13005100 (CONTECH1)

Grade Placement: 10–12
Credit: 2
Prerequisite:
None.
Recommended Prerequisite: Principles of Construction or Principles of Architecture.
In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing. For safety and liability considerations, limiting course enrollment to 15 students is recommended.

## Construction Technology ll

TSDS PEIMS Code: 13005200 (CONTECH2)

Grade Placement: 11–12

Credit: 2

Prerequisite: Construction Technology l.

In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills. For safety and liability considerations, limiting course enrollment to 15 students is recommended.

## Masonry Technology l

TSDS PEIMS Code: 13006300 (MASTECH1)

Grade Placement: 10–12

Credit: 2

Prerequisite:

None.

Recommended Prerequisite: Principles of Construction.

Masonry Technology I provides information and techniques related to basic masonry and safety precautions.

## Masonry Technology ll

TSDS PEIMS Code: 13006400 (MASTECH2)

Grade Placement: 11–12

Credit: 2

Prerequisite: Masonry Technology I.

Masonry Technology II is designed to further enhance the skills and knowledge of the beginning masonry student.

## Architectural Design I

TSDS PEIMS Code: 13004600 (ARCHDSN1)

Grade Placement: 10–12

Credit: 1

Prerequisites: Algebra I and English I.

Recommended Prerequisites: Geometry, Principles of Architecture, and Principles of Construction. In Architectural Design I, students will gain knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a post-secondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design I includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes.

## Architectural Design II

TSDS PEIMS Code: 13004700 (ARCHDSN2)

Grade Placement: 11–12

Credit: 2

Prerequisites: Architectural Design I or Advanced Interior Design and Geometry. Recommended Prerequisites: Principles of Architecture and Principles of Construction.
In Architectural Design II, students will gain advanced knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design II includes the advanced knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes.

## Interior Design I

TSDS PEIMS Code: 13004300 (INTERDS1)

Grade Placement: 10–12

Credit: 1

Prerequisites: Algebra I and English I.

Recommended Prerequisites: Principles of Architecture and Principles of Construction or Architectural Design I.

Interior Design I is a technical course that addresses psychological, physiological, and sociological needs of individuals by enhancing the environments in which they live and work. Students will use knowledge and skills related to interior and exterior environments, construction, and furnishings to make wise consumer decisions, increase productivity, promote sustainability, and compete in industry.

## Interior Design II

TSDS PEIMS Code: 13004400 (INTERDS2)

Grade Placement: 11–12

Credit: 2

Prerequisites: English II, Geometry, and Interior Design I.

Interior Design II is a technical laboratory course that includes the application of the employability characteristics, principles, processes, technologies, communication, tools, equipment, and materials related to interior design to meet industry standards.

## Electrical Technology I

TSDS PEIMS Code: 13005600 (ELECTEC1)

Grade Placement: 10–12
Credit: 1
Prerequisite:
None.
Recommended Prerequisites: Principles of Architecture or Principles of Construction.
In Electrical Technology I, students will gain knowledge and skills needed to enter the workforce as an electrician or building maintenance supervisor, prepare for a postsecondary degree in a specified field of construction or construction management, or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, tools, codes, installation of electrical equipment, and the reading of electrical drawings, schematics, and specifications.

## Electrical Technology II

TSDS PEIMS Code: 13005700 (ELECTEC2)

Grade Placement: 11–12
Credit: 2

Prerequisite: Electrical Technology I.

Recommended Prerequisites: Principles of Architecture or Principles of Construction.

In Electrical Technology II, students will gain advanced knowledge and skills needed to enter the workforce as an electrician, a building maintenance technician, or a supervisor; prepare for a postsecondary degree in a specified field of construction or construction management; or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, tools, codes, installation of electrical equipment, alternating current and direct current motors, conductor installation, installation of electrical services, and electric lighting installation.

## Practicum in Construction Technology

TSDS PEIMS Code: 13005250 (First Time Taken - PRACCT1); 13005260 (Second Time Taken - PRACCT2)

Grade Placement: 12

Credit: 2

Prerequisites: Construction Technology ll; Building Maintenance Technology II; Electrical Technology II; Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II; Plumbing Technology I; or Mill and Cabinetmaking Technology.

In Practicum in Construction Technology, students will be challenged with the application of knowledge and skills gained in previous construction-related coursework. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class.

## Practicum in Masonry Technology

TSDS PEIMS Code: 13006450 (First Time Taken - PRACMAS1; 13006460 (Second Time Taken - PRACMAS2)

Grade Placement: 12

Credit: 2

Prerequisite: Masonry Technology ll.

Practicum in Masonry Technology is an occupationally specific course designed to provide classroom technical instruction or work-based learning experiences. Instruction may be delivered through laboratory training or through career preparation delivery arrangements. Safety and career opportunities are included, in addition to work ethics and job-related study in the classroom. Trade and industrial education provides the knowledge, skills, and technologies required for employment in masonry construction. Students will develop knowledge of the concepts and skills related to this trade to apply them to personal/career development. Trade and industrial education depends on and supports integration of academic, career, and technical knowledge and skills. To prepare for success, students must have opportunities to reinforce, apply, and transfer their knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for success.

## Practicum in Architectural Design

TSDS PEIMS Code: 13004800 (First Time Taken - PRACADS1); 13004810 (Second Time Taken - PRACADS2)

Grade Placement: 12
Credit: 2
Prerequisite: Architectural Design ll.
Practicum in Architectural Design is an occupationally specific course designed to provide technical instruction in architectural design. Safety and career opportunities are included in addition to work ethics and architectural design study.

## Practicum in Construction Technology/Extended Practicum in Construction Technology

TSDS PEIMS Code: 13005255 (First Time Taken - EXPRCT1); 13005265 (Second Time Taken - EXPRCT2)

Grade Placement: 12
Credit: 3
Prerequisite: Construction Technology ll, Building Maintenance Technology II; Electrical Technology II; Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II; Plumbing Technology I; or Mill and Cabinetmaking Technology.
Corequisite: Practicum in Construction Technology.
In Extended Practicum in Construction Technology, students will be challenged with the application of knowledge and skills gained in previous construction-related coursework. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class.

## Practicum in Masonry Technology/Extended Practicum in Masonry Technology

TSDS PEIMS Code: 13006455 (First Time Taken- EXPRMAS1); 13006465 (Second Time Taken - EXPRMAS2)

Grade Placement: 12
Credit: 3
Prerequisite: Masonry Technology ll.
Corequisite: Practicum in Masonry Technology.
Extended Practicum in Masonry Technology is an occupationally specific course designed to provide classroom technical instruction or work-based learning experiences. Instruction may be delivered through laboratory training or through career preparation delivery arrangements. Safety and career opportunities are included, in addition to work ethics and job-related study in the classroom. Trade and industrial education provides the knowledge, skills, and technologies required for employment in masonry construction. Students will develop knowledge of the concepts and skills related to this trade to apply them to personal/career development. Trade and industrial education depends on and supports integration of academic, career, and technical knowledge and skills. To prepare for success, students must have opportunities to reinforce, apply, and transfer their knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for success. For safety and liability considerations, including power tools usage during training, limiting course enrollment to 15 students is recommended.

## Practicum in Architectural Design/Extended Practicum in Architectural Design

TSDS PEIMS Code: 13004805 (First Time Taken - EXPRADS1); 13004815 (Second Time Taken) (EXPRADS2)

Grade Placement: 12
Credit: 3
Prerequisite: Architectural Design ll.
Corequisite: Practicum in Architectural Design.
Extended Practicum in Architectural Design is an occupationally specific course designed to provide technical instruction in architectural design. Safety and career opportunities are included in addition to work ethics and architectural design study.

# Practicum in Architectural Design/Extended Practicum in Architectural Design

TSDS PEIMS Code: 13004805 (First Time Taken - EXPRADS1); 13004815 (Second Time Taken - EXPRADS2)

Grade Placement: 12
Credit: 3
Prerequisite: Architectural Design ll.
Corequisite: Practicum in Architectural Design.
Extended Practicum in Architectural Design is an occupationally specific course designed to provide technical instruction in architectural design. Safety and career opportunities are included in addition to work ethics and architectural design study.

**Arts, A/V Technology & Communications**

## Principles of Arts, Audio/Video Technology, and Communications

TSDS PEIMS Code: 13008200 (PRINAAVTC)

Grade Placement: 9
Credits: 1
Prerequisite:
None.
The goal of this course is that the student understands arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

## Digital Communications in the 21st Century

TSDS PEIMS Code: 03580610 (TADGC)

Grade Placement: 9–12
Credit: 1
Digital Communications in the 21st Century will prepare students for the societal demands of increased civic literacy, independent working environments, global awareness, and the mastery of a base set of analysis and communication skills. Students will be expected to design and present an effective product based on well-researched issues in order to thoughtfully propose suggested solutions to authoritative stakeholders. The outcome of the process and product approach is to provide students an authentic platform to demonstrate effective application of multimedia tools within the contexts of global communication and collaborative communities and appropriately share their voices to affect change that concerns their future. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts

## Animation I

TSDS PEIMS Code: 13008300 (ANIMAT1)

Grade Placement: 10–12
Credits: 1
Prerequisite:
None.
Recommended Prerequisite: Art I or Principles of Art, Audio/Video Technology, and Communications.
Recommended Corequisite: Animation I Lab.
In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.

## Animation I/Animation I Lab

TSDS PEIMS Code: 13008310 (ANILAB1)

Grade Placement: 10–12
Credits: 2
Prerequisite:
None.
Recommended Prerequisite: Art I and Principles of Art, Audio/Video Technology, and Communications.
Corequisite: Animation I.
Districts are encouraged to offer this lab in a consecutive block with Animation I to allow students sufficient time to master the content of both courses. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.

## Animation II

TSDS PEIMS Code: 13008400 (ANIMAT2)

Grade Placement: 11–12

Credits: 1

Prerequisite: Animation I.

Recommended Corequisite: Animation II Lab.
In addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry.

## Animation II/Animation II Lab

TSDS PEIMS Code: 13008410 (ANILAB2)

Grade Placement: 11–12

Credits: 2

Prerequisite: Animation I. Corequisite: Animation II.

In addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry. Districts are encouraged to offer this lab in a consecutive block with Animation II to allow students sufficient time to master the content of both courses.

## Audio/Video Production I

TSDS PEIMS Code: 13008500 (AVPROD1)

Grade Placement: 9–12

Credits: 1

Prerequisite:

None.

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

Recommended Corequisite: Audio/Video Production I Lab.

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products.

## Audio/Video Production I/Audio/Video Production I Lab

TSDS PEIMS Code: 13008510 (AVPLAB1)

Grade Placement: 9–12

Credits: 2

Prerequisite:

None.

Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications or Digital and Interactive Media.

Corequisite: Audio/Video Production I.

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post- production audio and video products. Requiring a lab requisite for the course affords

necessary time devoted specifically to the production and post-production process. Districts are encouraged to offer this lab in a consecutive block with Audio/Video Production I to allow students sufficient time to master the content of both courses.

## Audio/Video Production ll

TSDS PEIMS Code: 13008600 (AVPROD2)

Grade Placement: 10–12

Credits: 1

Prerequisite: Audio/Video Production l.

Recommended Corequisite: Audio/Video Production ll Lab.

Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post- production products. This course may be implemented in an audio format or a format with both audio and video.

## Audio/Video Production ll/Audio/Video Production ll Lab

TSDS PEIMS Code: 13008610 (AVPLAB2)

Grade Placement: 10–12

Credits: 2

Prerequisite: Audio/Video Production l. Corequisite: Audio/Video Production ll.

Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post- production products.

Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, and critical-thinking, problem-solving, and collaborative skills. This course may be implemented in an audio format or a format with both audio and video. Requiring a lab requisite for the course affords necessary time devoted specifically to the production and post-production process.

## Digital Design and Media Production

TSDS PEIMS CODE: 03580400 (TADGMP)

Grade Placement: 9–12

Credit: 1

Digital Design and Media Production will allow students to demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically, which will allow for problem solving and making informed decisions regarding media projects. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will demonstrate a thorough understanding of digital design principles that is transferable to other disciplines. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

## Digital Art and Animation

TSDS PEIMS CODE: 03580500 (TADGAA)

Grade Placement: 9–12

Credit: 1

Recommended prerequisite: Art, Level I.

Digital Art and Animation consists of computer images and animations created with digital imaging software. Digital Art and Animation has applications in many careers, including graphic design, advertising, web design, animation, corporate communications, illustration, character development, script writing, storyboarding, directing, producing, inking, project management, editing, and the magazine, television, film, and game industries. Students in this course will produce various real-world projects and animations. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

# 3-D Modeling and Animation

TSDS PEIMS Code: 03580510 (TA3DMA)

Grade Placement: 9–12

Credit: 1

Recommended prerequisite: Art, Level I.

