

GUNTER HIGH SCHOOL

2010-2011

COURSE GUIDE

Dear Students and Parents,

This course description guide was prepared to assist you in course selection and in planning for your high school years. It is important that you know and understand the graduation requirements and that you choose your courses with care. Every effort is made to construct a schedule of classes that will allow students to take the courses they choose.

When student demand for a course is not sufficient to offer the course, the alternate choice will be scheduled. Particular attention should be given to alternate choice selections. It is very important to make course selections carefully. Teacher assignments are based on student course requests made in the spring. The school reserves the right to cancel any course if a minimum student requirement is not met or if certified staff is not available to teach the course.

Please feel free to contact the campus principal or counselor if there are any questions concerning courses, graduation requirements, scheduling, etc. Students are urged to discuss their course choices with their parents prior to course selection. The counselor will inform, monitor and advise students and parents regarding graduation.

The counselor will develop a four year plan with each student upon entrance into high school. This plan will be updated annually. A Four Year Planning worksheet is found in this document. Students and their parents are encouraged to utilize this tool in conjunction with graduation requirements. All high school students are encouraged to visit with their counselor if they have any further questions.

Things could change . . .

This catalog is a guide based on information as it is known in early spring. There could be changes that affect course offerings, the status of advanced courses, electives, graduation requirements, and students' class schedules after this catalog is issued. If there are changes those changes will be made and approved by one of the following: Texas Legislature, Texas Education Agency, the GHS Administration, or the GISD School Board of Trustees.

English Language Courses:

English I - (1 credit) 9th grade-emphasizes the application of oral communication skills and reading skills, including comprehension, use of reference aids, and vocabulary. Vocabulary instruction emphasizes application of vocabulary words in writing samples. Various types of writing are taught in the format of the writing process. Mechanics and grammar are emphasized and reinforced in various methods. Literature and literacy concepts aligned with TEKS are also a focus. Literature at the English I level is genre-based.

Pre AP English I - (1 credit) 9th grade-is recommended for a freshman who is planning to take the Advanced Placement course of study in English in 11th or 12th grade. The course will require intensive study of both literature and language to prepare the serious student for advanced studies. Students are encouraged to purchase or obtain outside novels for use in this class. Summer reading is required.

English II - (1 credit) 10th grade-continues the emphasis of oral communication skills, reading, vocabulary, writing, mechanics and grammar, and literature/literary concepts. English II adds a higher level of complexity in all of the above areas in addition to heavy emphasis on all TAKS objectives.

Pre AP English II - (1 credit) 10th grade -is recommended for a sophomore who is planning to take the Advanced Placement Course of study in English in 11th or 12th grade. The course will require intensive study of both literature and language to prepare the serious student for advanced studies. Students are encouraged to purchase or obtain outside novels for use in this class. Summer reading is required.

English III - (1 credit) 11th grade-refines the above basic skills learned in English I and II in the framework of American literature. Writing will focus on literary analysis, research and preparation for the writing component on the SAT.

AP Language and Composition - (1 credit) 11th grade (Junior English) ---is a college-level course that engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. This course focuses on writer's purpose, audience's expectations and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. This prepares students for the Advanced Placement Exam which may earn the student college credit. Summer reading is required.

English IV - (1 credit) 12th grade- further refines communication, reading, vocabulary, writing, mechanics and grammar, literature/literary concepts through the context of British literature. English IV prepares students for college admission.

AP Literature and Composition- (1 credit) 12th grade-(Senior English) -is a college level course that engages students in the careful reading and critical analysis of imaginative literature. This college level course will include intensive study of representative works from various genres and periods focusing on the work's artistry, social and historical context, textual detail, interpretation, and evaluation. The interpretative and argumentative writing will follow detailed discussions of poetry, drama, novel, short story, and expository literature. This course prepares students for the Advanced Placement Exam which may earn the student college credit. (Requires excellent writing skills if taken prior to Language and Composition). Summer reading is required.

Dual Credit English IV - (1 credit) 12th grade-Prerequisite: Must meet eligibility requirements-is taught at GHS by a Grayson County College Professor. The class incorporates the essential elements of the high school course with a more accelerated college instructional format. Tuition is paid by the student and class meets twice a week. Both high school and college credit is obtained by passing. Failing college English will keep a student from graduating from high school.

