COPPELL HIGH SCHOOL
2020-21

COURSE PLANNING GUIDE
10th - 12th
### Support Staff: 10th-12th Grade

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Adams</td>
<td>Student Services Receptionist</td>
<td><a href="mailto:ladams@coppellisd.com">ladams@coppellisd.com</a></td>
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</tr>
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<td>(214) 496-6145</td>
</tr>
</tbody>
</table>

### Counselors: 10th-12th Grades

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheryl Abreu</td>
<td>A-Chan</td>
<td><a href="mailto:cabreu@coppellisd.com">cabreu@coppellisd.com</a></td>
<td>(214) 496-6132</td>
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<tr>
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<td>Chao-Gz</td>
<td><a href="mailto:lcmillin@coppellisd.com">lcmillin@coppellisd.com</a></td>
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<td><a href="mailto:lgarcia@coppellisd.com">lgarcia@coppellisd.com</a></td>
<td>(214) 496-6134</td>
</tr>
</tbody>
</table>

### Administrators: 10th-12th Grades

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aylor Rix</td>
<td>A-C</td>
<td><a href="mailto:arix@coppellisd.com">arix@coppellisd.com</a></td>
<td>(214) 496-6124</td>
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<tr>
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<tr>
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</tr>
<tr>
<td>Chase Vaughn</td>
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<td><a href="mailto:cvaughn@coppellisd.com">cvaughn@coppellisd.com</a></td>
<td>(214) 496-6125</td>
</tr>
</tbody>
</table>
The following Course Guide is a live document and information listed below can be changed throughout the year as courses and information are updated. Please see your counselor if you need clarification on any information that is listed. The first part of the course guide lists important information needed as you plan for the 2020-2021 Academic year. The links on the next page will take you directly to the Course Descriptions for each department.
Course Descriptions: Click on the following links to see courses associated with each department.

- English (including Speech and Debate)
- Mathematics
- Science
- Social Studies
- Languages Other than English (LOTE)
- Fine Arts-Art
- Fine Arts-Band
- Fine Arts-Choir
- Fine Arts-Theatre Arts
- Fine Arts-Dance
- PE/Athletics
- Career and Technical Education
- International Baccalaureate
- Innovative Courses

A Special Thank You
We want to extend our gratitude to Andrew Henry, CHS Learner for designing our 2020-2021 Course Guide Cover
SCHEDULE CHANGE PRACTICES

Coppell High School is pleased to be able to offer a wide variety of programs and courses for our learners. Selections during registration indicate how many teachers and sections will be needed for a course. The Master Schedule is developed in the spring prior to the upcoming year. The process allows administrators to plan and to hire for optimum academic strength. When learners are permitted to randomly change schedules, teachers and classrooms are not effectively utilized. As a result, all learners are affected. Even the most effective planning is compromised. Very seldom does a single course change affect only one course. Careful selections benefit everyone. Thank you for being a crucial part of our educational team as we work together for academic excellence.

Registration
- Parent and learner informational meetings will be held during spring registration.
- Learners will be guided through course selection during individual conferences to confirm course selection.
- Learners who do not submit a Course Verification Form will have a schedule arranged for them by their counselor according to their academic needs and/or graduation plan.

Change Dates
- A learner who does not submit a Course Verification Form by Wednesday, April 1, 2020 will not be eligible for a schedule change.
- The last day to make changes to course requests for the 2020-2021 school year is Wednesday, April 1.
- The last day to make a change to an Endorsement Plan for the 2020-21 school year is Wednesday, April 1. Current 9th, 10th, and 11th graders will have the opportunity to change their Endorsement Plan during their Spring Registration meeting with their counselor.

Schedule Pick Up Through First Week of School
- During schedule pick up and through the first week of school, only the request for schedule changes listed in this section will be considered. Learners must complete and submit CHS Schedule Change Request Form.

  - Program or course cancelled by district or campus
  - Missing a class period on the schedule
  - Prerequisites for course not met
  - Need to retake a failed course
  - North Lake classes do not match CHS schedule
  - Add Junior Release, Senior Release
  - Need a course required for graduation (Seniors only)

- Move into IB program
- Add/Drop UIL Activity
- Add/Drop UIL Athletic Activity (see athletic handbook)
- Add Office Aide (Seniors Only)
- Course already successfully completed and credit earned (i.e. summer
  - Level up into a course if space available
  - school, CBE, correspondence

At the end of the first progress report (posted week four) and the end of the First 9 weeks
- Level Down - At the end of the first progress report (posted week four) and at the end of the first 9 weeks (posted week 10) of the first semester requests to level down will be considered only if space is available in the new class. Schedule change priorities will be given to learners who have earned less than a 75 and attended a minimum of two tutorials with their current educators. Learners must complete and submit a CHS Level Change Form. The grade earned in the current class will be the grade the learner begins with in the new class. Requests for same level moves will not be taken, such as a move from Honors to G/T Honors or a move from IB to AP.
- Dropping a Course - At the end of the first progress report (posted week four) of school juniors and seniors may choose to drop a course and add a release if the learner meets the criteria for a release period or requests a teacher aide (if space is available).

End of First Semester
- Level Down - At the end of the first semester, requests to level down will be considered only if space is available in the new class. Learners must complete and submit CHS Level Change Form. The grade earned in the current class will be the final grade for first semester. Requests for same level moves will not be taken, such as a move from Honors to G/T Honors or a move from IB to AP.
- Dropping a Course - At the end of the first semester juniors and seniors may choose to drop a course and add a release or teacher aide if approved if the learner meets the criteria for a release period

  All courses a learner attempts for the full semester will be posted on the official transcript.