3-D Modeling and Animation consists of computer images created in a virtual three-dimensional (3-D) environment. 3-D Modeling and Animation has applications in many careers, including criminal justice, crime scene, and legal applications; construction and architecture; engineering and design; and the movie and game industries. Students in this course will produce various 3-D models of real-world objects. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

## Digital Audio Technology I

TSDS PEIMS Code: 13009950 (DATECH1)

Grade Placement: 9–12
Credits: 1
Prerequisite:
None.
Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications or Digital and Interactive Media (DIM) or both Audio/Video Production I and Audio/Video Production I Lab.
Digital Audio Technology I was designed to provide students interested in audio production careers such as audio for radio and television broadcasting, audio for video and film, audio for animation and game design, music production and live sound, and additional opportunities and skill sets. Digital Audio Technology I does not replace Audio Video Production courses but is recommended as a single credit, co-curricular course with an audio production technical emphasis. This course can also be paired with Digital and Interactive Media. Students will be expected to develop an understanding of the audio industry with a technical emphasis on production and critical-listening skills.

## Video Game Design

TSDS PEIMS Code: 13009970 (VIDGD)

Grade Placement: 9–12
Credits: 1
Prerequisite:
None.
Recommended Prerequisite: Principles of Art, Audio/Video Technology, and Communications.
Video Game Design will allow students to explore one of the largest industries in the global marketplace and the new emerging careers it provides in the field of technology. Students will learn gaming, computerized gaming, evolution of gaming, artistic aspects of perspective, design, animation, technical concepts of collision theory, and programming logic. Students will participate in a simulation of a real video game design team while developing technical proficiency in constructing an original game design.

## Web Game Development

TSDS PEIMS Code: 03580830 (TAWEBGD)

Grade Placement: 11–12

Credit: 1

Recommended Prerequisite: Web Design.

Web Game Development will allow students to demonstrate creative thinking, develop innovative strategies, and use digital and communication tools necessary to develop fully functional online games. Web Game Development has career applications for many aspects of the game industry, including programming, art principles, graphics, web design, storyboarding and scripting, and business and marketing. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

## Video Game Programming

TSDS PEIMS Code: N1300994 (VIDEOGD2)

Grade Placement: 10–12

Credits: 1

Recommended prerequisite: Video Game Design.

Video Game Programming expands on the foundation created in Video Game Design through programming languages such as: C# programming, XNA game studio, Java, and Android App. In this course, students will investigate the inner workings of a fully functional role-playing game (RPG) by customizing playable characters, items, maps, and chests and eventually applying customizations by altering and enhancing the core game code.

## Advanced Video Game Programming

TSDS PEIMS Code: N1300995 (VIDEOGD3)

Grade Placement: 10–12

Credits: 1

Recommended Prerequisites: Video Game Design and Video Game Programming

Advanced Video Game Programming students will be introduced to mobile application design and programming using Java and Eclipse for Android devices. Time will be spent learning basic Java programming and working with Android Studio to develop real working apps. Using Unity as an introduction to 3D game development, students will have exposure to and an understanding of: object-oriented programming concepts; game development skill with programs such as Unity; 3D modeling with programs such as Blender; image manipulation with programs such as GIMP; concepts related to the design process; and the ability to communicate and collaborate on group- based projects.

## Printing and Imaging Technology I

TSDS PEIMS Code: 13009600 (PRIMTEC1)

Grade Placement: 9–12

Credits: 1

Prerequisite:

None.

Recommended Corequisite: Printing and Imaging Technology I Lab.

Careers in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the printing industry with a focus on digital prepress and digital publishing.

## Printing and Imaging Technology I/Printing and Imaging Technology I Lab

TSDS PEIMS Code: 13009610 (PRILAB1)

Grade Placement: 9–12
Credits: 2
Prerequisite: None.
Corequisite: Printing and Imaging Technology I.

Careers in printing span all aspects of the industry, including prepress, press, and finishing and bindery operations. In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to demonstrate an understanding of the printing industry with a focus on digital prepress and digital publishing. Districts are encouraged to offer this lab in a consecutive block with Printing and Imaging Technology I to allow students sufficient time to master the content of both courses.

## Commercial Photography I

TSDS PEIMS Code: 13009100 (CPHOTO1)

Grade Placement: 9–12
Credits: 1
Prerequisite:
None.
Recommended Corequisite: Commercial Photography I Lab.

In addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

## Commercial Photography I/Commercial Photography I Lab

TSDS PEIMS Code: 13009110 (CPHLAB1)

Grade Placement: 9–12
Credits: 2
Prerequisite:
None.
Corequisite: Commercial Photography I.
In addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs. Districts are encouraged to offer this lab in a consecutive block with Commercial Photography I to allow students sufficient time to master the content of both courses.

## Commercial Photography II

TSDS PEIMS Code: 13009200 (CPHOTO2)

Grade Placement: 10–12
Credits: 1
Prerequisite:
None.
Recommended Prerequisites: Commercial Photography I and Commercial Photography I Lab.
Recommended Corequisite: Commercial Photography Lab II.
In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

# Commercial Photography ll/Commercial Photography ll Lab

TSDS PEIMS Code: 13009210 (CPHLAB2)

Grade Placement: 10–12
Credits: 2
Prerequisite:
None.
Recommended Prerequisites: Commercial Photography l and Commercial Photography l Lab.
Corequisite: Commercial Photography ll.
In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs. Districts are encouraged to offer this lab in a consecutive block with Commercial Photography II to allow students sufficient time to master the content of both courses.

## Fashion Design I

TSDS PEIMS Code: 13009300 (FASHDSN1)

Grade Placement: 10–12
Credits: 1
Prerequisites: None.
Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications.
Recommended Corequisite: Fashion Design I Lab.
Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the fashion industry with an emphasis on design and construction.

## Fashion Design I/Fashion Design I Lab

TSDS PEIMS Code: 13009310 (FASLAB1)

Grade Placement: 10–12
Credits: 2
Prerequisite:
None.
Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications.
Corequisite: Fashion Design I.
Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the fashion industry with an emphasis on design and construction. Districts are encouraged to offer this lab in a consecutive block with Fashion Design I to allow students sufficient time to master the content of both courses.

## Fashion Design ll

TSDS PEIMS Code: 13009400 (FASHDSN2)

Grade Placement: 11–12
Credits: 1
Prerequisite: Fashion Design l.
Recommended Corequisite: Fashion Design ll Lab.
Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the fashion industry with an emphasis on design and construction.

## Fashion Design ll/Fashion Design ll Lab

TSDS PEIMS Code: 13009410 (FASLAB2)

Grade Placement: 11–12

Credits: 2

Prerequisite: Fashion Design
l. Corequisite: Fashion Design
ll.
Careers in fashion span all aspects of the textile and apparel industries. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the fashion industry with an emphasis on design and construction.

## Graphic Design and Illustration I

TSDS PEIMS Code: 13008800 (GRAPHDI1)

Grade Placement: 10–12
Credits: 1
Prerequisite: None.
Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications.
Recommended Corequisite: Graphic Design and Illustration I Lab.
Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

## Graphic Design and Illustration I/Graphic Design and Illustration I Lab

TSDS PEIMS Code: 13008810 (GRDLAB1)

Grade Placement: 10–12
Credits: 2
Prerequisite:
None.
Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications.
Corequisite: Graphic Design and Illustration I.
Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

## Graphic Design and Illustration ll

TSDS PEIMS Code: 13008900 (GRAPHDI2)

Grade Placement: 10–12

Credits: 1

Prerequisite: Graphic Design and Illustration l.

Recommended Corequisite: Graphic Design and Illustration ll Lab.

Within this context, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.

## Graphic Design and Illustration ll/Graphic Design and Illustration ll Lab

TSDS PEIMS Code: 13008910 (GRDLAB2)

Grade Placement: 10–12

Credits: 2

Prerequisite: Graphic Design and Illustration l.
Corequisites: Graphic Design and Illustration
ll.
Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills. Districts are encouraged to offer this lab in a consecutive block with Graphic Design and Illustration II to allow students sufficient time to master the content of both courses.

## Professional Communications

TSDS PEIMS Code: 13009900 (PROFCOMM)

Grade Placement: 9–12
Credits: .5 Prerequisite:
None.
Professional Communications blends written, oral, and graphic communication in a career- based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct internet research.

## Practicum in Animation

TSDS PEIMS Code: 13008450 (First Time Taken - PRACANI1); 13008460 (Second Time Taken - PRACANI2)

Grade Placement: 11–12

Credits: 2

Prerequisites: Animation ll and Animation ll Lab.

Building upon the concepts taught in Animation II and its corequisite Animation II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production animation products in a professional environment. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

## Practicum in Audio/Video Production

TSDS PEIMS Code: 13008700 (First Time Taken - PRACAVP1); 13008710 (Second Time Taken - PRACAVP2)

Grade Placement: 11–12

Credits: 2

Prerequisites: Audio/Video Production ll and Audio/Video Production ll Lab.

Building upon the concepts taught in Audio/Video Production II and its corequisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre- production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

## Practicum in Graphic Design and Illustration

TSDS PEIMS Code: 13009000 (First Time Taken - PRACGRD1; 13009010 (Second Time Taken - PRACGRD2)

Grade Placement: 10–12
Credits: 2
Prerequisites: Graphic Design and Illustration ll and Graphic Design and Illustration ll Lab.
In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

## Practicum in Animation/Extended Practicum in Animation

TSDS PEIMS Code: 13008455 (First Time Taken - EXPRANI1); 13008465 (Second Time Taken - EXPRANI2)

Grade Placement: 11–12
Credits: 3
Prerequisites: Animation ll and Animation ll Lab. Corequisite: Practicum in Animation.
Building upon the concepts taught in Animation II and Animation II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post- production animation products in a professional environment. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

## Practicum in Audio/Video Production/Extended Practicum in Audio/Video Production

TSDS PEIMS Code: 13008705 (First Time Taken - EXPRAVP1); 13008715 (Second Time Taken - EXPRAVP2)

Grade Placement: 11–12
Credits: 3
Prerequisites: Audio/Video Production ll and Audio/Video Production ll Lab.
Corequisite: Practicum in Audio/Video Production.
Building upon the concepts taught in Audio/Video Production II and Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre- production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format.
Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

## Practicum in Graphic Design and Illustration/Extended Practicum in Graphic Design and Illustration

TSDS PEIMS Code: 13009005 (First Time Taken - EXPRGRD1); 13009015 (Second Time Taken - EXPRGRD2)
Grade Placement: 10–12
Credits: 3
Prerequisites: Graphic Design and Illustration ll and Graphic Design and Illustration ll Lab.
Corequisite: Practicum in Graphic Design and Illustration.
In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

## Principles of Business, Marketing, and Finance

TSDS PEIMS Code: 13011200 (PRINBMF)

Grade Placement: 9–11
Credits: 1
Prerequisite:
None.
In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the 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.

## Touch System Data Entry

TSDS PEIMS Code: 13011300 (TSDATAE)

Grade Placement: 9–10
Credits: .5
Prerequisite:
None.
In Touch System Data Entry, students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment.
Students will need to apply touch system data entry skills for production of business documents.

# Business Law

TSDS PEIMS Code: 13011700 (BUSLAW)

Grade Placement: 11–12
Credits: 1
Prerequisite:
None.
Global Business is designed for students to analyze various aspects of the legal environment, including ethics, the judicial system, contracts, personal property, sales, negotiable instruments, agency and employment, business organization, risk management, and real property.

## Business English

TSDS PEIMS Code: 13011600 (BUSENGL)

Grade Placement: 12

Credits: 1

Prerequisite: English lll.

Recommended Prerequisite: Touch System Data Entry.

In Business English, students enhance communication and research skills by applying them to the business environment, in addition to exchanging information and producing properly formatted business documents using emerging technology.

Note: This course satisfies an English credit requirement for students on the Foundation High School Program.

## Business Information Management I

TSDS PEIMS Code: 13011400 (BUSIM1)

Grade Placement: 9–12

Credits: 1

Prerequisite:

None.

Recommended Prerequisite: Touch System Data Entry.

Recommended Corequisite: Business Lab.

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.