Applied English I, Applied English II, Applied English III, Applied English IV- Prerequisite: ARD Committee Recommendation:

These courses are based on general education TEKS with modifications implemented to meet the needs of the students as outlined in their Individualized Education Program (IEP). The Applied courses are offered only in special education classrooms. These classes emphasize academics, job related skills and social skills needed for successful completion of high school requirements.

Mathematics Courses:

Algebra I - (1 credit) 9th -Prerequisite: None- will include the following concepts: operations with real numbers and properties of real numbers, linear equations and inequalities in one variable, linear equations and inequalities in two variables, skills associated with polynomials and rational expressions, properties of roots, operations with radicals, and quadratic equations.

Geometry - (1 credit) 9th – 10th -Prerequisite: Algebra I-will include the following skills: deductive reasoning, lines and angles, basic postulates and theorems, triangles, inequalities, parallel lines, quadrilaterals, area, polygons, circles, and geometric solids

Pre-AP Geometry - (1 credit) 9th – 10th-Prerequisite: Algebra I-covers the same topics of geometry with more depth There is a strong emphasis on problem solving, geometry proofs, logic, and applications of geometric concepts. A variety of activities are integrated into this course. Students should have a strong background in solving equations and working with variables.

Algebra II - (1 credit)10th – 12th -Prerequisite: Geometry-will include skills associated with open sentences, properties of relations and functions, properties of the complex number system, polynomials and rational expressions, quadratic functions, exponential and logarithmic functions and conic sections.

Pre-AP Algebra II – (1 credit) 10th – 11th - expands on the concepts covered in Algebra II. Content of this course which is not found in the regular course includes topic related to 3-space, partial fractions, quadratic systems, polynomial functions, and proofs.

Mathematical Models- (1 credit) -Prerequisite: Algebra I & Geometry- This course is recommended as a bridge to Algebra II. This course will count as a third mathematics credit on the Recommended Plan if taken prior to Algebra II.

Algebra III- (1 math credit) 11th-12th grade-Prerequisite: Algebra I, Geometry, Algebra II

Course Description: Designed for students who have completed Algebra II, but who need to strengthen their algebra skills before taking Pre-Calculus or college-level math. Students will extend their level of mathematical skills and reasoning beyond the topics covered in Algebra II. Some topics include functions (linear, quadratic, polynomial, exponential, logarithmic, etc.), and basic trigonometry. This course should be effective in preparing students for taking a basic College Algebra course.

Pre-AP Pre-Calculus - (1 credit) 11th –12th -Prerequisite: Pre-AP Algebra II- Primary focus is the study of functions including trigonometric functions and their applications. The course will be fast paced. Students need excellent algebraic skills and problem solving skills to be successful. The course will include a more in-depth investigation of functions and limits. This course is the **required** prerequisite for AP Calculus.

AP Calculus AB - (1 credit) 11th -12th grade Prerequisite: -AP Pre-Pre-Calculus- covers advanced mathematical topics including elementary differential and integral calculus. AP Calculus AB is approximately equivalent to a one semester Calculus course at the college level. This course is designed to prepare students for the College Board Advanced Placement Exam and will require 5-6 hours per week of preparation time.. **This is a college level course.**

College Algebra - (1/2 credit)/ College Trig- (1/2 Semester) 12th Prerequisite: Algebra II and meet eligibility requirements-. The course is a study of relations and functions including polynomial, rational, exponential, logarithmic, and special functions. Other topics include complex numbers, systems of equations and inequalities, theory of equations, progressions, the binomial theorem, proofs, and applications. Students are responsible for all transportation, books, fees and tuition.

Science Courses:

Biology - (1 credit) 9th - is a course designed around the study of living things. Manipulative laboratory skills, skills in acquiring data, classification skills in ordering and sequencing data, experience in oral and written communication data skills of measurement, jobs and career exploration will be stressed in this course.

Advanced Biology - 1 credit) 9th -will be a lab-oriented course designed for students exhibiting an advanced achievement level in the biological sciences domain of study. This course shall exceed the content and depth of a standard course both in the classroom and laboratory experiences. Pre-AP Biology will strive for the higher levels of learning; creative thinking, application of the content areas in the past, present, and future situations with a mathematical approach for recording experimental data and critical evaluation for analyzing, synthesizing, and formulating logical conclusions.