At the end of the first progress report (posted week four) (One Semester Course in Spring Semester)
- For a one semester course that begins second semester, a level down request will be considered at the end of the first progress report (posted week four) of the spring semester if space is available in the new class. Learners must complete and submit CHS Level Change Form. The grade earned in the current class will be the grade the learner begins with in the new class. Requests for same level moves will not be taken, such as a move from Honors to G/T Honors or a move from IB to AP.
<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
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<tbody>
<tr>
<td>Dec 20th</td>
<td>Course Guide available online</td>
</tr>
<tr>
<td>Jan 9th</td>
<td>Parent Informational Meeting hosted by Springer</td>
</tr>
<tr>
<td>Jan 10th</td>
<td>Registration Opens Online</td>
</tr>
<tr>
<td>Jan 10th &amp; 13th</td>
<td>9th grade presentation to students</td>
</tr>
<tr>
<td>Jan 16th &amp; 17th</td>
<td>10th grade presentation to students</td>
</tr>
<tr>
<td>Jan 23rd &amp; 24th</td>
<td>11th grade presentation to students</td>
</tr>
<tr>
<td>Jan 29th</td>
<td>Registration 101 - Presentation to Students and Parents</td>
</tr>
<tr>
<td>Feb 7th</td>
<td>Online Registration closes all course selection requests due for 2020-2021 school year</td>
</tr>
<tr>
<td>Feb 18 - Mar 4th</td>
<td>Registration meetings with individual students</td>
</tr>
<tr>
<td>Feb 18th - 21st</td>
<td>Counselors meet with 9th grade through English classes</td>
</tr>
<tr>
<td>Feb 24th - 27th</td>
<td>Counselors meet with 11th grade through English classes</td>
</tr>
<tr>
<td>Mar 3rd - 6th</td>
<td>Counselors meet with 10th grade through English classes</td>
</tr>
<tr>
<td>March 18th</td>
<td>Course selection verification sheets distributed</td>
</tr>
<tr>
<td>April 1st</td>
<td>Course selections verifications (Current 9th-11th) due back</td>
</tr>
<tr>
<td>April 1st</td>
<td>Final date to make course requests changes</td>
</tr>
</tbody>
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HIGH SCHOOL COURSE PLANNING

Planning a four-year high school program is a serious undertaking. Although many of your courses will be determined by the graduation plan you select, you will still have many other choices to make during your years of school. Your course selection should be guided largely by your plans for the future.

Coppell ISD provides a wide range of programs that prepare learners for post-high school experiences. The programs offered allow a learner to choose the high school program best for him/her, whether that program is the traditional college preparatory or a career preparatory program. By planning wisely, you can create the future that is most appropriate for you.

This guidebook is designed to help you select courses during your high school years that will support your future education and employment plans. The majority of employment opportunities require specific skills and education beyond high school. Determining which direction you want to go is not always easy. To help you decide on your pathway there are several tools that are available to you. One tool Coppell ISD offers is the Naviance program.

Coppell High School counselors recommend that all learners explore the Naviance program career features listed below to help align course selections with future goals.

Naviance Career Features

1. Personality Type Assessment: Do What You Are

Do What You Are differs from other programs in several important ways? Perhaps most notable, it is based on personality typing — the innate way people naturally see the world and make decisions — a set of basic drives and motivations that remain constant throughout a person’s life. Other programs are based on the belief that the best career decisions result from matching learners’ values, skills and interests with specific jobs. However, in reality, values, skills and interests are quite fluid in young people and often change significantly as they grow older. Learning about their personality types, learners gain accurate and invaluable insights about themselves and their career-related needs. This enables them to make the most informed, satisfying college and career decisions.

2. Career Interest Profiler

The Career Interest Profiler is a tool that can help you discover the types of work activities and careers that match your interests. The interest profiler has 180 questions about work activities that people do at their jobs. This is not a test. There are no right or wrong answers. The more accurately you answer each question, though, the better your results will be.

3. Cluster Finder

Career clusters are a way of grouping careers with common features and skills. Careers grouped into the same cluster typically require similar education and training. Exploring clusters can be a useful way to find a good career match; especially if you have general areas of interest but are not, sure what specific careers match those interests. Career clusters can also help you better understand how your coursework in school can prepare you for certain types of careers.

4. Explore Careers & Clusters

This is a general tool to further research specific careers or career clusters that are of interest to you. This can lead to further investigation to post-secondary education options to meet your future needs.

Take your time and make good decisions when you choose your courses. You can always change your pathway or cluster. Part of being a high school learner is about exploring options. The intention of this section is to give you some ideas to think about as you continue your journey towards a productive and fulfilling life.

Parents:

- Please spend time going over high school course selections with your learner.
- Please help your learner understand the relationship between current educational choices and future career options.
- Please get involved in school activities such as the College Workshop, College Night, Financial Aid Night, and other presentations provided by Coppell ISD. The purpose of the previous information is to help you and your learner plan high school courses based on graduation requirements, career interest, and future goals. Please remember learners will be required to take core academic subjects as well as electives.
### Graduation Program

All students in the State of Texas begin their high school career on the Foundation High School Plan with an Endorsement (Distinguished Level of Achievement). After a learner’s sophomore year and based on his/her individual instructional plan, the learner can elect to graduate on the Foundation High School Plan. There are considerations for post-secondary enrollment which need to be discussed with the learner and his/her parents prior to making that change. Learners who are considering this change will need to discuss it with their counselor.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>FHSP+Endorsement with Distinguished level of Achievement (26 credits)</th>
<th>Foundation High School Program (22 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 Credits</td>
<td>4 Credits</td>
</tr>
<tr>
<td></td>
<td>● English I</td>
<td>● English I</td>
</tr>
<tr>
<td></td>
<td>● English II</td>
<td>● English II</td>
</tr>
<tr>
<td></td>
<td>● English III</td>
<td>● English III</td>
</tr>
<tr>
<td></td>
<td>● English IV</td>
<td>● English IV</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>4 Credits</td>
<td>3 Credits</td>
</tr>
<tr>
<td></td>
<td>● Algebra I</td>
<td>● Algebra I</td>
</tr>
<tr>
<td></td>
<td>● Geometry</td>
<td>● Geometry</td>
</tr>
<tr>
<td></td>
<td>● Algebra II</td>
<td>● 3rd Credit of Math*</td>
</tr>
<tr>
<td></td>
<td>● 4th Credit of Math *</td>
<td>(*If Math Models is taken, the class must be completed after Algebra I and prior to Algebra II)</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>4 Credits</td>
<td>3 Credits</td>
</tr>
<tr>
<td></td>
<td>● Biology</td>
<td>● Biology</td>
</tr>
<tr>
<td></td>
<td>● Chemistry</td>
<td>● Chemistry</td>
</tr>
<tr>
<td></td>
<td>● Physics</td>
<td>● Physics</td>
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<td></td>
<td>● Additional science credit selected from the course guide.</td>
<td></td>
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<tr>
<td><strong>Social Studies</strong></td>
<td>3 Credits</td>
<td>3 Credits</td>
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<tr>
<td></td>
<td>● World Geography* or World History*</td>
<td>● World History or World Geography</td>
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<tr>
<td></td>
<td>● US History</td>
<td>● US History</td>
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<tr>
<td></td>
<td>● Government / Economics</td>
<td>● Government / Economics</td>
</tr>
<tr>
<td></td>
<td>(*See Multidisciplinary Endorsement information below)</td>
<td></td>
</tr>
<tr>
<td><strong>Fine Art</strong></td>
<td>1 Fine Art Credit</td>
<td>1 Fine Art Credit</td>
</tr>
<tr>
<td></td>
<td>(See course guide for options)</td>
<td>(See course guide for options)</td>
</tr>
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<td><strong>Foreign Language</strong></td>
<td>2 Credits from the Same Language</td>
<td>2 Credits from the Same Language</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>1 Physical Education Credit (See course guide for options)</td>
<td>1 Physical Education Credit (See course guide for options)</td>
</tr>
<tr>
<td><strong>Additional Courses</strong></td>
<td>7.0 credits (see course guide)</td>
<td>5.0 credits (see course guide)</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>26 Credits</td>
<td>22 Credits</td>
</tr>
</tbody>
</table>
For Learners Who Entered Grade 9 in the 2014-2015 School Year and Thereafter:

Distinguished Level of Achievement

The Distinguished Level of Achievement will be a designation on the final transcript and diploma. A learner must earn the Distinguished Level of Achievement in order to be eligible for automatic top 10% admission to Texas universities. A student may earn a distinguished level of achievement by successfully completing:

- A total of four credits in mathematics, which must include Algebra II
- A total of four credits in science
- The remaining curriculum requirements
- The curriculum requirements for at least one endorsement

\[\text{Foundation Plan + Completion of One Endorsement} = \text{Distinguished Level of Achievement}\]

Performance Acknowledgements

**Dual Credit**

A learner may earn a performance acknowledgment on the learner’s transcript for outstanding performance in a dual credit course by successfully completing at least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0; or an associate degree while in high school.

**Bilingualism and Biliteracy**

A learner may earn a performance acknowledgment in bilingualism and biliteracy by demonstrating proficiency in accordance with local school district grading policy in two or more languages by completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and satisfying one of the following:

1. completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
2. demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
3. completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
4. demonstrated proficiency in one or more languages other than English through one of the following methods:
   1. a score of 3 or higher on a College Board Advanced Placement examination for a language other than English;
   2. or
   3. a score of 4 or higher on an International Baccalaureate examination for a higher-level languages other than English course; or
   4. performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.

In addition to meeting the requirements of paragraph (1) of this subsection, to earn a performance acknowledgment in bilingualism and biliteracy, an English learner must also have participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

**AP/IB Exam**

A learner may earn a performance acknowledgment on the learner’s transcript for outstanding performance on a College Board Advanced Placement test or International Baccalaureate examination by earning a score of 3 or above on a College Board Advanced Placement examination; or a score of 4 or above on an International Baccalaureate examination.
PSAT/ACT Aspire/SAT/ACT Exam
A learner may earn a performance acknowledgment on the learner’s transcript for outstanding performance on an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument used to measure a learner's progress toward readiness for college and the workplace or on an established valid, reliable, and nationally norm-referenced assessment instrument used by colleges and universities as part of their undergraduate admissions process by:

1. earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the learner for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation; or

2. achieving the college readiness benchmark score on at least two of the four subject tests on the ACT Aspire™ examination; or

3. earning scores of at least 410 on the evidence-based reading section and 520 on the mathematics section of the SAT®; or

4. earning a composite score on the ACT® examination of 28 (excluding the writing subscore).

Business/Industry Certifications
A learner may earn a performance acknowledgment on the learner’s transcript for earning a state-recognized or nationally or internationally recognized business or industry certification or license as follows. See Career and Technical Education Endorsements

1. A learner may earn a performance acknowledgment with performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or performance on an examination sufficient to obtain government-required credentials to practice a profession.

2. Nationally or internationally recognized business or industry certification shall be defined as an industry-validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by a national or international business, industry, or professional organization; a state agency or other government entity; or a state-based industry association.

3. Certifications or licensures for performance acknowledgements shall be age appropriate for high school students; represent a student’s substantial course of study and/or end-of-program knowledge and skills; include an industry-recognized examination or series of examinations, an industry-validated skill test, or demonstrated proficiency through documented, supervised field experience; and represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.
**GRADING**

Coppell High School is on a weighted 5.0 grade point scale. Grade points are assigned to each semester grade as follows. Any semester grade below a 70 is averaged into a learner’s GPA with “0” grade points.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Eligible Advanced Place (AP), some International Baccalaureate (IB), and other designated courses shall be categorized and weighted as Level IV courses</td>
<td>Eligible honors courses, dual credit courses, some IB courses, and other designated courses shall be categorized and weighted as Level III courses</td>
<td>All other eligible courses not categorized and weighted as Level II courses</td>
<td>Eligible local credit courses shall be categorized and weighted as Level I courses</td>
</tr>
<tr>
<td>97-100 (A+)</td>
<td>6.0</td>
<td>5.5</td>
<td>5.0</td>
<td>4.0</td>
</tr>
<tr>
<td>94-96 (A)</td>
<td>5.8</td>
<td>5.3</td>
<td>4.8</td>
<td>3.8</td>
</tr>
<tr>
<td>90-93 (A-)</td>
<td>5.6</td>
<td>5.1</td>
<td>4.6</td>
<td>3.6</td>
</tr>
<tr>
<td>87-89 (B+)</td>
<td>5.4</td>
<td>4.9</td>
<td>4.4</td>
<td>3.4</td>
</tr>
<tr>
<td>84-86 (B)</td>
<td>5.2</td>
<td>4.7</td>
<td>4.2</td>
<td>3.2</td>
</tr>
<tr>
<td>80-83 (B-)</td>
<td>5.0</td>
<td>4.5</td>
<td>4.0</td>
<td>3.0</td>
</tr>
<tr>
<td>77-79 (C+)</td>
<td>4.8</td>
<td>4.3</td>
<td>3.8</td>
<td>2.8</td>
</tr>
<tr>
<td>74-76 (C)</td>
<td>4.6</td>
<td>4.1</td>
<td>3.6</td>
<td>2.6</td>
</tr>
<tr>
<td>71-73 (C-)</td>
<td>4.4</td>
<td>3.9</td>
<td>3.4</td>
<td>2.4</td>
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<tr>
<td>70 (D/F)</td>
<td>4.2</td>
<td>3.7</td>
<td>3.2</td>
<td>2.2</td>
</tr>
</tbody>
</table>