## Business Information Management I/Business Lab

TSDS PEIMS Code: 13011410 (BUSMLAB1)

Grade Placement: 9–12
Credits: 2
Prerequisite:
None.
Corequisite: Business Information Management I.
Business Lab is designed to provide students an opportunity to further enhance previously studied knowledge and skills and may be used as an extension of Business Information Management I or Business Information Management II; it is a recommended corequisite course, and may not be offered as a stand-alone course. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

## Business Information Management II

TSDS PEIMS Code: 13011500 (BUSIM2)

Grade Placement: 10–12

Credits: 1

Prerequisite: Business Information Management I.
Recommended Prerequisite: Touch System Data Entry.
Recommended Corequisite: Business Lab.
In Business Information Management II, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

## Business Information Management II/Business Lab

TSDS PEIMS Code: 13011510 (BUSMLAB2)

Grade Placement: 10–12
Credits: 2
Prerequisite:
None.
Corequisite: Business Information Management II.
Business Lab is designed to provide students an opportunity to further enhance previously studied knowledge and skills and may be used as an extension of Business Information Management I or Business Information Management II; it is a recommended corequisite course, and may not be offered as a stand-alone course. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

## Business Management

TSDS PEIMS Code: 13012100 (BUSMGT)

Grade Placement: 10–12
Credits: 1
Prerequisite:
None.
Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

## Global Business

TSDS PEIMS Code: 13011800 (GLOBBUS)

Grade Placement: 10–12
Credits: .5
Prerequisite:
None.
Global Business is designed for students to analyze global trade theories, international monetary systems, trade policies, politics, and laws relating to global business as well as cultural issues, logistics, and international human resource management.

## Virtual Business

TSDS PEIMS Code: 13012000 (VIRTBUS)

Grade Placement: 10–12
Credits: .5
Prerequisite:
None.
Recommended Prerequisites: Touch System Data Entry.
Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project-management skills. Students will also demonstrate bookkeeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business.

## Human Resources Management

TSDS PEIMS Code: 13011900 (HRMGT)

Grade Placement: 11–12
Credits: .5
Prerequisite:
None.
Human Resources Management is designed to familiarize students with the concepts related to human resource management, including legal requirements, recruitment, employee selection methods, and employee development and evaluation. Students will also become familiar with compensation and benefits programs as well as workplace safety, employee-management relations, and the impact of global events on human resources management.

# Practicum in Business Management

TSDS PEIMS Code: 13012200 (First Time Taken - PRACBM); 13012210 (Second Time Taken - PRACBM2)

Grade Placement: 11–12
Credits: 2
Prerequisite:
None.
Recommended Prerequisites: Touch System Data Entry and Business Management or Business Information Management ll.
Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

# Practicum in Business Management/Extended Practicum in Business Management

TSDS PEIMS Code: 13012205 (First Time Taken – EXPRBM); 13012215 (Second Time Taken – EXPRBM2)

Grade Placement: 11–12
Credits: 3
Prerequisite:
None.
Recommended Prerequisites: Touch System Data Entry and Business Management or Business Information Management ll.
Corequisite: Practicum in Business Management

Extended Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decision.

## Principles of Education and Training

TSDS PEIMS Code: 13014200 (PRINEDTR)

Grade Placement: 9–10
Credit: 1
Prerequisite:
None.
Principles of Education and Training is designed to introduce learners to the various careers available within the Education and Training Career Cluster. Students use self- knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

## Human Growth and Development

TSDS PEIMS Code: 13014300 (HUGRDEV)

Grade Placement: 10–12
Credit: 1
Prerequisite:
None.
Recommended Prerequisite: Principles of Education and Training.
Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.

## Child Development Associate (CDA) Foundations

TSDA PEIMS Code: N1300500 (CDAFOUND)

Grade Placement: 10–12

Credit: 1

Recommended Prerequisites: Principles of Education and Training or Principles of Human Services.

The Child Development Associate (CDA) Foundations course is a laboratory course addressing the knowledge and skills related to applying Child Development Associate (CDA) Competency Standards in early childhood environments and understanding how these competencies help young children move with success from one developmental stage to the next. Students will be prepared and informed on the requirements that must be met to apply for the nationally recognized CDA credential.

## Instructional Practices

TSDS PEIMS Code: 13014400 (INPRAC)

Grade Placement: 11–12

Credit: 2

Prerequisite: One credit from Education and Training Career Cluster

Recommended Prerequisites: Principles of Education and Training and Human Growth and Development.

Instructional Practices is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel.

## Communication and Technology in Education

TSDS PEIMS Code: N1300510 (CMTCHED)

Grade Placement: 10–12

Credit: 1

Recommended Prerequisite: Principles of Education and Training

Communication and Technology in Education is an extended course of study designed to provide students with the fundamentals of planning, managing and training services needed to provide learning support services in K-12 classrooms. Students will develop knowledge and skills regarding the professional, ethical, and legal responsibilities in teaching related to educational technology; as well as, understand laws and pedagogical justifications regarding classroom technology use.

This course provides an opportunity for students to participate in training related to Google for Education, Microsoft Office Fundamentals, Common Sense Media and Digital Citizenship as they relate to standards set by the International Society for Technology in Education (ISTE).

## Practicum in Education and Training

TSDS PEIMS Code: 13014500 (First Time Taken - PRACEDT1); 13014510 (Second Time Taken - PRACEDT2)

Grade Placement: 12

Credit: 2

Prerequisite: Instructional Practices.

Recommended Prerequisites: Principles of Education and Training and Human Growth and Development.

Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.

# Practicum in Education and Training/Extended Practicum in Education and Training

TSDS PEIMS Code: 13014505 (First Time Taken - EXPREDT1); 13014515 (Second Time Taken - EXPREDT2)

Grade Placement: 12
Credit: 3
Prerequisite: Instructional Practices.
Recommended Prerequisites: Principles of Education and Training, Human Growth, and Development.
Corequisite: Practicum in Education and Training.
Extended Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.

## Financial Mathematics

TSDS PEIMS Code: 13018000 (FINMATH)

Grade Placement: 10–12

Credit: 1

Prerequisite: Algebra I.

Financial Mathematics is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors.

Note: This course satisfies a math credit requirement for students on the Foundation High School Program.

## Money Matters

TSDS PEIMS Code: 13016200 (MONEYM)

Grade Placement: 9–12

Credit: 1

Prerequisite:

None.

Recommended Prerequisites: Principles of Business, Marketing, and Finance.

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.

## Securities and Investments

TSDS PEIMS Code: 13016400 (SECINV)

Grade Placement: 10–12
Credit: 1
Prerequisite:
None.
Recommended Prerequisite: Principles of Business, Marketing, and Finance.
In Securities and Investments, students will understand the laws and regulations to manage business operations and transactions in the securities industry.

## Insurance Operations

TSDS PEIMS Code: 13016500 (INSOPS)

Grade Placement: 10–12
Credit: 1
Prerequisite:
None.
Recommended Prerequisite: Principles of Business, Marketing, and Finance.
In Insurance Operations, students will understand the laws and regulations to manage business operations and transactions in the insurance industry.

## Banking and Financial Services

TSDS PEIMS Code: 13016300 (BANKFIN)

Grade Placement: 10–12
Credit: .5
Prerequisites: None.
Recommended Prerequisite: Principles of Business, Marketing, and Finance.
In Banking and Financial Services, students will develop knowledge and skills in the economic, financial, technological, international, social, and ethical aspects of banking to become competent employees and entrepreneurs. Students will incorporate a broad base of knowledge that includes the operations, sales, and management of banking institutions to gain a complete understanding of how banks function within society.

# Accounting I

TSDS PEIMS Code: 13016600 (ACCOUNT1)

Grade Placement: 10–12
Credit: 1
Prerequisites: None.
Recommended Prerequisites: Principles of Business, Marketing, and Finance.
In Accounting I, students will investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students will formulate and interpret financial information for use in management decision making. Accounting includes such activities as bookkeeping, systems design, analysis, and interpretation of accounting information.

# Accounting II

TSDS PEIMS Code: 13016700 (ACCOUNT2)

Grade Placement: 11–12

Credit: 1

Prerequisites: Accounting I.
In Accounting II, students will continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in various managerial, financial, and operational accounting activities. Students will formulate, interpret, and communicate financial information for use in management decision making. Students will use equations, graphical representations, accounting tools, spreadsheet software, and accounting systems in real-world situations to maintain, monitor, control, and plan the use of financial resources.
Note: This course satisfies a math credit requirement for students on the Foundation High School Program.

# Financial Analysis

TSDS PEIMS Code: 13016800 (FINANAL)

Grade Placement: 11–12

Credit: 1

Prerequisite: Accounting I.

In Financial Analysis, students will apply knowledge and technical skills in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students will develop analytical skills by actively evaluating financial results of multiple businesses, interpreting results for stakeholders, and presenting strategic recommendations for performance improvement.

# Statistics and Business Decision Making

TSDS PEIMS Code: 13016900 (STATBDM)

Grade Placement: 11–12

Credit: 1

Prerequisite: Algebra ll.

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

Note: This course satisfies a math credit requirement for students on the Foundation High School Program.

## Principles of Government and Public Administration

TSDS PEIMS Code: 13018200 (PRINGPA)

Grade Placement: 9–11
Credit: 1
Prerequisite:
None.
Principles of Government and Public Administration introduces students to foundations of governmental functions and career opportunities within the United States and abroad. Students will examine governmental documents such as the U.S. Constitution, current U.S. Supreme Court and federal court decisions, and the Bill of Rights.

## Political Science I

TSDS PEIMS Code: 13018300 (POLISCI1)

Grade Placement: 10–12
Credit: 1
Prerequisite:
None.
Recommended Prerequisites: Principles of Government and Public Administration.

Political Science I introduces students to political theory through the study of governments, public policies, political processes, systems, and behavior.

# Health Science

## Biomedical Innovation

TSDS PEIMS Code: N1302095 (BIOINN)

Grade Placement: 11-12

Credit: 1

In the PLTW Biomedical Innovation (BI) course, students will be asked to apply what they have learned in the previous three courses to solve unique problems in science, medicine, and healthcare. Students will work systematically through required problems before completing optional directed problems or independent work.

## Principles of Biomedical Science (PLTW)

TSDS PEIMS Code: N1302092 (PRBIOSCI)

Grade Placement: 11-12

Credit: 1

The Principles of Biomedical Science (PBS)- PLTW course provides an introduction to biomedical science through hands-on projects and problems. Students investigate concepts of biology and medicine as they explore health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They will determine the factors that led to the death of a fictional woman as they sequentially piece together evidence found in her medical history and her autopsy report. Students will investigate lifestyle choices and medical treatments that might have prolonged the woman's life and demonstrate how the development of disease is related to changes in human body systems.

# Medical Interventions

TSDS PEIMS Code: N1302094 (MEDINT)

Grade Placement: 10-12
Credit: 1

In the Medical Interventions (MI)-PLTW course students investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario will introduce multiple types of interventions; reinforce concepts learned in the previous two courses, and present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future.

## Human Body Systems

TSDS PEIMS Code: N1302093 (HUMBODSY)

Grade Placement: 10-12
Credit: 1
In the Project Lead The Way [PLTW] Human Body Systems (HBS) course, students examine the interactions of body systems as they explore deeply biological identity, communication, power, movement, protection, and homeostasis. Through individual and team activities, projects, and problems, students design experiments, investigate the structures and function of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiration.

## Medical Terminology

TSDS PEIMS Code: 13020300 (MEDTERM)

Grade Placement: 9–12
Credit: 1 Prerequisite:
None.
The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

## Anatomy and Physiology

TSDS PEIMS Code: 13020600 (ANATPHYS)

Grade Placement: 10–12

Credit: 1

Prerequisite: Biology and a second science credit.

Recommended Prerequisite: A course from the Health and Science Career Cluster.

The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

Note: This course satisfies a science credit requirement for students on the Foundation High
School Program.

# Medical Microbiology

TSDS PEIMS Code: 13020700 (MICRO)

Grade Placement: 10–12

Credit: 1

Prerequisites: Biology and Chemistry.

Recommended Prerequisites: A course from the Health Science Career Cluster.

The Medical Microbiology course is designed to explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. Students must meet the 40% laboratory and fieldwork requirement.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

## World Health Research

TSDS PEIMS Code: 13020900 (WORLDHR)

Grade Placement: 11–12

Credit: 1

Prerequisites: Biology and Chemistry.

Recommended Prerequisite: A course from the Health Science Career Cluster.

The World Health Research course is designed to examine major world health problems and emerging technologies as solutions to these medical concerns. It is designed to improve students' understanding of the cultural, infrastructural, political, educational, and technological constraints and inspire ideas for appropriate technological solutions to global medical care issues.

## Pathophysiology

TSDS PEIMS Code: 13020800 (PATHO)

Grade Placement: 11–12

Credit: 1

Prerequisites: Biology and Chemistry.

Recommended Prerequisite: A course from the Health and Science Career Cluster.

The Pathophysiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology will study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

## Health Informatics

TSDS PEIMS Code: 13020960 (HLTHINF)

Grade Placement: 11–12

Credit: 1

Prerequisites: Medical Terminology.

The Health Informatics course is designed to provide knowledge of one of the fastest growing areas in both academic and professional fields. The large gap between state of the art computer technologies and the state of affairs in health care information technology has generated demand for information and health professionals who can effectively design, develop, and use technologies such as electronic medical records, patient monitoring systems, and digital libraries, while managing the vast amount of data generated by these systems.