Integrated Physics and Chemistry (IPC) - (beginning in fall 2010, IPC will be offered after Biology only by teacher recommendation)-a survey lab course that covers a wide range of scientific areas. There is an emphasis placed on scientific thought and inquiry. The many different laboratory activities are designed to show observable relationships between variables. Topics covered include force & motion, work & energy, electricity & magnetism, sound & waves, light & optics, properties of matter, changes in matter, solutions, and heating & cooling. This course is for students needing a Pre-Chemistry course.

Environmental Systems -Grade Placement: 11- **Prerequisite:** ARD Placement-**Credit:** 1-The subject content of this course matches the grade level general education Environmental Science curriculum. For students graduation on the Minimum Plan as determined on IEP.

Chemistry - (1 credit) 10th - 11th -Prerequisite: One unit of high school science and Algebra I Co-requisite: Geometry-is a course that is oriented toward college preparation and is designed to provide a laboratory approach to the study of properties of elements, compounds and mixtures. Investigations of stoichiometric relationships and the periodicity of the elements are conducted. Other topics include atomic spectra, atomic structure, chemical bonding, chemical reactions, acids and bases, and solution equilibria.

Advanced Chemistry - (1 credit) 10th - 12th -Prerequisite: One unit of high school science and Geometry Co-requisite: Algebra II – recommended- will be a lab-oriented course designed for students exhibiting an advanced achievement level in the chemical sciences domain of study. This course shall exceed the content and depth of a standard course both in the classroom and laboratory experiences. Advanced Chemistry will strive for the higher levels of learning; creative thinking, application of the content areas in the past, present, and future situations with a mathematical approach for recording experimental data and critical evaluation for analyzing, synthesizing, and formulating logical conclusions. Students must have strong math skills to be successful in this course.

Physics - (1 credit) 11th –12th -Prerequisite: Algebra I & Geometry -is a course that is oriented toward college preparation and is designed to provide a laboratory-oriented approach to the study of matter and energy. The course provides for the development of understanding of the physical laws and devices that govern the world around us. This course emphasizes the use of mathematics to solve problems.

Pre-AP Physics - (1 credit) 11th – 12th - Prerequisite: Algebra I & Geometry - The course will exceed the content and depth of a standard course both in the classroom and laboratory experience. Pre-AP Physics will strive for higher level and creative thinking and will emphasize a mathematical approach for recording experimental data and critical evaluation for analyzing, synthesizing and formulating logical conclusions.

Anatomy and Physiology - (1 credit) 12th grade-Prerequisite: Biology, Chemistry, & Physics-a laboratory-oriented course that will provide opportunities for the student to observe anatomical structures and examine physiological systems. Acquiring, classifying, sequencing data, experiences in oral and written communication of data, and job and career explorations are skills that will be stressed in this course. Students in this course may choose to take courses in Health Science Technology. This course may count as 4th science credit in the recommended and DAP graduation plans. **Advanced Anatomy and Physiology** – same as above, but will be a more intense course.

Social Studies & Economics Courses:

World Geography - (1 credit) 9th grade - is the study of the earth, its regions, and the people who live in these regions. Students will study topography, weather, and climate of each region as well as the languages, customs, and ways of living of the people who inhabit these regions. In addition, the interaction of people with the environment and with each other will be studied. Students will become familiar with the relative locations of the world's continents, oceans, and countries and will learn to use maps, charts, graphs, and other methods of research used by geographers.

World History Studies - (1 credit) 10th grade- aims both to discover general knowledge about the development and diffusion of civilization and to foster an appreciation that such knowledge is vitally important to understanding our modern era. This course aims to develop students' historical understanding, broaden their perspective on world affairs and sharpen their critical thinking skills.

United States History 11th grade (1 credit) - covers the period after Reconstruction to the present and will include the following: emergence of the United States as a world power, the economic development and growth of the United States, and the social and cultural development of the United States.

AP U.S. History -(1 credit) 11th grade - is a college level course designed to give students the opportunity to study the history and development of the United States in a more in-depth manner than regular United States History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. The content for this course emphasizes the Colonial-Revolutionary War Period, Constitutional Period, the Age of Jackson, the Civil War and Reconstruction, the Progressive Era, the New Deal, and the emergence of America as a world power after World War II. Students will learn to assess historical materials -- their relevance to a given interpretive problem, reliability and their importance -- and to weigh the evidence and interpretations presented in historical scholarship. Great emphasis is placed on the intellectual, cultural and socioeconomic history of the United States. Students will also study and analyze the politics and diplomacy of this country. Students will have the opportunity to take the Advanced Placement Exam upon completion of the course. This course fulfills the graduation requirement of U.S. History.