**Dual Credit courses** will earn GPA points on the following scale:

- A = 5.5
- B = 4.9
- C = 4.3
- D and F = 0

Many colleges and universities request a 4.0 GPA on transcripts. Those have recently been added to CISD transcripts. Below is the conversion table for those grades.

**Transfer grades:** Students who transfer into CHS with letter grades on their official transcript will be given the equivalent lower end number grade as written in the table above.
Local Credit
Learners can gain local credit by taking local credit classes. However, these credits cannot be used to meet the 22 state credits required on the Foundation Plan nor can they be used to meet the 26 state credits required on the Foundation Plus Endorsement Plan. These courses are not calculated in GPA. Only one local credit course allowed per school year. Local credit is granted for the following courses:

- Library Assistant after 1 credit
- Office/Counselor Aide
- Teacher Aide
- Peer Aide after 1.5 credits

Calculating Semester Averages
To calculate the final semester average for a course:
- Add the final grade of each nine weeks marking period and total and divide by 2

HOME ACCESS CENTER AND LEARNER GRADES
Parents and learners may view grades through the Home Access Center. This tool provides unofficial grading information. Learners' official grades are reported at the end of each nine weeks.

Student Course Loads and Release Periods
Sophomores are required to enroll in 8 periods per semester. Sophomores will not be eligible for a release period. Juniors and seniors have the option for a release period on their schedule if they meet the criteria below. It may be used to focus on career or academic pursuits or to use as travel time to attend a class at North Lake. Keep in mind this is a privilege, not a right. Following are the criteria:

- Parental approval
- Pass all End of Course exams
- 14 credits if a junior, 20 credits if a senior
- Meet compulsory attendance requirements
- Must have transportation to leave campus. Learners are not allowed to remain on campus during release periods.

Juniors and Seniors may have a second release period if they meet the criteria for release periods listed above and are in good standing with completing the appropriate number of credits and other graduation requirements. Release periods are only available the first and last period of the day. For example, a learner can have one release period during 1st or 4th, or 5th, or 8th. A learner who is eligible for two release periods may have them during 1st & 5th or 4th & 8th or 1st & 8th or 4th & 5th. It is not allowable for a learner to have 1st & 4th or 5th & 8th.

Release periods are not guaranteed and are requested, morning and afternoon releases are determined by student's schedule and class availability.

DETERMINING CREDIT FOR COURSES
To receive credit for a one-semester course, a learner must pass the semester with a score of 70 or higher. Each semester grade stands alone for GPA purposes and will be posted on the official transcript with the appropriate credit awarded.

To receive credit for a two-semester course, a learner must pass each semester with a score of 70 or higher. OR Learners who fail either semester of a two-semester course can regain credit by average passing the course for the year.

Notes for Pass Average:
- The second semester of the course must be taken at Coppell High School immediately following the first semester.
- The failing grade will be posted on the official transcript and 0.5 credits will be awarded.
- Dual Credit courses cannot be averaged to earn a full year credit.

If a learner fails both semesters of a course, then both semesters must be repeated. All courses that a learner attempts for the full semester will be posted on the official transcript. A learner must have a 90% attendance rate in school in order to receive credit for any course taken at Coppell High School regardless of the grade earned.
TRANSCRIPTS
A transcript is an Academic Achievement Record (AAR) that is an official and permanent record of a learner’s academic performance during high school. Semester grades earned in grades 9-12 and any high school course taken prior to ninth grade for which a learner earned state graduation credit will be recorded. Foreign transcripts will be recorded/transcribed on Coppell High School transcripts with the letter P for passing. No GPA will be awarded for the letter P. (FD Local) Grades recorded on the official transcript (AAR) may not be removed or replaced.

An official transcript (AAR) will be stamped with an official seal, signed by a school official, and enclosed in a sealed envelope.

ACT and/or SAT scores are not included with transcripts. If needed, please request test scores from:

ACT  www.actstudent.org
SAT  www.collegeboard.com

Transcripts are ordered through Naviance. There is no charge for transcripts, and they will be sent to the college once they are requested in Naviance.

Access to the records of a learner who is or has been in attendance at a school in the District shall be granted to the parent of the learner who is a minor or who is a dependent for tax purposes. Please refer to State Code 34 CFR 990.5 for additional information.

CISD CLASS RANKING AND GPA POLICY

- **Rank in Class**
- Beginning with the 2010-2011 school year Coppell High School ranks only the top 10% of the class.
- Junior GPA and class rank are updated in June and February after semester grades are posted.
- Senior GPA and class rank are updated in June, October (to reflect summer grades and changes in enrollment), and February after semester grades are posted.
- **Final class rank of the top 10% of the graduating class will be calculated at the end of the 1st semester of the senior year.** However, a learner’s GPA continues through the end of their senior year.
- Learners entering 9th grade in 2011-2012 and thereafter will have their GPA calculated as follows:
  - GPA will be calculated for all courses receiving state credit
  - As a basic guideline the four cores and foreign languages are used to compute rank in class GPA. To confirm if a particular course is used in the calculation of Rank in Class GPA see the ® symbol before the course title.
- Learners who have five or more passes or fails (P/F’s) on the official transcript due to foreign transcripts will not be ranked in the top 10%. (FD Local)