## Mathematics for Medical Professionals

TSDS PEIMS Code: 13020970 (MTHMEDPR)

Grade Placement: 11–12

Credit: 1

Prerequisites: Geometry and Algebra ll.

The Mathematics for Medical Professionals course is designed to serve as the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on fluency and solid understanding in medical mathematics, students will extend and apply mathematical skills necessary for health science professions. Course content consists primarily of high school level mathematics concepts and their applications to health science professions.

Note: This course satisfies a math credit requirement for students on the Foundation High School
Program.

## Pharmacology

TSDS PEIMS Code: 13020950 (PHARMC)

Grade Placement: 11–12

Credit: 1

Prerequisites: Biology and Chemistry.

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

## Health Science Theory

TSDS PEIMS Code: 13020400 (HLTHSCI)

Grade Placement: 10–12
Credit: 1 Prerequisites:
Biology.
Recommended Corequisite: Health Science Clinical.
The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.

## Health Science Theory/Health Science Clinical

TSDS PEIMS Code: 13020410 (HLSCLIN)

Grade Placement: 10–12

Credit: 2

Prerequisites:
Biology.
Corequisite: Health Science Theory.
The Health Science Clinical course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. Districts are encouraged to offer this course in a consecutive block with Health Science Theory to allow students sufficient time to master the content of both courses.

## Practicum in Health Science

TSDS PEIMS Code: 13020500 (First Time Taken - PRACHLS1); 13020510 (Second Time Taken - PRACHLS2)

Grade Placement: 11–12
Credit: 2
Prerequisites: Health Science Theory and Biology.
The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

## Practicum in Health Science/Extended Practicum in Health Science

TSDS PEIMS Code: 13020505 (First Time Taken - EXPRHLS1); 13020515 (Second Time Taken - EXPRHLS2)

Grade Placement: 11–12
Credit: 3
Prerequisites: Health Science Theory and Biology.
Corequisite: Practicum in Health Science.
The Extended Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

## Medical Intervention Evaluation and Research

TSDS PEIMS Code: N1302125 (MEDINEV)

Grade Placement: 10-11

Credit: 1

Recommended prerequisite: Principles of Health Informatics or Principles of Health Science. Medical Intervention, Evaluation, and Research further develops basic knowledge of health informatics, data management, and biotechnological advances and their connections in the various healthcare settings. Topics include informatics in medical intervention and evaluation, electronic patient management systems, applications in medical diagnostics, best practices in billing and coding medical diagnosis and procedures, appropriate International Classification of Diseases (ICD) 10 codes, fraud prevention, and databases culminating in an extended learning experience. The demand and growth in the field precipitates a needed integration of multiple medical technologies and their impact in healthcare delivery.

## Optical Technician

TSDS PEIMS Code: N1302117 (OPTTECH)

Grade Placement: 10-12

Credit: 1

Recommended prerequisites: Biology or Principles of Health Science.
The Optical Technician course introduces high school students to the profession of dispensing eyeglasses and fitting contact lenses. The course includes classroom lectures, hands-on lab hours, and community clinics. The student will be proficient in the terminology of a dispensing optician and in using appropriate professional communication when engaging with patients, peers, colleagues, supervisors, and eye care providers. The course is designed to help the student prepare for entry-level positions in wholesale, retail, benevolent, and independent optical settings.

# Pharmacy I

TSDS PEIMS Code: N1302127 (PHARMCY1)

Grade Placement: 10-11

Credit: 1

Recommended Prerequisites: Biology, Introduction to Pharmacy Science, or Principles of Health Science.

The Pharmacy I course is designed to build upon the knowledge and skills taught in the Introduction to Pharmacy Science course. Students build on their existing foundation of knowledge and skills needed to pursue a career in the pharmaceutical field such as a pharmacy technician or pharmacist). Instruction includes pharmacokinetics, pharmacy law, medication safety, the dispensing process, and inventory. This course is aligned with the standards of the national certification exams that students might take, such as Pharmacy Technician Certification Examination (PTCE) and/or Exam for the Certification of Pharmacy Technicians (ExCPT).

Recommended participants are students who wish to become certified pharmacy technicians.

# Pharmacy II

TSDS PEIMS Code: 13021030 (PHARMII)

Grade Placement: 11-12

Credit: 1

Prerequisites: one credit in biology, one credit in chemistry, and Pharmacy I.

Recommended Prerequisites: Algebra I, Introduction to Pharmacy Science, and Pharmacy I.

The Pharmacy II course provides students with the advanced knowledge and skills to explore various careers in the pharmacy field, including pharmacology, pharmacy law, medication errors, inventory pharmacy calculations, compounding, and workflow expectations in a pharmacy setting. Pharmacy II is designed to be the third course in a pathway leading to college and career readiness in the healthcare therapeutics professions. The course content aligns with the competencies of pharmacy technician certification examinations.

## Physical Therapy I

TSDS PEIMS Code: N1302128 (PHYTHER1)

Grade Placement: 10-12

Credit: 1

Recommended prerequisites: Biology, Principles of Health Science or Principles of Allied Health, or Medical Terminology.

Physical Therapy I is designed to provide basic concepts, knowledge, and skills needed to work within physical therapy practice under the supervision of a licensed physical therapist/physical therapist assistant. Specifically, the course focuses on proper management of patient care to safely assist patients/therapists; management of equipment as it relates to physical therapy; strengthening and conditioning; and communication skills to work effectively within a physical therapy practice. This course is designed for students in grades 10, 11, or 12 who desire to work in a physical therapy clinic and/or advance to become a licensed physical therapist/physical therapist assistant.

## Physical Therapy II

TSDS PEIMS Code: N1302134 (PHYTHER2)

Grade Placement: 11-12

Credit: 1

Recommended prerequisites: Biology or Physical Therapy I.

Recommended corequisites: Anatomy and Physiology.

The Physical Therapy II innovative course is intended for 11th- and 12th-grade students. Students will build upon the foundational skills that were learned in Physical Therapy I by practicing skills such as musculoskeletal strength and range of motion (ROM), practicing, and analyzing safety techniques, teaching therapeutic exercise routines, and professional skills. Upon completing this course, students will have the foundational knowledge to pursue post-secondary education that leads to a career as a licensed Physical Therapist or Physical Therapist Assistant.

## Medical Billing and Coding

TSDS PEIMS Code: 13020964 (MEDBC)

Grade Placement: 11-12

Credit: 1

Prerequisites: Medical Terminology

Recommended Prerequisites: Medical Terminology

Medical Billing and Coding familiarizes students with the process, language, medical procedure codes, requirements of Health Insurance Portability and Accountability Act (HIPAA), and skills they will need to make accurate records. Students will develop an understanding of the entire process of the revenue cycle and how to effectively manage it. The program is designed to prepare students for employment in a

variety of health care settings as entry level coder, medical billing specialist, and patient access representative.

Hospitality & Tourism

## Principles of Hospitality and Tourism

TSDS PEIMS Code: 13022200 (PRINHOSP)

Grade Placement: 9–12
Credit: 1
Prerequisite:
None.
Principles of Hospitality and Tourism introduces students to an industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students learn knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success in that industry.

## Introduction to Event and Meeting Planning

TSDS PEIMS Code: N1302269 (EVNTPLN)

Grade Placement: 10–12

Credit: 1

Recommended prerequisite: Principles of Hospitality and Tourism, Hotel management and/or Travel and Tourism Management.
This course will introduce students to the concepts and topics necessary for the comprehensive understanding of the fundamentals of the meetings, conventions, events, and exposition industries. The course will review the roles of the organizations and people involved in the businesses that comprise the Meetings, Events, Expositions and Convention (MEEC) industry.

## Introduction to Culinary Arts

TSDS PEIMS Code: 13022550 (INCULART)

Grade Placement: 9–10
Credit: 1
Prerequisite:
None.
Recommended Prerequisite: Principles of Hospitality and Tourism.
Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

## Culinary Arts

TSDS PEIMS Code: 13022600 (CULARTS)

Grade Placement: 10–12
Credit: 2
Prerequisite:
None.
Recommended Prerequisites: Principles of Hospitality and Tourism and Introduction to Culinary Arts.
Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques.
Students can pursue a national sanitation certification or other appropriate industry certifications.
This course is offered as a laboratory-based course.

## Advanced Culinary Arts

TSDS PEIMS Code: 13022650 (ADCULART)

Grade Placement: 10–12
Credit: 2
Prerequisite: Culinary Arts.
Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards to prepare students for success in higher education, certifications, and/or immediate employment.

## Food Science

TSDS PEIMS Code: 13023000 (FOODSCI)

Grade Placement: 11–12

Credit: 1

Prerequisites: Three units of science, including Chemistry and Biology. Recommended Prerequisite: Principles of Hospitality and Tourism.

In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration in food products, the principles underlying food processing, and the improvement of foods for the consuming public.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

## Practicum in Culinary Arts

TSDS PEIMS Code: 13022700 (First Time Taken - PRACCUL1); 13022710 (Second Time Taken - PRACCUL2)

Grade Placement: 11–12

Credit: 2

Prerequisite: Culinary Arts.

Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing culinary art-based workplace.

# Travel and Tourism Management

TSDS PEIMS Code: 13022500 (TRTORMGT)

Grade Placement: 10–12
Credit: 1
Prerequisite:
None.
Recommended Prerequisite: Principles of Hospitality and Tourism.

Travel and Tourism Management incorporates management principles and procedures of the travel and tourism industry as well as destination geography, airlines, international travel, cruising, travel by rail, lodging, recreation, amusements, attractions, and resorts. Employment qualifications and opportunities are also included in this course.

## Hospitality Services

TSDS PEIMS Code: 13022800 (HOSPSRVS)

Grade Placement: 11–12
Credit: 2
Prerequisite:
None.
Recommended Prerequisites: Principles of Hospitality and Tourism, Hotel Management, and Travel and Tourism Management.
Hospitality Services provides students with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. The knowledge and skills are acquired within a sequential, standards-based program that integrates hands-on and project- based instruction. Standards included in the Hospitality Services course are designed to prepare
students for nationally recognized industry certifications, postsecondary education, and entry-level careers. In addition, Hospitality Services is designed so that performance standards meet employer expectations, enhancing the employability of students. Instruction may be delivered through laboratory training or through internships, mentoring, or job shadowing.

## Tourism Marketing Concepts and Applications

TSDS PEIMS Code: N1302270 (TOURMRKT)

Grade Placement: 10–12

Credit: 1

Recommended prerequisite: Principles of Hospitality and Tourism.

Tourism Marketing Concepts and Applications will provide students with a thorough understanding of marketing concepts and theories that apply to the travel and tourism industry to include lodging, food and beverage operations, recreation, amusements, attractions, convention and visitors' bureaus and tourism companies. While general concepts of marketing for travel and tourism are similar to the marketing of other products and services, the travel and tourism industry has unique characteristics that create a variety of challenges and opportunities specific to and important for tourism marketing professionals. Students will learn broad tourism marketing concepts such as understanding a product/service, pricing out a product/service, promoting a product/service with a focus on direct sales and the placement or distribution channels for a product. They will also be introduced to the concepts of markets, market segmentation, and customer needs related to the tourism industry.

## Practicum in Hospitality Services

TSDS PEIMS Code: 13022900 (First Time Taken - PRACHOS1); 13022910 (Second Time Taken - PRACHOS2)

Grade Placement: 11–12
Credit: 2
Prerequisite:
None.
Recommended Prerequisite: Hospitality Services.
Practicum in Hospitality Services is a unique practicum experience to provide opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Hospitality Services integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing culinary art based workplace. Students are taught employability skills, including job- specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development.
Practicum in Hospitality Services is relevant and rigorous, supports student attainment of academic and technical standards, and effectively prepares students for college and career success.

## Practicum in Culinary Arts/Extended Practicum in Culinary Arts

TSDS PEIMS Code: 13022705 (First Time Taken - EXPRCUL1); 13022715 (Second Time Taken - EXPRCUL2)

Grade Placement: 11–12
Credit: 3
Prerequisite: Culinary Arts. Corequisite: Practicum in Culinary Arts.
Extended Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Extended Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions, with the goal of further enhancing the knowledge, skills, and industry based experiences that students receive through workplace application.

# Practicum in Hospitality Services/Extended Practicum in Hospitality Services

TSDS PEIMS Code: 13022905 (First Time Taken - EXPRHOS1); 13022915 (Second Time Taken - EXPRHOS2)

Grade Placement: 11–12
Credit: 3
Prerequisite:
None.
Recommended Prerequisite: Hospitality Services.
Corequisite: Practicum in Hospitality Services.
Extended Practicum in Hospitality Services is a unique practicum experience that provides opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Extended Practicum in Hospitality Services integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of further enhancing the knowledge, skills, and industry based experiences that students receive through workplace application.