U.S. Government - (½ credit) 12th grade- provides an opportunity for students to study foundations of the United States political system, development of the United States governmental system, the structure and functions of the United States government, and the role of decision-making in civic affairs.

Economics (emphasis on free enterprise) - (½ credit) 12th grade- emphasizes the American free enterprise system, government in the American economic system, American economic system and international economic relations, consumer economics, and social studies attitudes, values, and skills for citizenship.

Dual Credit U.S. Government (½ credit) 12th grade-Prerequisite: Meet eligibility requirements-, incorporates the essential elements of the high school course with a more accelerated college instruction format. Tuition **Please note that this course is taught by college professors not GISD staff. Taking college classes while still in high school requires a heightened sense of responsibility and maturity. Failing college government could prevent a student from graduating from high school.**

Dual Credit Economics - (½ credit) 12th grade Prerequisite: Must meet eligibility requirements-is designed for students showing an advanced aptitude for the study of social studies and/or business. It undertakes an in-depth study of the capitalistic system and its purposes, functions, and results. The students must pay for tuition and books. This course meets for one semester, 2 days a week at GHS- **Please note that this course is taught by college professors not GISD staff. Taking college classes while still in high school requires a heightened sense of responsibility and maturity. Failing college government WILL keep a student from graduating from high school.**

Fine Arts Courses:

Art 1 Credit 1 (fine art credit)- Course Description: Students will begin the year discussing the principles and elements of art. They will then incorporate these concepts in their art work throughout the year. Students will have an art history lesson with every project. Art criticism and aesthetics are presented and practiced during the lesson and at the completion of the project.

Art 2-advanced art class (Art 1 is a prerequisite to this class) Course Description In this class, students will have a year-long project and a lesson project. To be in this class, students must be able to manage their time wisely. Students will begin the year reviewing the principles and elements of art. They will then incorporate these concepts in their art work throughout the year. Students will have an art history lesson with every project. Art criticism and aesthetics are presented and practiced during the lesson and at the completion of the project.** The Altered Book will be a year long project. The student will begin working on them in fall and turn them in late spring. There will be due dates during the year, with a certain amount of pages due each time. The student will work on the project in class, as well as at home.

Band - (1 credit) 9th – 12th grade-is a full year course. The curriculum focuses mainly on marching band in the fall and concert band in the spring. The rehearsal and performance schedules include Monday night practices, football games, pep rallies, contests, sectionals before school, and concerts. Participating in fall marching band allows students to waive ½ credit of the required P.E. credits. Students enrolling in any band course are required to participate in marching band.

Choir- (1 credit) 9th – 12th grade – is a full year course. It is an entry-level choir No previous musical knowledge and no audition are required. This course introduces basic musicianship and sight-reading skills along with the experience of singing unison. Requirements include, but are not limited to, performances in concerts during the fall semester and during the spring semester.

Select Choir- (1 credit) 9th – 12th grade – is a full year course. It is an advanced -level choir, and auditions are required. This course continues with musicianship and sight-reading skills along with the experience of singing unison. Requirements include, but are not limited to, performances in concerts during the fall semester and during the spring semester.

Foreign Language Courses:

Spanish 1- Recommended for 9th grade (1 credit) required for graduation on the Recommended or Distinguished Plans -begins the development of the four basic language skills: listening, speaking, reading, and writing through the use of vocabulary building, conversation and speaking assignments, hands-on practice, and partial immersion(at some point turns into a Spanish-only classroom). This course is vocabulary intensive and requires good study skills/habits and organization.

Spanish II - (1 credit) – Recommended for 10th grade to follow -Prerequisite: Spanish I- Required for graduation on Recommended or Distinguished Plans -Spanish II emphasizes continued development of the basic skills of reading, writing, listening, and speaking. The course explores the culture, customs, and folklore of the Spanish-speaking world. Course work includes oral drills, vocabulary building, dialogue reading of authentic and cultural material, creative and expository writing.

Spanish III - (1 credit)-Prerequisite: Spanish II- Required for the Distinguished Plan- Spanish III completes the program of language required for the distinguished diploma plan with emphasis on increasing oral and auditory proficiency, reading comprehension skills, and accurate written communication. The course provides opportunities to enhance students' understanding of Hispanic cultures through a wide range of study including film, literature, art, history, geography, and authentic materials. Students will learn structures necessary to interact socially, request and receive information in a variety of situations, and negotiate the actions of others. An increase in the amount of preparation and study time should be expected for successful completion of the course. This course is conducted primarily in the target language. This is a full year course. Students will not be allowed to drop after selection is finalized or at the end of first semester.