PROMOTION
To be promoted from one grade level to the next, the learner must have met the following criteria:
1. From the ninth grade, a learner must have acquired 6 credits, including one credit of English and one credit of mathematics.
2. From the tenth grade, a learner must have acquired 12 credits, including two credits of English and two credits of mathematics.
3. From the eleventh grade, a learner must have acquired 19 credits, including three credits of English and three credits of mathematics.
4. To graduate, a twelfth grade learner must satisfy the required end of course exams in addition to meeting all graduation requirements. Learners officially placed in Special Education program(s) shall be promoted and shall graduate according to the criteria stated in their Individual Education Plan (IEP) and by the decisions of the Admission, Review, and Dismissal (ARD) committee.
Verification of Enrollment and Attendance (TEA FORM)

All learners enrolling in Driver’s Education, obtaining their license for the first time, renewing their expired license, or renewing their license when they turn 17, need to request a Verification of Enrollment and Attendance form required by the Texas Education Agency (T.E.A.). This form is available in the main Student Services office. CHS does not offer Driver’s Education classes. Please allow one school day for processing.

UIL ELIGIBILITY

Learners must meet the requirements below to be eligible for extra-curricular participation:

- A learner who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement (AP) or International Baccalaureate (IB) course; or an honors course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities. The learner regains/loses eligibility after the seven calendar day waiting period has ended following a grading period or regains at the three school week evaluation period when the principal and teachers determine that he or she has earned a passing grade (70 or above) in all classes.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- Learners must have earned the following number of credits prior to September 1 in order to participate in any extra-curricular activity during the first nine weeks period:
  10th grade: 5 credits  
  11th grade: 10 credits  
  12th grade: 15 credits
- Learners may not miss more than 10 days per year of any course for participation in extra-curricular or co-curricular activities. Violation of this rule will result in the loss of credit.
- Learners may not drop courses in order to regain eligibility under the “no pass, no play” rule. Learners may not drop a class in which he/she has a grade below 70 after the end of the first four school weeks of the class without it being considered a failing grade for eligibility purposes.
- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.

INDIVIDUALIZED LEARNING- ADMINISTRATIVE GUIDELINES

Course Offerings

Our philosophy is to provide learners with access to flexible course offerings and innovative programs to meet the diverse needs of the learners in the Coppell Independent School District in the information-rich environment of the 21st century. Several course alternatives will be offered to assist learners in gaining credit toward high school graduation. Learners are required to discuss options with their counselor prior to signing up for the following:

- Distance Learning - also known as “correspondence courses” can be taken print-based or online, if offered.
- Internet Courses - include Virtual School courses or online courses.

Guidelines:

- Learners must take at least 6 classes/3 credits per semester at a Coppell ISD high school campus.  
  16 courses out of the 26 courses for high school graduation must be taken on a Coppell ISD high school campus. Early College Experience Participants are the exception to this rule.
- For transfer learners, the “16 courses out of 26” rule will be prorated.
- Learners must have met standard on the state mandated tests in the previous school year for the online course subject area.
- Sophomore learners are not eligible for a release period. These learners must be registered for at least 8 class periods.
- The source of the distance learning or internet course must meet district curriculum requirements.

Transcript/GPA Guidelines

- All distance learning and internet courses will count toward GPA. The grade will appear on the transcript with the credit earned. The grade will not replace any existing grade. Credit earned will be at level 2 for these courses, except for Internet courses taken for dual credit which will be at level 3, and AP Virtual courses at Level 4.
- Courses taken in summer school for either original credit or credit recovery will count toward GPA.
- Courses taken during the school year for credit recovery will count toward GPA.
Distance Learning or Internet Course Enrollment Procedures

- Learners must register for courses online.
- It is the learner’s responsibility to make sure they are enrolling in courses they need for graduation.
- It is the learner’s responsibility to check their school’s website for dates and times to take exams.
- It is the learner’s responsibility to pay the $10 proctor fee, provide photo ID, and to bring all materials needed for exam day (laptop, calculator, tape recorder, blank tapes, etc.).
- It is the learner’s responsibility to provide a certified copy of the transcript from a correspondence or distance learning course before his/her schedule will be changed.
- Please note: Learners may NOT register for a distance learning or correspondence course for which he/she is current enrolled. (Credit cannot be awarded twice.)

CREDIT BY EXAMS (CBE)

For Credit Recovery
Credit Recovery grade(s) will appear on the learner’s transcript with credit earned and will count toward the learner’s GPA. Visit your school’s website under the counseling menu for registration information and test dates.

For Original Credit
- CBE for Original Credit is an opportunity for learners to earn credit for a course by demonstrating mastery of the course objectives on an exam.
- Credit is earned by the semester; thus, learners must take a separate exam for each semester of a two-semester course.
- In order to earn credit learners must score an 80 or above on the exam.
- CBE grades will appear on the learner’s transcript with credit earned and will count toward the learner’s GPA at a level 2.
- CISD offers this testing each year. Applications are available online. Registration deadlines are strictly enforced. Learners may contact the Director of Assessment at 214-496-7020 for more information or go to the following link http://www.coppellisd.com/Page/523
- CBE credit must be completed and scored one week prior to the semester in which the course would have been taken.
- Important: Learners who earn course credit through correspondence course for a course associated with a STAAR End-of-Course (EOC) exam are required by state law to take the STAAR End-of-Course exam at the next state-determined test date following the date correspondence grades are received by the district. STAAR End-of-Course (EOC) exam requirements must be met in order to receive a high school diploma in Texas. STAAR End-of-Course exams include Algebra I, Biology, U.S. History, English I and English II
## Advanced Curriculum Comparison Information