Human Services

## Principles of Human Services

TSDS PEIMS Code: 13024200 (PRINHUSR)

Grade Placement: 9–12
Credit: 1
Prerequisite:
None.

Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer 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.

## Dollars and Sense

TSDS PEIMS Code: 13024300 (DOLLARSE)

Grade Placement: 11–12
Credit: .5
Prerequisite:
None.
Recommended Prerequisite: Principles of Human Services.

Dollars and Sense focuses on consumer practices and responsibilities, money-management processes, decision-making skills, impact of technology, and preparation for human services careers.

## Lifetime Nutrition and Wellness

TSDS PEIMS Code: 13024500 (LNURTWEL)

Grade Placement: 9–12
Credit: .5
Prerequisite:
None.
Recommended Prerequisite: Principles of Human Services, Principles of Hospitality and Tourism, or Principle of Health Science.
Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

## Applied Nutrition and Dietetics

TSDS PEIMS Code: N1302541 (APPNUTR)

Grade Placement: 10–12

Credit: 1

Recommended prerequisite: Principles of Human Services, Lifetime Nutrition and Wellness and/or Human Growth and Development.
The Applied Nutrition and Dietetics course builds on the fundamental nutritional knowledge gained from the Lifetime Nutrition and Wellness course by reinforcing professional standards, food safety and sanitation, food service and management, and nutrition care for individuals and groups at a deeper level. The course also introduces and applies career focused and real-world topics related to nutrition such as the nutrition care process, types of nutrition education and counseling, development of nutrition programs, and nutrition industry related research. Students will research requirements necessary to become a professional in the nutrition and dietetics field such as a registered dietitian, licensed nutritionist, or clinical dietitian.

## Counseling and Mental Health

TSDS PEIMS Code: 13024600 (COUNSMH)

Grade Placement: 11–12
Credit: 1
Prerequisite:
None.
Recommended Prerequisite: Principles of Human Services.
In Counseling and Mental Health, students model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations on their actions and responsibilities, and the implications of their actions. Students understand how professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.

## Child Development

TSDS PEIMS Code: 13024700 (CHILDDEV)

Grade Placement: 10–12
Credit: 1
Prerequisite:
None.
Recommended Prerequisite: Principles of Human Services.
Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

## Child Guidance

TSDS PEIMS Code: 13024800 (CHILDGUI)

Grade Placement: 10–12
Credit: 2
Prerequisite:
None.
Recommended Prerequisite: Principles of Human Services.
Recommended Prerequisite or Corequisite: Child Development.
Child Guidance is a technical laboratory course that addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well- being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs. Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.

## Family and Community Services

TSDS PEIMS Code: 13024900 (FAMCOSRV)

Grade Placement: 10–12
Credit: 1
Prerequisite:
None.
Recommended Prerequisite: Principles of Human Services.
Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful community-based activities through direct service or service- learning experiences. Students are provided opportunities to interact with and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

## Practicum in Human Services

TSDS PEIMS Code:
13025000 (First Time Taken) (PRACHUS1)
13025010 (Second Time Taken) (PRACHUS2
) Grade Placement: 11–12
Credit: 2
Prerequisite:
None.
Practicum in Human Services provides background knowledge and occupation-specific training that focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community-services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

## Principles of Cosmetology Design and Color Theory

TSDS PEIMS Code: 13025050 (PRICOSMO)
Grade Placement: 9–10
Credit: 1
Prerequisites: None.
Recommended Prerequisite: Principles of Human Services.
In Principles of Cosmetology Design and Color Theory, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Students will attain academic skills and knowledge as well as technical knowledge and skills related to cosmetology design and color theory. Students will develop knowledge and skills regarding various cosmetology design elements such as form, lines, texture, structure and illusion or depth as they relate to the art of cosmetology. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the TDLR requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.

## Introduction to Cosmetology

TSDS PEIMS Code: 13025100 (INTCOSMO)

Grade Placement: 10
Credit: 1
Prerequisite:
None.
In Introduction to Cosmetology, students explore careers in the cosmetology industry. To prepare for success, students must have academic and technical knowledge and skills relative to the industry. Students may begin to earn hours toward state licensing requirements.

## Esthetics

TSDS PEIMS Code: N1302533 (COSMETF)

Grade Placement: 10-12
Credit: 2
Prerequisite:
None.
Students enrolled in Esthetics will explore the practical skills of a skin care professional, including introduction to the treatment environment, basic facial treatments, hair removal, corrective skin care treatments, makeup application, special effects makeup application and the technology likely to be utilized in a salon, spa, or clinical setting.

## Microbiology and Safety for Cosmetology Careers

TSDS PEIMS Code: N1302540 (MICROS)

Grade Placement: 9-12
Credit: 1
Prerequisite:
None.
Students who enroll in Microbiology and Safety for Cosmetology Careers will receive instruction in the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, identification of microorganisms, drug resistant organisms, and emerging diseases. Additionally, students will explore and apply concepts as they apply to the safety and health of individuals pursuing a career in cosmetology services. This course also includes an opportunity for students to solve an in-depth analytical problem concerning occupational health and safety in cosmetology.

## Nail Care, Enhancements and Spa Services

TSDS PEIMS Code: N1302531 (COSMETM)

Grade Placement: 10-12
Credit: 2
Prerequisite:
None.
Nail Care, Enhancement and Spa Service students will demonstrate proficiency in academic, technical, and practical knowledge and skills (basic manipulative skills, safety judgements, and proper work habits). The content is designed to provide the occupational skills required for licensure as a nail technician or related career avenue. Instruction includes advanced training in professional standards/employability skills, TDLR rules and regulations, use of tools, equipment, technologies and materials, and practical skills.

## Cosmetology I

TSDS PEIMS Code: 13025200 (COSMET1)

Grade Placement: 10–11
Credit: 2
Recommended Prerequisite: Introduction to Cosmetology.
Recommended Corequisite: Cosmetology I Lab
In Cosmetology I, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR) requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.

## Cosmetology I/Cosmetology I Lab

TSDS PEIMS Code: 13025210 (COSLAB1)

Grade Placement: 10-11
Credits: 3
Recommended prerequisite: Introduction to Cosmetology.
This course must be taken concurrently with Cosmetology I and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with Cosmetology I to allow students sufficient time to master the content of both courses.
Cosmetology I/Cosmetology I Lab provides students additional lab time to develop proficient and mastery level cosmetology skills and techniques as required by Texas Department of Licensing and Regulation licensing standards. Students will be expected to demonstrate mastery in conducting the skills and techniques learned in Cosmetology I with little to no guidance.

## Cosmetology II

TSDS PEIMS Code: 13025300 (COSMET2)

Grade Placement: 11–12
Credit: 2
Prerequisite: Cosmetology I.
Recommended Corequisite: Cosmetology II Lab
In Cosmetology II, students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide the occupational skills required for licensure. Instruction includes advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies, and materials; and practical skills.

## Cosmetology II/Cosmetology II Lab

TSDS PEIMS Code: 13025310 (COSLAB2)

Grade Placement: 11-12
Credits: 3
Prerequisites: Cosmetology I/Cosmetology I Lab
This course must be taken concurrently with Cosmetology II and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with Cosmetology II to allow students sufficient time to master the content of both courses.
Cosmetology II /Cosmetology II Lab provides students additional lab time to develop proficient and mastery level cosmetology skills and techniques as required by Texas Department of Licensing and Regulation licensing standards. Students are expected to develop proficient and mastery level work samples and to expand their work experiences.

## Practicum in Human Services/Extended Practicum in Human Services

TSDS PEIMS Code: 13025005 (First Time Taken - EXPRHUS1); 13025015 (Second Time Taken - EXPRHUS2)

Grade Placement: 11–12
Credit: 3
Prerequisite:
None.
Corequisite: Practicum in Human Services.
Extended Practicum in Human Services provides background knowledge and occupation- specific training that focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community-services careers. Content for Extended Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster.

# Social and Community Services

TSDS PEIMS Code: N1302543 (SOCCOMM)

Grade Placement: 10–12

Credit: 1

Recommended prerequisite: Principles of Community Services.

Social and Community Services will provide an overview of the nonprofit, social, community service, and faith-based organization sector in the United States. The course has an emphasis on professional practices and development of the skills needed to implement service programs. The Social and Community Services course builds on knowledge from Principles of Community Services by providing an in-depth study of social services and how they relate to all other family and community services. Topics covered include the roles of community service providers in meeting human service needs, the sociological factors on clients receiving services, and the exploration of careers.

# Information Technology

## Principles of Information Technology

TSDS PEIMS Code: 13027200 (PRINIT)

Grade Placement: 9–10
Credit: 1
Prerequisites:
None
In Principles of Information Technology, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

## Web Design

TSDS PEIMS Code: 03580820 (TAWEBDN)

Grade Placement: 9-12
Credit: 1
In Web Design students will acquire knowledge of web design and technological operations and concepts that support creativity, innovation, collaboration, information fluency, critical thinking and decision making. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

## Computer Maintenance

TSDS PEIMS Code: 13027300 (COMPMTN)

Grade Placement: 10–12
Credit: 1 Prerequisite:
None.
Recommended Prerequisite: Principles of Information Technology.
Recommended Corequisite: Computer Maintenance Lab.
In Computer Maintenance, students will acquire knowledge of computer maintenance and creating appropriate documentation. Students will analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as related to computer maintenance. Students will apply technical skills to address the IT industry and emerging technologies.

## Advanced Cloud Computing

TSDS PEIMS Code: N1302813 (ADCLDCMP)

Grade Placement: 10–12

Credit: 1

Recommended Prerequisite: one computer science, computer programming, or information technology course.
The Advanced Cloud Computing course is an exploration of cloud computing. Upon completion of the course, students are prepared to sit for cloud computing professional certifications. In this course, students explore cloud computing services, applications, and use cases. Students dive deeply into cloud computing best practices and learn how cloud computing helps users develop a global infrastructure to support use case at scale while also developing and inventing innovative technologies.

## Computer Maintenance/Computer Maintenance Lab

TSDS PEIMS Code: 13027310 (COMMTLAB)

Grade Placement: 10–12
Credit: 2
Prerequisite:
None.
Recommended Prerequisite: Principles of Information Technology.
Corequisite: Computer Maintenance.
In Computer Maintenance Lab, students will acquire knowledge of computer maintenance and creating appropriate documentation. Students will analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as related to computer maintenance. Students will apply technical skills to address the IT industry and emerging technologies. Districts are encouraged to offer this course in a consecutive block with Computer Maintenance to allow students sufficient time to master the content of both courses.

## Networking

TSDS PEIMS Code: 13027400 (NETWRK)

Grade Placement: 10–12
Credit: 1
Prerequisite:
None.
Recommended Prerequisites: Principles of Information Technology, Computer Maintenance, and Computer Maintenance Lab.
Recommended Corequisite: Networking Lab.
In Networking, students will develop knowledge of the concepts and skills related to data networking technologies and practices to apply them to personal or career development. To prepare for success, students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

## Networking/Networking Lab

TSDS PEIMS Code: 13027410 (NETWRLAB)

Grade Placement: 10–12
Credit: 2
Prerequisite:
None.
Recommended Prerequisites: Principles of Information Technology, Computer Maintenance, and Computer Maintenance Lab.
Corequisite: Networking.
In Networking Lab, students will develop knowledge of the concepts and skills related to telecommunications and data networking technologies and practices to apply them to personal or career development. To prepare for success, students must have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. This course must be taken concurrently with Networking and may not be taken as a stand-alone course. Districts are encouraged to offer this course in a consecutive block with Networking to allow students sufficient time to master the content of both courses.

## Digital Media

TSDS PEIMS Code: 13027800 (DIMEDIA)

Grade Placement: 9–12
Credit: 1
Prerequisite:
None.
In Digital Media, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society.
Students will enhance reading, writing, computing, communication, and critical thinking and apply them to the IT environment.

# Practicum in Information Technology

TSDS PEIMS Code: 13028000 (First Time Taken - PRACIT1); 13028010 (Second Time Taken - PRACIT2)
Grade Placement: 12
Credit: 2
Prerequisite: A minimum of two high school information technology (IT) courses.
In the Practicum in Information Technology, students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation.

# Practicum in Information Technology/Extended Practicum in Information Technology

TSDS PEIMS Code: 13028005 (First Time Taken - EXPRIT1); 13028050 (Second Time Taken - EXPRIT2)

Grade Placement: 12
Credit: 3
Prerequisite: Minimum of two high school information technology (IT) courses. Corequisite: Practicum in Information Technology.
In Extended Practicum in Information Technology, students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an instructor, with an industry mentor, or both.