Communication Applications: Speech- grade placement 9-12- ½ credit- is designed to help develop effective communication for social and professional life. Students will develop an understanding of the communication skills needed for successful participation in group interactions and individual presentations. This class is required for graduation.

Health Education: Health Education – grade placement- 9-12- ½ credit - stresses concepts and skills that foster individual personal health and safety, health-related concepts and skills that invoke interaction between individuals and health-related concepts and skills that affect the well-being of people.

Physical Education Courses: Physical Education (PE) & Athletics - 1 credit- 9th – 12th grade- students entering 9th grade in fall of 2010 must earn 1 credit. One unit of P.E. is required of all students for graduation. However, no more than four units of P.E. may be counted toward the total credits used for graduation **UIL Competitive Sports Information**-GISD offers the following competitive sports: Football, Basketball, Girls' Volleyball, Wrestling, Tennis, Golf, Girl's Softball, Baseball, Track, Cross Country, & Power lifting.

Career and Technical Education Courses (Elective Courses)

Mission & Purpose of Career and Technical Education

To prepare students to succeed in high demand occupations within the 21st century's competitive global economy and to provide students with the academic skills necessary to continue their education in post-secondary schools. Career and Technical Education can help students explore their potential and establish future career goals. Students can use the Career Programs of Study to choose courses that interest them.

Career Clusters

In order to assist students in preparing for life beyond high school, the state has adopted the national model of the 16 Career Clusters. Career Clusters assist students in their education process to guide his or her learning in the context of personal interests preparing for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship. Each cluster has developed pathways models to assist in planning courses to take while in high school. Student Should Know About Achieve Texas – Texas Achievement Plan - <http://www.achievetexas.org>

Gunter High School offers the following clusters for 2010-2011:

- **Agriculture, Food & Natural Resources**- Principles in Agriculture & Natural Resources, Wildlife, Fisheries, & Ecology, Small Animal Management, Livestock Production, Equine Science, Agribusiness Management/Marketing, Professional Standards in Agribusiness, Ag Mechanics & Metal Technologies, Ag Facilities Design & Fabrication (2credits), Small Engines.
- **Arts, A/V Technology**- Recommended Sequence: Printing & Imaging, Graphic Design & Illustration, Animation, Audio/Video Production
- **Business Management** - these courses can be added to any cluster- BIM 1 (was BCIS1), Principles of Business, Marketing & Finance
- **Finance**- Recommended Sequence: Business Information Management I (previously BCIS), Accounting I, Accounting II
- **Human Services**- Principles of Human Services, Interpersonal Studies, Lifetime Nutrition & Wellness, & Child Development
- **Education & Training/Human Services**- Human Growth & Development, Instructional Practices in Education & Training, Practicum in Education & Training (2 credits)

Choose a career cluster on which to focus your high school and college or postsecondary studies. The idea is to offer you a seamless route to follow from high school, through college or other postsecondary education, and into a career. You aren't locked into your choices for your 4-year plan or post secondary choices. You should revisit your 4- year plan at least once a year to update it. You can change clusters, programs of study, and career and postsecondary goals as your interests and ambitions change.



Principles of Agriculture, Food, & Natural Resources (AG 101/102)-Credit: ½-Grade Placement:9-12

Course Description: Introduction. To be prepared for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.



Wildlife, Fisheries, & Ecology Management – Credit: ½- Grade Placement: 10-12 –Course Description:

To be prepared for careers in natural resource systems, students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices.

Small Animal Management- Credit ½- Grade Placement: 10-12-Course Description: To be prepared for careers in the field of animal science, students need to enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, 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 knowledge and skills in a variety of settings. Suggested small animals which may be included in the course of study include, but are not limited to, small mammals, amphibians, reptiles, avian, dogs, and cats.



Livestock Production-Credit: ½ -Grade Placement: 10 – 12-Course Description:

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems 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 in a variety of settings. Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

Equine Science-Credit: ½ -Grade Placement: 10-12-Course Description: To be prepared for careers in the field of animal science, students need to enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, 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 in a variety of Suggested animals which may be included in the course of study include, but are not limited to, horses, donkeys, and mules.