<table>
<thead>
<tr>
<th></th>
<th><strong>AP Courses</strong></th>
<th><strong>International Baccalaureate (IB)</strong></th>
<th><strong>Dual Credit</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Philosophy and Perspective</strong></td>
<td>AP is a selection of college preparation courses offered in all academic areas. These courses are designed to be academically challenging and highly rigorous, exposing high school students to college-level instruction. College Board's mission is to increase college access for all students.</td>
<td>IB is designed to be a college preparation program, with IB Diploma students completing coursework in six subject areas. The program is internationally based and designed to be academically challenging and highly rigorous, exposing high school students to college-level instruction.</td>
<td>DC is a specific type of concurrent enrollment where a student receives both high school and college credit for the same class. The program provides students with the opportunity to establish an educational foundation that will enable them to continue their academic success at a college or university.</td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td>College Board provides the focus for all AP courses. Teachers must submit their syllabi to College Board for approval.</td>
<td>IB determines the curriculum for all courses. In addition to the six subject areas, IB Diploma students also complete an Extended Essay, Theory of Knowledge course, and Creativity, Action, and Service requirement.</td>
<td>DC courses will be equivalent to the corresponding course offered at the North Lake campus with respect to curriculum, materials, instruction, and course rigor. These standards are upheld regardless of the student composition of the class—whether entirely concurrently enrolled high school students or blended with full-time college students and high school students.</td>
</tr>
<tr>
<td><strong>Learner Profile</strong></td>
<td>AP students are: Open-Minded Caring Risk-Takers Balanced Reflective</td>
<td>Students who are successful in AP courses tend to be linear thinkers who are motivated and thrive in a rigorous classroom environment. They appreciate the flexibility of being able to enroll in individual AP courses based on their academic interests.</td>
<td>Students who are successful in IB courses tend to be questioners who thrive in a rigorous classroom environment. They are looking for a well-rounded, complete program approach to their academics.</td>
</tr>
<tr>
<td><strong>Enrollment</strong></td>
<td>Open enrollment for all courses. Course may be recommended to take during specific grade levels.</td>
<td>Open enrollment for all 11th and 12th graders who choose to enroll in the IB Diploma Program for the two-year sequence.</td>
<td>Open enrollment for high school students. Students must apply to North Lake and meet all admission requirements. Students may take up to 6 credit hours each semester unless participating in CHS Senior Scholar program.</td>
</tr>
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<td>----------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Assessments</strong></td>
<td>AP courses culminate in one final examination in May produced by College Board, which typically contain free-response and multiple choice portions. Registration for these examinations generally occurs in the fall semester.</td>
<td>IB courses include both Internal and External Assessments. Internal Assessments are completed throughout the school year and contribute to the final IB grade. External Assessments also contribute to the final IB grade, with exams taken in May. Registration for these examinations generally occurs in October. Students must be enrolled in the IB course to take the corresponding IB exam.</td>
<td>Before enrolling in DC, students must meet NL College entrance requirements with a qualifying score on one of the following assessments: SAT, ACT, STAAR EOC, or TSI. The final course grade will be determined by the professor as stated in the course syllabus, including but not limited to, homework assignments, projects, essays, presentations, and/or quizzes/tests.</td>
</tr>
<tr>
<td><strong>College and University Admission</strong></td>
<td>Students who take AP courses stand out in the college admissions process, due to the rigor and depth of coursework they have experienced.</td>
<td>Students who take IB courses stand out in the college admissions process, due to the rigor and depth of coursework they have experienced.</td>
<td>Students who take DC courses stand out in the college admissions process, due to the rigor and depth of coursework they have experienced.</td>
</tr>
<tr>
<td><strong>College and University Credit</strong></td>
<td>Depending on the specific college/university, students who earn a qualifying score on an AP exam may receive college credit for that course. Students and parents should contact the college admissions counselor to verify the school’s recognition policy.</td>
<td>Depending on the specific college/university, students who earn a qualifying score on an IB exam may receive college credit for that course. Students and parents should contact the college admissions counselor to verify the school’s recognition policy. IB Diploma students who complete the diploma requirements and earn a score of 4 or better on their exams are eligible for 24 credit hours at any Texas public university.</td>
<td>Students who successfully complete a DC course with a passing grade are awarded both high school credit and college credit. Credit reflected on the student’s NL College transcript may or may not be transferred to some colleges or universities, especially those outside of Texas. Students and parents should verify the school’s recognition policy before attempting to transfer credit earned.</td>
</tr>
<tr>
<td><strong>Financial Commitment</strong></td>
<td>Average $97.00 per examination.</td>
<td>Approximately $900 to cover their registration with I.B.O. and all of their exam fees. Payments can be made in installments over junior year.</td>
<td>CISD learners are not charged for DC courses at NL. However, they are responsible for the cost of books or other supplies.</td>
</tr>
</tbody>
</table>
HONORS COURSES
CHS designates some courses as Honors courses. These courses are intentionally designed to provide learners the skills necessary to succeed in college level courses (such as AP, IB or dual credit courses). The strategies in Honors courses focus on critical reading, writing, and problem solving.

AP COURSES
Research shows that learners who participate in AP courses are better prepared for the academic challenges of college. When evaluating applications, colleges and universities look at the rigor of courses a learner took versus what was offered at the high school and recognize AP courses as at the highest level.

Learners who have been identified as a College Board AP Scholar by scoring a 3 or higher on three or more AP exams will have the opportunity to be recognized with a color cord at graduation for their achievement in Advanced Placement courses offered at CHS. In order to be recognized as a College Board AP Scholar, learners will complete an application and submit it to the AP Campus Facilitator by March 31. Upon review, learners will be notified of their status.

Advanced Placement (AP) courses are designed by College Board to reflect the knowledge and skills taught in college courses. Learners may demonstrate their knowledge and skills on AP Exams offered each May during a two week period. Learners may earn college credit based on qualifying scores on the exams. The criteria for earning credit vary by college. For more information, visit www.apcentral.collegeboard.com.

CHS endorses an open enrollment policy for AP courses. There are no qualifying criteria or applications for learners to enroll as long as they have taken the stated pre-requisite courses. The Advanced Placement program enriches the secondary school experience of learners willing to apply themselves to college level studies and provides the means for colleges to grant credit or placement, or both, to learners who earn qualifying scores on AP exams.

The College Board may bestow additional honors upon learners who achieve the following:

- **College Board AP Scholars** score a 3 or higher on three or more AP exams.
- **College Board AP Scholars with Honors** achieve an average of 3.25 on all AP exams taken and score 3 or higher on four or more exams.
- **College Board AP Scholars with Distinction** achieve an average of 3.5 on all AP exams taken and score 3 or higher on five or more exams.
- **College Board National AP Scholars** achieve an average of 4.0 on all AP exams taken and score 4 or higher on eight or more exams.