## Principles of Law, Public Safety, Corrections, and Security

TSDS PEIMS Code: 13029200 (PRINLPCS)

Grade Placement: 9–12
Credit: 1
Prerequisite:
None.
Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, protective services, corrections, firefighting, and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, protective services, and corrections.

## Correctional Services

TSDS PEIMS Code: 13029700 (CORRSRVS)

Grade Placement: 10–12
Credit: 1
Prerequisite:
None.
Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security.
In Correctional Services, students prepare for certification required for employment as a municipal, county, state, or federal correctional officer. Students will learn the role and responsibilities of a county or municipal correctional officer; discuss relevant rules, regulations, and laws of municipal, county, state, or federal facilities; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the municipal, county, state, or federal correctional setting. Students will analyze rehabilitation and alternatives to institutionalization for inmates.

## Firefighter I

TSDS PEIMS Code: 13029900 (FIRE1)

Grade Placement: 10–12
Credit: 2
Prerequisite:
None.
Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security.
Firefighter I introduces students to firefighter safety and development. Students will analyze Texas Commission on Fire Protection rules and regulations, proper incident reporting and records, proper use of personal protective equipment, and the principles of fire safety.

## Firefighter II

TSDS PEIMS Code: 13030000 (FIRE2)

Grade Placement: 11–12

Credit: 3

Prerequisite: Firefighter I.

Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security.
Firefighter II is the second course in a series for students studying firefighter safety and development. Students will understand Texas Commission on Fire Protection rules and regulations, proper incident reporting and records, proper use of personal protective equipment, and the principles of fire safety. Students will demonstrate proper use of fire extinguishers, ground ladders, fire hoses, and water supply apparatus systems.

## Emergency Medical Technician Basic

TSDS PEIMS Code: N1303015 (EMTB)

Grade Placement: 11–12

Credits: 2

Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security; and Anatomy and Physiology.
Emergency Medical Technician (EMT)—Basic instructs students to meet and exceed standard knowledge needed to be a valid Emergency Medical Technician. The curriculum includes skills necessary for a student to provide entry level emergency medical care, life support, and ambulance service. The EMT—Basic course is an introductory course to concepts, knowledge, and skills needed by EMTs in the areas of communications, transportation, and recordkeeping. Students interested in working in public safety, including fire, police, and ambulance operators will be capable of performing the job expectations of an EMT safely and effectively after the completion of this course.

## Law Enforcement I

TSDS PEIMS Code: 13029300 (LAWENF1)

Grade Placement: 10–12
Credit: 1
Prerequisite:
None.
Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security.

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. Students will understand the role of constitutional law at local, state, and federal levels; the U.S. legal system; criminal law; and law enforcement terminology and the classification and elements of crime.

## Law Enforcement ll

TSDS PEIMS Code: 13029400 (LAWENF2)

Grade Placement: 10–12
Credit: 1
Prerequisite:
None.
Recommended Prerequisite: Law Enforcement l.
Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony.

## Criminal Investigation

TSDS PEIMS Code: 13029550 (CRINVEST)

Grade Placement: 10–12
Credit: 1
Prerequisite:
None.
Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security.
Criminal Investigation is a course that introduces students to the profession of criminal investigations. Students will understand basic functions of criminal investigations and procedures and will learn how to investigate or follow up during investigations. Students will learn terminology and investigative procedures related to criminal investigation, crime scene processing, evidence collection, fingerprinting, and courtroom presentation. Through case studies and simulated crime scenes, students will collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, shoe and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence, and other types of evidence.

## Forensic Science

TSDS PEIMS Code: 13029500 (FORENSCI)

Grade Placement: 11–12

Credit: 1

Prerequisites: Biology and Chemistry.

Recommended Prerequisite or Corequisite: Any Law, Public Safety, Corrections, and Security Career Cluster course.

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

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

## Court Systems and Practices

TSDS PEIMS Code: 13029600 (COURTSP)

Grade Placement: 10–12

Credit: 1

Prerequisite:

None.

Recommended Prerequisite: Law Enforcement l or Principles of Government or Public Administration.

Court Systems and Practices is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial processes from pretrial to sentencing and examines the types and rules of evidence. Emphasis is placed on constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation.

## Federal Law Enforcement and Protective Services

TSDS PEIMS Code: 13029800 (FEDLEPS)

Grade Placement: 10–12
Credit: 1
Prerequisite:
None.
Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security.

Federal Law Enforcement and Protective Services provides the knowledge and skills necessary to prepare for certification in security services for federal law enforcement and protective services. The course provides an overview of security elements and types of organizations with a focus on security measures used to protect lives, property, and proprietary information, to ensure computer security, to provide information assurance, and to prevent cybercrime.

## Disaster Response

TSDS PEIMS Code: N1303011 (DISRESP)

Grade Placement: 9–12
Credit: 1
Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security.
Disaster Response includes basic training of students in disaster survival and rescue skills that would improve the ability of citizens to survive until responders or other assistance could arrive. Students will receive education, training, and volunteer service to make communities safer, stronger, and better prepared to respond to the threats of terrorism, crime, public health issues and disasters of all kinds.

## Practicum in Law, Public Safety, Corrections, and Security

TSDS PEIMS Code: 13030100 (First Time Taken - PRACLPS1); 13030110 (Second Time Taken - PRACLPS2)

Grade Placement: 11–12

Credit: 2
Prerequisite:
None.
The practicum course is designed to give students supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

# Practicum in Law, Public Safety, Corrections, and Security/Extended Practicum in Law, Public Safety, Corrections, and Security

TSDS PEIMS Code: 13030105 (First Time Taken - EXPRLPS1); 13030115 (Second Time Taken - EXPRLPS2)

Grade Placement: 11–12
Credit: 3
Prerequisite:
None.
Corequisite: Practicum in Law, Public Safety, Corrections, and Security.

Extended Practicum in Law, Public Safety, Corrections, and Security is designed to give students supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

# Manufacturing

## Welding I

TSDS PEIMS Code: 13032300 (WELD1)

Grade Placement: 10–12
Credit: 2 Prerequisite:
None.
Recommended Prerequisites: Algebra I, Principles of Manufacturing, Introduction to Precision Metal Manufacturing, or Introduction to Welding.
Welding I provide the knowledge, skills, and technologies required for employment in metal technology systems. Students will develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

## Welding ll

TSDS PEIMS Code: 13032400 (WELD2)

Grade Placement: 11–12

Credit: 2

Prerequisites: Welding l.

Recommended Prerequisites: Algebra l or Geometry. Recommended Corequisite: Welding ll Lab. Welding II builds on the knowledge and skills developed in Welding I. Students will develop advanced welding concepts and skills as related to personal and career development. Students will integrate academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

# Marketing

## Advertising

TSDS PEIMS Code: 13034200 (ADVERTIS)

Grade Placement: 9–12
Credit: .5
Prerequisite:
None.
Recommended Prerequisite: Principles of Business, Marketing, and Finance.
Advertising is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, cultural, ethical, and legal issues of advertising, historical influences, strategies, media decision processes as well as integrated marketing communications, and careers in advertising and sales promotion. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.

## Marketing

TSDS PEIMS Code: N1303424 (MRKTING)

Grade Placement: 10–12
Credit: 1
Recommended prerequisite: Principles of Business, Marketing and Finance.
Marketing explores the seven core functions of marketing which include: marketing planning – why target market and industry affect businesses; marketing-information management – why market research is important; pricing – how prices maximize profit and affect the perceived value; product/service management – why products live and die; promotion – how to inform customers about products; channel management – how products reach the final user; and selling – how to convince a customer that a product is the best choice. Students will demonstrate knowledge in hands-on projects which may include conducting research, creating a promotional plan, pitching a sales presentation, and introducing an idea for a new product/service.

## Fundamentals of Real Estate

TSDS PEIMS Code: N1301120 (FUNDRE)

Grade Placement: 11–12

Credits: 2

This course contains the curriculum necessary to complete the pre-licensure education requirements of the Texas Real Estate Commission (TREC) to obtain a real estate salesperson license. Includes the following TREC course materials: Principles of Real Estate I and II, Law of Contracts, Law of Agency, Real Estate Finance, and Promulgated Contract Forms.

## Fashion Marketing

TSDS PEIMS Code: 13034300 (FASHMKTG)

Grade Placement: 9–12
Credit: .5
Prerequisite:
None.
Recommended Prerequisite: Principles of Business, Marketing, and Finance.

Fashion Marketing is designed to provide students with knowledge of the various business functions in the fashion industry. Students in Fashion Marketing will gain a working knowledge of promotion, textiles, merchandising, mathematics, selling, visual merchandising, and career opportunities.

## Entrepreneurship

TSDS PEIMS Code: 13034400 (ENTREP)

Grade Placement: 10–12
Credit: 1
Prerequisite:
None.
Recommended Prerequisites: Principles of Business, Marketing, and Finance.

Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services.

## Entrepreneurship II

TSDS PEIMS Code: N1303423 (ENTPRNR2)

Grade Placement: 11–12
Credit: 1
Prerequisite: Entrepreneurship
The purpose of the course is to prepare students with the knowledge and skills needed to become a successful entrepreneur within an innovative marketplace. The goal and outcome of the course is for students to have their business launched by the end of the course or have the tools necessary to launch and operate their business. Students are encouraged to work in close cooperation with local industry leaders, community members, and educators to develop ideas and objectives, complete a business model canvas, pitch to potential investors, register with governmental agencies, develop their brand identity, and participate in local chamber of commerce meetings and events. The recommended participants are students in the CTE Entrepreneurship program of study, students in grades 11-12, and those interested in starting a business.

## Social Media Marketing

TSDS PEIMS Code: 13034650 (SMEDMKTG)

Grade Placement: 9–12
Credit: .5
Prerequisite:
None.
Recommended Prerequisite: Principles of Business, Marketing and Finance or any marketing course.
Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts.

## Sports and Entertainment Marketing

TSDS PEIMS Code: 13034600 (SPORTSEM)

Grade Placement: 9–12
Credit: .5
Prerequisite:
None.
Recommended Prerequisite: Principles of Business, Marketing, and Finance.

Sports and Entertainment Marketing will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies.

## Practicum in Marketing

TSDS PEIMS Code: 13034800 (First Time Taken - PRACMKT1); 13034810 (Second Time Taken - PRACMKT2)

Grade Placement: 11–12

Credit: 2
Prerequisite:
None.
Recommended Prerequisite: Principles of Business, Marketing, and Finance.
Practicum in Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students will gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. Students will integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions.

## Practicum in Marketing/Extended Practicum in Marketing

TSDS PEIMS Code: 13034805 (First Time Taken - EXPRMKT1); 13034815 (Second Time Taken - EXPRMKT2)

Grade Placement: 11–12

Credit: 3

Prerequisite:

None.

Recommended Prerequisite: Principles of Business, Marketing, and Finance. Corequisite: Practicum in Marketing.

Extended Practicum in Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students will gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. Students will integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions.

## Advanced Marketing

TSDS PEIMS Code: 13034700 (ADVMKTG)

Grade Placement: 11–12

Credit: 2

Prerequisites: One credit from the courses in the Marketing Career Cluster.

Recommended Prerequisite: Practicum in Marketing.

In Advanced Marketing, students will gain knowledge and skills that help them become proficient in one or more of the marketing functional areas. Students will demonstrate appropriate management and research skills to solve problems related to marketing. This course covers technology, communication, and customer-service skills.

# Practicum of Entrepreneurship

TSDS PEIMS Code: N1303425 (PRACENT)

Grade Placement: 11–12

Credit: 2

Recommended Prerequisites: Entrepreneurship and Entrepreneurship II.

The Practicum in Entrepreneurship provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. It is recommended that students are paired with local business owners or employers in their specific industry program of study.

Science, Technology, Engineering & Mathematics

## Principles of Applied Engineering

TSDS PEIMS Code: 13036200 (PRAPPENG)

Grade Placement: 9–10
Credit: 1
Prerequisite:
None.

Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will understand the various fields of engineering and will be able to make informed career decisions.

Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.

## Principles of Bioscience

TSDS PEIMS Code: 13036300 (PRBIOSCI)

Grade Placement: 9–10
Credit: 1
Prerequisite:
None.

Principles of Biosciences is a strong reinforcement of Biology content that provides an overview of biotechnology, bioengineering, and related fields. Topics include genetics, cell structure, proteins, nucleic acids, and the impact of immunological events in biotechnology. Students will further study the increasingly important agricultural, environmental, economic, and political roles of bioenergy and biological remediation; the roles of nanoscience and nanotechnology in biotechnology medical research; and future trends in biological science and biotechnology.

# Principles of Technology

TSDS PEIMS Code: 13037100 (PRINTECH)

Grade Placement: 10–12

Credit: 1

Prerequisites: One credit of high school science and Algebra l.

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

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

## Fundamentals of Computer Science

TSDS PEIMS Code: 03580140 (TAFCS)

Grade Placement: 9-12

Credit: 1

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect.