Ag Mechanics & Metal Technologies (Intro to Welding)- Credit 1- Grade Placement: 10-12- Course Description:

To be prepared for careers in agricultural power, structural, and technical systems, students need to 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. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. This course 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.



Ag Facilities Design & Fab (Adv. Welding)- Credit 2- Grade Level Placement: 11-12-Course Description:

To be prepared for careers in mechanized agriculture and technical systems, students attain knowledge and skills related to agricultural facilities design and fabrication. Students explore career opportunities, entry requirements, and industry expectations. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings.



Small Engine Technology- Credit 1- Grade Placement: 10-12-Course Description:

This course is designed to provide training for entry-level employment in the small engine technology industry. Engine Technology includes knowledge of the function, diagnosis, and service of the systems and components of all types of small engines such as lawn mowers, motorcycle, and irrigation engines. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems and small engine overhauls. In addition, students will receive instruction in safety, academic, and leadership skills as well as career opportunities

Engineering Design & Presentation (CAD 1) Credit: 1- Grade Placement: 10 – 12-Prerequisite: Geometry-Course Description: Students enrolled in this course will demonstrate knowledge and skills of the process of design 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.

Architectural Design (CAD 2)-Credit: 1-Grade Placement: 11 – 12 -Prerequisite: Engineering Design & Presentation, Algebra I & Geometry- Course Description: Emphasis is placed on the production of drawing related to residential architecture. Styles and history of architecture, related careers, and methods and materials of construction will be introduced. A complete set of working plans including: plot foundation, floor, electrical, wall sections, details, and elevations will be produced.



Accounting-Credit: 1-Grade Placement: 10 – 12 Course Description: Students 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 reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students formulate and interpret financial information for use in management decision making.



Accounting II-Credit: 1-Grade Placement: 10 – 12- Prerequisite: Accounting I- 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.



Business Information Management I (BIM 1- Formerly BCIS1)-Grade Placement: 9-12 -Credit: 1-Course Description: Develops technology skills with applications to personal or business situations focusing on word processing, spreadsheets, data bases, telecommunications, desktop publishing, presentation management, networking, operating systems, and emerging technologies; and develops intermediate-level skills. *This course meets the requirements for one credit of Technology Applications.*



Principles of Business Marketing & Finance (Intro to Business)- Grade placement: 9-12- Credits 1-Course Description: Introduction course where students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and setting in business, marketing and finance.

Digital & Interactive Media-(BIMM)- Grade Placement: 10-12-Credit: 1-Course Description: This is an introductory course that explores the Adobe Creative Suite; such as Photoshop, Flash, InDesign, and Dreamweaver; to develop skills in manipulating digital images, designing graphics for print and the web, and creating audio/visual presentations using Windows Movie Maker. The students will create a personal portfolio that will help them transition into career pathways, classes, and secondary degree programs in Graphic Design, Web Design, Game Design, and Animation.



Printing & Imaging Technology (Desktop)- Grade Placement: 10-12-Credit 1-Course Description: This course employs a creative design process to create original two-dimensional projects by applying elements of design, applying design principles and typography, creating compositions using Adobe Photoshop, Adobe Illustrator, Adobe InDesign, and preparing products for print.



Graphic Design & Illustration - Grade Placement: 10-12- Credit 1-Course Description: This is an introduction to Adobe Photoshop, Illustrator, and InDesign with specific attention to practical applications. Students gain proficiency with Adobe Photoshop palettes, selections, layers, masks, image editing and painting. Students will be introduced the tools of an industry-standard vector drawing program (Illustrator) to create illustrations. This includes principles of layout and design and manipulation of text and graphics in all Adobe Programs.



Animation-Grade Placement: 10-12- Credit: 1-Recommended Prerequisite:-Course Description: This course focuses on advanced 2-D motion graphics and beginning level 3-D motion graphics. Currently, students are exposed to industry standard software (EX: Flash and 3D Studio Max). Students taking this course should fit one of the following profiles: be able to draw cartoons and have an interest in traditional 2D animation; be able to create web pages and have a desire to strengthen Internet publishing skills; or, have a desire to learn storyboard, 3-D Modeling, and skills and have an interest in video game programming or film animation.



Audio Video Production: Grade Placement: 10-12- Credit-1-Course Description: Students are expected to develop an understanding of audio and video production with a focus on pre-production, production, and post-production. Students are expected to write ideas, scripts, create storyboards, and then produce their ideas both independently, and with other students. Outside class time and projects are required for this course.