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAM
This program is a distinction within the graduation requirements of Coppell High School. A graduate may complete this program and/or the Distinguished Achievement Program (DAP) while working towards meeting graduation requirements. As part of the program learners must complete the coursework associated with six IB subjects. In addition to the grades earned at CHS, upon completion of the courses, learners receive a score of 1-7 based on the quality of externally graded examinations and internally marked assessments. For either three or four of the courses learners must complete examinations at the higher level (HL). Learners are required to take the IB exams when they complete the courses and, like AP exams, there are associated fees. The total of all fees for the two-year program will be roughly $750 for learners beginning the program in the fall of 2020. $300 is due at the beginning of the junior year. Additional payments are required in throughout the junior year, and payment in full must be made by the end of the junior year. Checks should be payable to CISD. No IB course requests will be processed without proper payment. Accommodations based on financial needs can be worked out on an individual basis. All IB learners must complete the “core elements” of the diploma program in addition to the subject requirements. These include: Creativity, Action, Service (CAS) – activities completed over the two years outside the academic day, Extended Essay (EE) – 4,000 word original research paper on a topic of personal interest, mentored by
faculty member, and Theory of Knowledge (ToK) course – two one-semester courses taken in the spring of the junior year and the fall of senior year.

Courses Available – Choosing one path (row) from each of the six groups will satisfy the IB requirements as long as the learner has the ability to complete three or four HL examinations (see the far right column).
**for 2020-2021, juniors and seniors who are not in IB program have the option to enroll in ONE IB course as long as they also take Theory of Knowledge.

<table>
<thead>
<tr>
<th>1. English</th>
<th>2</th>
<th>IB English III</th>
<th>IB English IV</th>
<th>HL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Second Language</td>
<td>2</td>
<td>IB Spanish IV</td>
<td>IB Spanish V</td>
<td>HL or SL</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>IB Spanish ab initio I</td>
<td>IB Spanish ab initio II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>IB French IV</td>
<td>IB French V</td>
<td>SL</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>IB French ab initio I</td>
<td>IB French ab initio II</td>
<td></td>
</tr>
<tr>
<td>3. Social Studies</td>
<td>2</td>
<td>IB History of the Americas I</td>
<td>IB History of the Americas II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-2</td>
<td>IB Economics I (learners can assess SL after one year)</td>
<td>IB Economics II</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>IB Economics I</td>
<td>IB Economics II</td>
<td></td>
</tr>
<tr>
<td>4. Science</td>
<td>2</td>
<td>IB Biology I</td>
<td>IB Biology II</td>
<td>HL or SL</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>IB Chemistry I</td>
<td>IB Chemistry II</td>
<td>HL or SL</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>IB Physics (may be taken in either year)</td>
<td>IB Environmental Systems and Societies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Complete third required science credit outside the IB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Mathematics</td>
<td>2</td>
<td>IB Math Analysis HL I</td>
<td>IB Math Analysis HL II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>IB Math Analysis SL I</td>
<td>IB Math Analysis SL II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>IB Math Applications SL (may be taken in either year, but must follow Algebra II)</td>
<td>IB Math Applications SL</td>
<td></td>
</tr>
<tr>
<td>6. Arts/Elective</td>
<td>1-2</td>
<td>IB Visual Arts I</td>
<td>IB Visual Arts II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 or 2</td>
<td>A second course from group 2, 3 or 4 (e.g. take History AND Economics or take French AND Spanish ab initio or take Biology AND Environmental Systems and Societies)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- The availability of all courses is subject to learner demand
- Successful completion of the Theory of Knowledge II course in the fall of the senior year will earn speech credit (pass/fail)
- Successful completion of IB History of the Americas I and II will earn the state required government credit (pass/fail)

If you have further or more specific questions on how the IB diploma program might work for your child, please contact the CHS IB Coordinator, Michael Brock at mbrock@coppellisd.com
DUAL AND CONCURRENT COLLEGE CREDIT

Steps

● Registration packets are available from your counselor.
● Complete Dallas County Community College District (DCCCD) application at https://www1.dcccd.edu/stuapp. Click "High School Student Dual Credit".
● Once the registration at a DCCCD campus is complete, the forms in the packet and testing requirement. All Packet Forms get turned into CHS, Student Services North.
● Enrollment Forms will be distributed to students for signatures when registration opens
● Course Sections will be predetermined by CHS/DCCCD agreement.
● All Forms are due back to CHS Counselor by the Dual Credit Deadline.
● After completing the dual credit course, bring an official DCCCD transcript to your counselor for your grades to be entered on the CHS transcript.

Guidelines

● The learner must follow the policies for enrollment and registration as outlined by the DCCCD campus OR other approved college.
● The learner must coordinate the college course time with the CHS class schedule. This means the DCCCD course must be scheduled prior to the first class at CHS and/or after the last class at CHS.
● The learner must follow district guidelines for college release periods.
● Grades for Dual Credit courses, including Dual Credit in summer school, are calculated into GPA as Level 3 Honors.
● Concurrent enrollment courses will not count for credit or GPA on the learner’s high school transcript.
● Learners must pay for concurrent courses.
● Learners must pay for classes being repeated.
● Learners are responsible for purchasing books and other required instructional materials for the Dual Credit and Concurrent Enrollment course(s).
● DCCCD Dual Credit classes are graded by letters. This is translated to CHS grading as: A - 99, B-89, C-79, D/F-69.

Learner Responsibilities for Dual Credit and Concurrent Enrollment

To participate in the Dual Credit program, a high school learner must:

● Be a CHS Student in good standing.
● Follow all of the guidelines for college learners as set by the Dallas County Community College District.
● Follow CHS Learner Handbook guidelines while attending classes on the DCCCD Campuses.
● Report grades to parents and bring an official transcript in a sealed envelope from the DCCCD campus to their CHS counselor to receive credit.
● CHS counselors are required to sign off prior to a learner dropping a Dual Credit course.
● Take responsibility to coordinate lab work and/or testing within the schedule of CHS. They will be held accountable for absences due to flexible scheduling at the high school. Any absences from CHS classes due to conflicts in schedules will count against exemptions for final exams.