Students will gain an understanding of the principles of computer science through the study of technology operations and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

## Computer Science I

TSDS PEIMS Code: 03580200 (TACS1)

Grade Placement: 9-12

Credit: 1

Prerequisite: Algebra I.

Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

## Computer Science II

TSDS PEIMS Code: 03580300 (TACS2)

Grade Placement: 11-12

Credit: 1

Prerequisite: Algebra I and either Computer Science I or Fundamentals of Computer Science.
Computer Science II will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computer science through the study of technology operations, systems, and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

## Computer Science III

TSDS PEIMS Code: 03580350 (TACS3)

Grade Placement: 11-12

Credit: 1

Prerequisite: Computer Science II, Advanced Placement (AP) Computer Science A, or International Baccalaureate (IB) Computer Science.
Computer Science III will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of advanced computer science data structures through the study of technology operations, systems, and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

## Discrete Mathematics for Computer Science

TSDS PEIMS Code: 03580370 (TADISMA)

Grade Placement: 11-12
Credit: 1
Prerequisite: Algebra II.
Discrete Mathematics for Computer Science provides the tools used in most areas of computer science. Exposure to the mathematical concepts and discrete structures presented in this course is essential in order to provide an adequate foundation for further study. Discrete Mathematics for Computer Science is generally listed as a core requirement for Computer Science majors. Course topics are divided into six areas: sets, functions, and relations; basic logic; proof techniques; counting basics; graphs and trees; and discrete probability. Mathematical topics are interwoven with computer science applications to enhance the students' understanding of the introduced mathematics. Students will develop the ability to see computational problems from a mathematical perspective. Introduced to a formal system (propositional and predicate logic) upon which mathematical reasoning is based, students will acquire the necessary knowledge to read and construct mathematical arguments (proofs), understand mathematical statements (theorems), and use mathematical problem-solving tools and strategies. Students will be introduced to discrete data structures such as sets, discrete functions, and relations and graphs and trees. Students will also be introduced to discrete probability and expectations. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

## Game Programming and Design

TSDS PEIMS Code: 03580380 (TAGMPD)

Grade Placement: 9-12

Credit: 1

Game Programming and Design will foster student creativity and innovation by presenting students with opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve gaming problems. Through data analysis, students will include the identification of task requirements, plan search strategies, and use programming concepts to access, analyze, and evaluate information needed to design games. By acquiring programming knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will create a computer game that is presented to an evaluation panel. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

## Mobile Application Development

TSDS PEIMS Code: 03580390 (TAMBAP)

Grade Placement: 9-12

Credit: 1

Prerequisite: Algebra I

Mobile Application Development will foster students' creativity and innovation by presenting opportunities to design, implement, and deliver meaningful projects using mobile computing devices. Students will collaborate with one another, their instructor, and various electronic communities to solve problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use software development concepts to access, analyze, and evaluate information needed to program mobile devices. By using software design knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of mobile application development through the study of development platforms, programming languages, and software design standards. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

## Foundations of Cybersecurity

TSDS PEIMS Code: 03580850 (TAFCYB)

Grade Placement: 9-12

Credit: 1

In the Foundations of Cybersecurity course, students will develop the knowledge and skills needed to explore fundamental concepts related to the ethics, laws, and operations of cybersecurity.

Students will examine trends and operations of cyberattacks, threats, and vulnerabilities. Students will review and explore security policies designed to mitigate risks. The skills obtained in this course prepare students for additional study in cybersecurity. A variety of courses are available to students interested in this field. Foundations of Cybersecurity may serve as an introductory course in this field of study.

# AC/DC Electronics

TSDS PEIMS Code: 13036800 (ACDCELEC)

Grade Placement: 10–12
Credit: 1
Prerequisite:
None.
Recommended Prerequisite: Principles of Applied Engineering.
AC/DC Electronics focuses on the basic electricity principles of alternating current/direct current (AC/DC) circuits. Students will demonstrate knowledge and applications of circuits, electronic measurement, and electronic implementation. Through use of the design process, students will transfer academic skills to component designs in a project-based environment. Students will use a variety of computer hardware and software applications to complete assignments and projects. Additionally, students will explore career opportunities, employer expectations, and educational needs in the electronics industry.

## Solid State Electronics

TSDS PEIMS Code: 13036900 (SOSTELEC)

Grade Placement: 11–12

Credit: 1

Prerequisite: AC/DC Electronics.

In Solid State Electronics, students will demonstrate knowledge and applications of advanced circuits, electrical measurement, and electrical implementation used in the electronics and computer industries. Students will transfer advanced academic skills to apply engineering principles and technical skills to troubleshoot, repair, and modify electronic components, equipment, and power electronic systems in a project-based environment. Additionally, students will explore career opportunities, employer expectations, and educational needs in the electronics industry. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

## Digital Electronics

TSDS PEIMS Code: 13037600 (DIGELC)

Grade Placement: 10–12

Credit: 1

Prerequisites: Algebra I and Geometry.

Digital Electronics is the study of electronic circuits that are used to process and control digital signals. In contrast to analog electronics, where information is represented by a continuously varying voltage, digital signals are represented by two discreet voltages or logic levels. This distinction allows for greater signal speed and storage capabilities and has revolutionized the world of electronics. Digital electronics is the foundation of modern electronic devices such as cellular phones, digital audio players, laptop computers, digital cameras, and high-definition televisions. The primary focus of Digital Electronics is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation.

Note: This course satisfies a math credit requirement for students on the Foundation High School Program.

## Robotics I

TSDS PEIMS Code: 13037000 (ROBOTIC1)

Grade Placement: 9–10
Credit: 1 Prerequisite:
None.
Recommended Prerequisite: Principles of Applied Engineering.
In Robotics I, students will transfer academic skills to component designs in a project- based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

## Robotics II

TSDS PEIMS Code: 13037050 (ROBOTIC2)

Grade Placement: 10–12

Credit: 1

Prerequisite: Robotics I.
In Robotics II, students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs.

Note: This course satisfies a math credit requirement for students on the Foundation High School Program.

## Introduction to Engineering Design (PLTW)

TSDS PEIMS Code: N1303742 (IED)

Grade Placement: 9–12

Credit: 1

Introduction to Engineering Design (IED) is an Activity-Project-Problem-Based course designed to build on foundational engineering concepts with an emphasis on the application of modeling in the engineering design process to develop solutions. Embedded throughout the course are important engineering concepts, such as engineering mindset, systems thinking, and computational thinking. Students will dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. Students will work both individually and in teams to design solutions to a variety of problems using 3-D modeling software and use an engineering notebook to document their work. This course prepares students for college, a career, or the military by developing their spatial reasoning, design thinking, problem-solving skills, and transportable skills and by exposing them to a variety of careers.

## Aerospace Engineering (PLTW)

TSDS PEIMS Code: N1303745 (AERO)

Grade Placement: 9–12

Credit: 1

Recommended Prerequisites: At least one credit in a Level 2 or higher course in Engineering.

In this course, students explore the fundamentals of flight in air and space as they bring the concepts to life by designing and testing components, such as an airfoil, propulsion system, and a rocket. They learn orbital mechanics concepts and apply these by creating models using industry-standard software. Students simulate a progression of operations to explore a planet, including creating a map of the terrain and using the map to execute a mission using an autonomous robot. Building enthusiasm while learning real-world skills related to the aerospace industry is a primary goal of the course. This course prepares students for college, a career, or the military by deepening their knowledge of aerospace concepts, developing students problem-solving skills, transportable skills (such as communication and ethical reasoning), and exposing them to a variety of careers.

## Civil Engineering and Architecture (PLTW)

TSDS PEIMS Code: N1303747 (CEA)

Grade Placement: 9–12

Credit: 1

Introduction to Engineering Design (IED) is an Activity-Project-Problem-Based course designed to build on foundational engineering concepts with an emphasis on the application of modeling in the engineering design process to develop solutions. Embedded throughout the course are important engineering concepts, such as engineering mindset, systems thinking, and computational thinking. Students will dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. Students will work both individually and in teams to design solutions to a variety of problems using 3-D modeling software and use an engineering notebook to document their work. This course prepares students for college, a career, or the military by developing their spatial reasoning, design thinking, problem-solving skills, and transportable skills and by exposing them to a variety of careers.

## Environmental Sustainability (PLTW)

TSDS PEIMS Code: N1303746 (ENVSUS)

Grade Placement: 9–12

Credit: 1

In PLTW Environmental Sustainability, students design solutions to solve real-world challenges related to clean drinking water, a stable food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to research and design potential solutions. Through both individual and collaborative team activities, projects, and problems, students solve problems as they practice common design and scientific protocols, such as project management, lab techniques, and peer review. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Building enthusiasm for and a real understanding of the role, impact, and practice of environmental sustainability is a primary goal of the course.

## Engineering Design and Development (PLTW)

TSDS PEIMS Code: N1303749 (EDD)

Grade Placement: 11–12

Credit: 1

Recommended Prerequisites: At least two courses in Engineering with at least one being a Level 2 or higher. Engineering Design and Development (EDD) is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process using the knowledge and skills they developed in previous courses. EDD is appropriate for 11th and 12th-

grade students.
Students will perform research to select, define, and justify a problem. After carefully defining the design requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. Student teams will present and defend their original solution to an outside panel. This course prepares students for college, a career, or the military by helping them become better problem-solvers. Students learn how to manage projects and further develop their transferable skills, such as communication and ethical reasoning.

## Engineering Essentials (PLTW)

TSDS PEIMS Code: N1303760 (ENGESS)

Grade Placement: 9–12

Credit: 1

Engineering Essentials (EES) is for grade 9-12 students. Students explore the work of engineers and their role in the design and development of solutions to real-world problems. Students are introduced to engineering concepts applicable across multiple engineering disciplines. They are empowered to build technical skills using a variety of engineering tools. Students learn and apply the engineering design process to develop mechanical, electronic, process, and logistical solutions to relevant problems across a variety of industry sectors. Using PLTW's activity-, project-, problem-based (APB) instructional approach, students advance from completing structured activities to solving open-ended projects and problems that provide opportunities to develop planning and technical documentation skills and in-demand, transportable skills, such as problem solving, critical and creative thinking, collaboration, communication, and ethical reasoning. The course emphasizes statistical analysis and mathematical modeling – computational methods commonly used in engineering problem-solving.

## Engineering Applications of Computer Science Principles

TSDS PEIMS Code: N1303772 (EASCP)

Grade Placement: 10–12

Credit: 1

Engineering Applications of Computer Science Principles (EACSP) is a year-long, design-based high school course for students who want to expand and deepen their engineering design skills and habits of mind through the purposeful integration and application of computer science (CS) principles and practices. Developed by University of Texas Engineering and Computer Engineering

faculty, experienced secondary teachers and curriculum developers, and engineers with decades of industry experience, this hands-on course engages students in authentic, integrated engineering and CS practices in a project-based environment. Building on the skills and habits of mind developed in an introductory engineering design course, EACSP scaffolds students' acquisition and application of CS principles across a series of engaging and socially relevant design challenges.

## Engineering Design and Presentation I

TSDS PEIMS Code: 13036500 (ENGDSPR1)

Grade Placement: 10–12

Credit: 1

Prerequisite: Algebra I.

Recommended Prerequisite: Principles of Applied Engineering.

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

## Engineering Design and Presentation II

TSDS PEIMS Code: 13036600 (ENGDSPR2)

Grade Placement: 11–12

Credit: 2

Prerequisites: Algebra I and Geometry.

Recommended Prerequisite: Principles of Applied Engineering or Engineering Design and Presentation I.

Engineering Design and Presentation II is a continuation of knowledge and skills learned in Engineering Design and Presentation I. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Emphasis will be placed on using skills from ideation through prototyping.

## Engineering Design and Problem Solving

TSDS PEIMS Code: 13037300 (ENGDPRS)

Grade Placement: 11–12

Credit: 1

Prerequisites: Algebra I and Geometry.

Recommended Prerequisites: two Science, Technology, Engineering, and Mathematics Career Cluster credits.

The Engineering Design and Problem-Solving course is the creative process of solving problems by identifying needs and then devising solutions. The solution may be a product, technique, structure, or process depending on the problem. Science aims to understand the natural world, while engineering seeks to shape this world to meet human needs and wants. Engineering design takes into consideration limiting factors or "design under constraint." Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution. The design process and problem solving are inherent to all engineering disciplines.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

## Engineering Mathematics

TSDS PEIMS Code: 13036700 (ENGMATH)

Grade Placement: 11–12

Credit: 1

Prerequisites: Algebra II.

Engineering Mathematics is a course where students solve and model design problems. Students will use a variety of mathematical methods and models to represent and analyze problems that represent a range of real-world engineering applications such as robotics, data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and computer programming.