Yearbook- Grade Placement: 11-12- Teacher Approval- class size (10)-Credit-1-Course Description: This course provides the student with opportunities to study the elements and processes used in producing the school yearbook. Staff members will conceive ideas to be included in the book, conduct research of school events through interviews, compose and edit stories, plan and produce photographs, and create page designs using advanced design concepts and the yearbook software. Staff members are also responsible for yearbook sales and avertisement sales. A photography background is helpful, but not required. Students will also study journalistic ethics. Outside class time is required to complete assignments for this course. Although not required, Printing and Imaging Technology or Graphic Design and Illustration are helpful.



Principles of Human Services (PFD) fall semester-Grade Placement: 9 –12- Credit ½ -Course Description: This course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

Interpersonal Studies (PFD) spring semester- Grade Placement 9-12- Credit ½ -Course Description:

This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.



Lifetime Nutrition & Wellness-fall semester-(Nutrition and Food Science)-Grade Placement: 10 – 12- Credit ½ Recommended Prerequisite: Principles of Human Services-Course Description: This laboratory course 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. Learning focuses on personal food choices and food management skills. Students study wellness, menu planning, food budgeting, food safety and handling. Regular food labs apply classroom knowledge.

Child Development-spring Semester- Grade Placement: 10-12-Credit- ½-Recommended Prerequisite: Principles of Human Services-Course Description: This course 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.



Human Growth & Development- Grade Placement: 10-12- Credit-1- Prerequisite Principles of Human Services & Interpersonal Studies- Course Description: is an examination of human development across the lifespan with emphasis upon 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.



Instructional Practices in Education and Training-Grade Placement: 11 – 12- Credit-1-Recommended Prerequisite: Principles of Human Services & Child Development-however; entire sequence is preferred-Course Description: is a field-based 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 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, paraprofessionals, or other educational personnel. **Students must provide their own transportation to and from off-campus site.**



Practicum in Education & Training- Grade Placement: 12- Credit – 2-Prerequisite: Principles of Human Services &

Interpersonal Studies, Human Growth & Development, and Instructional Practices & Training- Course Description. This class will be offered beginning in the fall of 2011: 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 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. **Students must provide their own transportation to and from off-campus site.**

Other Electives:

Psychology-(fall semester) Credits ½ - Grade Placement 10-12-Course Description: is the study of the human mind and of human behavior. During the fall semester we will focus on topics such as The History of Psychology, Psychological Theories, Sleep, Biological Psychology (Brain Anatomy/Function and Sense Systems), Types of Psychology (Developmental, Industrial, Clinical, Counseling, etc...), Psychological Disorders (Anxiety, Mood, Somatoform, Personality, etc...), Crime, Experimental Psychology, Recognition of Self, Memory and Thinking, Learning and Conditioning, and Problem Solving. This class has very little homework associated with it. We usually have a test every 1.5 weeks. The final is cumulative. Most of the class time is focused on class discussion, lecture, and participation.

Sociology (Spring Semester) Credit ½- Grade Placement- 10-12- Course Description: is the systematic study of the development, structure, interaction, and collective behavior of organized groups of human beings. During the spring semester we will focus on topics such as The History of Sociology, Cultural Diversity and Development, Societal Values, Norms, Rules, Social Structure, Socialization and the Development of Self (Nature Vs. Nurture), Adolescence, How Societies Develop and Change, Social Class and Stratification, Concepts of Masculinity and Femininity, Social Deviance and Control, and Family. This class has very little homework associated with it. The largest assignment is a paper that takes the place of the final. Class time revolves around class discussion, lecture, and participation.

Local Elective Courses:

SAT/ACT Preparation – (1/2 local credit) 10th- 12th grade-Prerequisite: None-This one semester course will provide students the opportunity to become familiar with the content and format of the SAT/ACT exam. It is a self-paced, computer generated practice. This course will not count toward graduation requirements nor count in GPA or class rank. Students will earn local credit only.

TAKS Remediation-Grade Placement- 10-12- Determined by unsuccessful score on TAKS.

Vocational Courses:

VAC Work Program Prerequisite: ARD Committee Recommendation-These courses are provided to students receiving special education services in order to fulfill the transition requirement for vocational experiences. These classes emphasize pre-vocational skill development, job-related skills.