Note: This course satisfies a math credit requirement for students on the Foundation High School Program.

## Engineering Science

TSDS PEIMS Code: 13037500 (ENGSCIEN)

Grade Placement: 10–12

Credit: 1

Prerequisite: Algebra I and Biology Chemistry, Integrated Physics, and Chemistry (IPC), or Physics.
Recommended Prerequisite: Geometry.

Engineering Science is an engineering course designed to expose students to some of the major concepts and technologies that they will encounter in a postsecondary program of study in any engineering domain. Students will have an opportunity to investigate engineering and high-tech careers. In Engineering Science, students will employ science, technology, engineering, and mathematical concepts in the solution of real-world challenge situations. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

## Biotechnology I

TSDS PEIMS Code: 13036400 (BIOTECH1)

Grade Placement: 11–12
Credit: 1
Prerequisite:
Biology.
Recommended Prerequisites: Principles of Biosciences and Chemistry.
In Biotechnology I, students will apply advanced academic knowledge and skills to the emerging fields of biotechnology such as agricultural, medical, regulatory, and forensics. Students will have the opportunity to use sophisticated laboratory equipment, perform statistical analysis, and practice quality-control techniques. Students will conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biotechnology I will study a variety of topics that include structures and functions of cells, nucleic acids, proteins, and genetics. Students must meet the 40% laboratory and fieldwork requirement.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

## Biotechnology ll

TSDS PEIMS Code: 13036450 (BIOTECH2)

Grade Placement: 11–12

Credit: 1

Prerequisites: Biology, Biotechnology l and Chemistry.
Biotechnology II has the components of any rigorous scientific or bioengineering program of study from the problem identification, investigation design, data collection, data analysis, and formulation and presentation of the conclusions. This course applies the standard skills mastered in Biotechnology I and includes assay design. After taking this course, students should be prepared for entry-level lab technician jobs. Students must meet the 40% laboratory and fieldwork requirement.

## Scientific Research and Design

TSDS PEIMS Code: 13037200 (First Time Taken - SCRID); 13037210 (Second Time Taken - SCRID2); 13037220 (Third Time Taken - SCRID3)

Grade Placement: 11–12

Credit: 1

Prerequisite: Biology, Chemistry, Integrated Physics, Chemistry (IPC), or Physics.
Scientific Research and Design is a broad-based course designed to allow districts and schools considerable flexibility to develop local curriculum to supplement any program of study or coherent sequence. The course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. These components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education. Students must meet the 40% laboratory and fieldwork requirement. Students may take this course with different course content for a maximum of three credits.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

## Advanced Placement Computer Science A/B

TSDS PEIMS Code: A3580110 (Math), A3580120 (LOTE) (APTACSAM, APTACSAL)

Credit: 2

Recommended prerequisites: Algebra I or a student should be comfortable with functions and the concepts found in the uses of functional notation such as f(x) = x + 2 and f(x) = g(h(x)).

Content requirements for Advanced Placement (AP) Computer Science A are prescribed in the College Board Publication Advanced Placement Course Description: Computer Science A, published by The College Board.

## Advanced Placement Computer Science Principles

TSDS PEIMS Code: A3580300 (APCSPRIN)

Credit: 1

Recommended prerequisite: Algebra I.

Content requirements for Advanced Placement (AP) Computer Science Principles are prescribed in the College Board Publication Advanced Placement® Curriculum Framework: AP Computer Science Principles, published by The College Board.

## Practicum in Science, Technology, Engineering, and Mathematics

TSDS PEIMS Code: 13037400 (First Time Taken - PRCSTEM1); 13037410 (Second Time Taken - PRCSTEM2)

Grade Placement: 12

Credit: 2

Prerequisites: Algebra l and Geometry.

Recommended Prerequisites: two Science, Technology, Engineering, and Mathematics (STEM) Career Cluster credits.

Practicum in STEM is designed to give students supervised practical application of previously studied knowledge and skills.

# Practicum in Science, Technology, Engineering, and Mathematics/Extended Practicum in Science, Technology, Engineering, and Mathematics

TSDS PEIMS Code: 13037405 (First Time Taken - EXPRSTEM1); 13037415 (Second Time Taken - EXPRSTEM2)

Grade Placement: 12

Credit: 3

Prerequisites: Algebra I and Geometry.

Recommended Prerequisites: two Science, Technology, Engineering, and Mathematics (STEM) Career Cluster credits.

Corequisite: Practicum in Science, Technology, Engineering, and Mathematics Career Cluster credits.

Extended Practicum in STEM is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

# Transportation, Distribution & Logistics

## Principles of Transportation Systems

TSDS PEIMS Code: 13039250 (PRINTRSY)

Grade Placement: 9–
12 Credit:1
Prerequisite: None.
In Principles of Transportation Systems, students will gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the transportation industry. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

## Principles of Distribution and Logistics

TSDS PEIMS Code: 13039260 (PRINDILG)

Grade Placement: 9–12
Credit: 1
Prerequisite:
None.
In Principles of Distribution and Logistics, students will gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the logistics of warehousing and transportation systems. Students should apply knowledge and skills in the application, design, and production of technology as it relates to distribution and logistics industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings

## Concepts of Distribution and Logistics Technology

TSDS PEIMS Code: N1303800 (DISTLOG)

Grade Placement: 10–12

Credit: 1

In Concepts of Distribution and Logistics Technology, students will gain knowledge and skills in safe application, design, and assessment of technologies used in the supply chain and logistics industries. The students will apply knowledge and skills in using standard and emerging technologies in the field of logistics. This course allows students to understand, apply, and simulate the new technologies of distribution and logistics. The Concepts of Distribution and Logistics Technology course will provide students with a broader basis for understanding the technology of managing, storing, shipping, and receiving different materials. These technologies will include data base tracking and delivering software, equipment, and services used in the field. The course will develop the students' knowledge of distribution, logistics, and the supply chain.

## Introduction to Aerospace and Aviation

TSDS PEIMS Code: N1304672 (INTAEAVI)

Grade Placement: 9–11

Credit: 1

The Introduction to Aerospace and Aviation course will provide the foundation for advanced exploration in the areas of professional pilot, aerospace engineering, and unmanned aircraft systems. Students will learn about the history of aviation, from Leonardo da Vinci's ideas about flight to the Wright brothers and the space race. Along the way students will learn about the innovations and technological developments that have made today's aviation and aerospace industries possible. The course includes engineering practices, the design process, aircraft structure, space vehicles past and present, and a look toward future space exploration. Students will also learn about the wide variety of exciting and rewarding careers available to them. The Introduction to Aerospace and Aviation course will inspire students to consider aviation and other aerospace careers while laying the foundation for continued study in grades 10-12.

## Introduction to Unmanned Aerial Vehicle (UAV)

TSDS PEIMS Code: N1304670 (PRINUAV)

Grade Placement: 10–12

Credit: 1

Recommended prerequisite: Principles of Transportation Systems

The Introduction to Unmanned Aerial Vehicle (UAV) Flight course is designed to prepare students for entry-level employment or continuing education in piloting UAV operations. Principles of UAV is designed to instruct students in UAV flight navigation, industry laws and regulations, and safety regulations. Students are also exposed to mission planning procedures, environmental factors, and human factors involved in the UAV industry.

## Small Engine Technology I

TSDS PEIMS Code: 13040000 (SMENTEC1)

Grade Placement: 9–12
Credit: 1
Prerequisite: None
Small Engine Technology I includes knowledge of the function and maintenance of the systems and components of all types of small engines such as outdoor power equipment, motorcycles, generators, and irrigation engines. This course is designed to provide training for employment in the small engine technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems. In addition, the student will receive instruction in safety, academic, and leadership skills as well as career opportunities.

## Automotive Technology I: Maintenance and Light Repair

TSDS PEIMS Code: 13039600 (AUTOTEC1)

Grade Placement: 9–12
Credit: 2
Prerequisite:
None.
Recommended Prerequisites: Automotive Basics.
Automotive Technology I: Maintenance and Light Repair includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. In Automotive Technology I: Maintenance and Light Repair, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

# Automotive Technology ll: Automotive Service

TSDS PEIMS Code: 13039700 (AUTOTEC2)

Grade Placement: 11–12
Credit: 2
Prerequisites: Automotive Technology l: Maintenance and Light Repair.
Automotive Technology II: Automotive Service includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Technology II: Automotive Service includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

## Introduction to Aircraft Technology

TSDS PEIMS Code: 13039350 (INAIRTEC)

Grade Placement: 9–12
Credit: 1
Prerequisite:
None.
Introduction to Aircraft Technology is designed to teach the theory of operation of aircraft airframes, powerplants, and associated maintenance and repair practices. Maintenance and repair practices include knowledge of the function, diagnosis, and service, airframe structures, airframe systems and components, powerplant theory and maintenance, and powerplant systems and components of aircraft. Industry recognized professional licensures, certifications, and registrations are available for students who meet the requirements set forth by the accrediting organization.

## Aircraft Airframe Technology

TSDS PEIMS Code: 13039400 (AIRAFTEC)

Grade Placement: 10–12
Credit: 2
Prerequisite: Introduction to Aircraft Technology.
Aircraft Airframe Technology is designed to teach the theory of operation of aircraft airframes and associated maintenance and repair practices. Airframe maintenance and repair practices include knowledge of the function, diagnosis, and service of airframe structures, systems, and components of aircraft.

## Aircraft Powerplant Technology

TSDS PEIMS Code: 13039500 (AIRPPTEC)

Grade Placement: 11–12

Credit: 2

Prerequisite: Introduction to Aircraft Technology.
Aircraft Powerplant Technology is designed to teach the theory of operation of aircraft powerplants and associated maintenance and repair practices. Powerplant maintenance and repair practices include knowledge of the theory, function, diagnosis, and service of powerplant, systems, and components of aircraft. Industry-recognized professional licensures, certifications, and registrations are available for students who meet the requirements set forth by the accrediting organization.

## Basic Collision Repair and Refinishing

TSDS PEIMS Code: 13039750 (BASCOLRR)

Grade Placement: 9–12
Credit: 1
Prerequisite:
None.
Basic Collision Repair and Refinishing includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.

## Collision Repair

TSDS PEIMS Code: 13039800 (COLLISR)

Grade Placement: 10–12
Credit: 2
Prerequisite:
None.
Recommended Prerequisites: Basic Collision Repair and Refinishing.
Collision Repair includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.

## Paint and Refinishing

TSDS PEIMS Code: 13039900 (PAINTREF)

Grade Placement: 10–12
Credit: 2
Prerequisite:
None.
Recommended Prerequisites: Basic Collision Repair and Refinishing or Collision Repair.
Paint and Refinishing includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive paint and refinishing.

## Diesel Equipment Technology I

TSDS PEIMS Code: 13040150 (DIEQTEC1)

Grade Placement: 9–12
Credit: 2
Prerequisite:
None.
Diesel Equipment Technology I includes knowledge of the function and maintenance of diesel systems. Rapid advances in diesel technology have created new career opportunities and demands in the transportation industry. This course provides the knowledge, skills, and technologies required for employment in transportation systems.

## Energy and Power of Transportation Systems

TSDS PEIMS Code: 13039300 (EPTSYS)

Grade Placement: 10–12

Credit: 1

Recommended Prerequisite: Principles of Transportation Systems.
Energy and Power of Transportation Systems will prepare students to meet the expectations of employers in this industry and to interact and relate to others. Students will learn the technologies used to provide products and services in a timely manner. The businesses and industries of the Transportation, Distribution, and Logistics career cluster are rapidly expanding to provide new career and career advancement opportunities.
Performance requirements will include academic and technical skills. Students will need to understand the interaction between various vehicle systems, including engines, transmissions, brakes, fuel, cooling, and electrical. Students will also need to understand the logistics used to move goods and services to consumers, as well as the components of transportation infrastructure.

## Practicum in Transportation Systems

TSDS PEIMS Code: 13040450 (First Time Taken - PRACTRS1); 13040460 (Second Time Taken - PRACTRS2)

Grade Placement: 11–12

Credit: 2
Prerequisite:
None.
Practicum in Transportation Systems is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based

## cum in Distribution and Logistics

TSDS PEIMS Code: 13040470 (First Time Taken; PRACDLG1); (PRACDLG2)

Grade Placement: 11–12

Credit: 2

Prerequisite:

None.

Practicum in Distribution and Logistics is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or work based.

## Practicum in Transportation Systems/Extended Practicum in Transportation Systems

TSDS PEIMS Code: 13040455 (First Time Taken - EXPRTRS1); 13040465 (Second Time Taken - EXPRTRS2)

Grade Placement: 11–12

Credit: 3

Prerequisite:

None.

Corequisite: Practicum in Transportation Systems.

Extended Practicum in Transportation Systems is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. Extended Practicum in Transportation Systems can be either school lab based or worked based.