An Early College Experience

CHS Seniors have the opportunity to engage in a part-time dual credit/concurrent enrollment program at DCCCD campuses. There are two program options available to learners who are interested in this opportunity. You may discuss this at your registration meeting.

Option 1

● Two Morning Courses at Coppell High School (1st, 2nd, 5th & 6th periods)
● At least 12 hours per semester offered face to face in the afternoon or online at a DCCCD Campus

Option 2

● At least 12 hours per semester offered face to face in the morning or online at a DCCCD Campus
● Two Afternoon Courses at Coppell High School (3rd, 4th, 7th & 8th)
### Approved Courses for Dual Credit 2020-2021

All courses for North Lake College are taught at the college or online, unless specified otherwise.

<table>
<thead>
<tr>
<th>CISD Course</th>
<th>CISD Credit</th>
<th>North Lake College Course</th>
<th>North Lake Credit</th>
<th>TSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ English IV A</td>
<td>.5</td>
<td>ENGL 1301: Composition I</td>
<td>3 hours</td>
<td>R &amp; W</td>
</tr>
<tr>
<td>☐ English IV B</td>
<td>.5</td>
<td>ENGL 1302: Composition II</td>
<td>3 hours</td>
<td>ENGL 1301 w/ C or better</td>
</tr>
<tr>
<td>☐ English IV A</td>
<td>.5</td>
<td>ENGL 1302: Composition II, with proof of English AP English credit of 3,4,or 5</td>
<td>3 hours</td>
<td>ENGL AP Score of 3 or higher</td>
</tr>
<tr>
<td>☐ English IV B</td>
<td>.5</td>
<td>ENGL 2322: British Literature or ENGL 2327: American Literature or ENGL 2328: American Literature or ENGL 2332 World Literature</td>
<td>3 hours</td>
<td>ENGL 1302</td>
</tr>
<tr>
<td>☐ Independent Study in English A-1st time taken</td>
<td>.5</td>
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<td>or SPCH 1315: Fundamentals of Public Speaking</td>
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<td>Recommended: High school coursework in U.S. history and government,</td>
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**BROOKHAVEN COLLEGE CAREER & TECHNICAL EDUCATION DUAL CREDIT COURSES**

All courses for Brookhaven College are taught at the college or online, unless specified otherwise.
## English and Debate

### ®APPLIED COMMUNICATION V
1200LY (1200 LA and LB)

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**Prerequisite: Committee Approval**

The focus is on functional (TEKS based) academic reading, writing and basic communication skills. Enrollment in this course is predicated on an ARD committee decision.

### ®BASIC ENGLISH II
1200RY (1200 RA and RB)

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**Prerequisite: Committee Approval**

This course focus is on TEKS-based writing, spelling, reading comprehension, reading fluency, types of literature and basic communication skills. Enrollment in this course is predicated on an ARD committee decision. All learners will participate and meet the passing standard on the English II STAAR EOC as part of their graduation requirement.

### ®ENGLISH II
1200Y (1200 A and B)

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**Prerequisite: English 1**

Learners refine reading, writing, oral language and research skills through the integration of technology with literature, language, and composition with a focus on expository and persuasive modes. Communication skills and language studies build on those from English I as learners become consumers that are more adept and producers of 21st century literacies.

Learners will demonstrate proficiency in delivering clear verbal messages; choosing effective non-verbal 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. All learners will participate and meet the passing standard on the English II STAAR EOC as part of their graduation requirement. What's Next? English III, AP Language and Composition, or IB English I

### ®HONORS ENGLISH II
1211Y (1211 A and B)

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**Prerequisite: English 1**

This course challenges learners to develop advanced skills in reading, composition, oral communication, and logical argument. The grammatical, mechanical, and syntactical language skills are taught within the meaningful context of the writing process. Learners will read and respond to a broad selection of literary and nonfiction works, and make meaningful connections to community and global issues. This course prepares learners to take all upper-level English courses.

Learners will demonstrate proficiency in delivering clear verbal messages; choosing effective non-verbal 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. All learners will participate and meet the passing standard on the English II STAAR EOC as part of their graduation requirement.

Learners may level down to English II at designated times during the school year per schedule change practice listed at the front section of this course guide.

What's Next? English III, AP Language and Composition, or IB English I
G/T HONORS ENGLISH II
1521Y (1521 A and B)
Grade: 10  Level: 3  Credit: 1
Prerequisite: Committee Approval

What's Next? English III, AP Language and Composition, IB English I

APPLIED COMMUNICATION VI
1300LY (1300 LA and LB)
Grade: 11  Level: 2  Credit: 1
Prerequisite: Committee Approval
Enrollment in this course is predicated on an ARD committee decision.

BASIC ENGLISH III
1300RY (1300 RA and RB)
Grade: 11  Level: 2  Credit: 1
Prerequisite: Committee Approval

What's Next? English IV, AP Literature and Composition, IB English II, or Dual Credit English IV

ENGLISH III
1300Y (1300 A and B)
Grade: 11  Level: 2  Credit: 1
Prerequisite: English I & 2

What's Next? English IV, AP Language and Composition, IB English II, or Dual Credit English IV

AP Language and Composition (English III)
1311Y (1311 A and B)
Grade: 11  Level: 4  Credit: 1
Prerequisite: None  Successful completion of Honors English II course is recommended

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.
Learners will demonstrate proficiency in delivering clear verbal messages; choosing effective non-verbal 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.

Learners may level down to English III at designated times during the school year per schedule change practice listed at the front section of this course guide.

What's Next? English IV, AP Literature and Composition, IB English II, or Dual Credit English IV

**®APPLIED COMMUNICATION VII**
1400LY (1400 LA and LB)
Grade: 12  Level: 2  Credit: 1
Prerequisite: Committee Approval
The focus is on functional (TEKS based) academic reading, writing and basic communication skills. Enrollment in this course is predicated on an ARD committee decision.

**®BASIC ENGLISH IV**
1400RY (1400 RA and RB)
Grade: 12  Level: 2  Credit: 1
Prerequisite: Committee Approval
This course focus is on TEKS-based writing, spelling, reading comprehension, reading fluency, types of literature and basic communication skills. Enrollment in this course is predicated on an ARD committee decision.

**®ENGLISH IV**
1400Y (1400 A and B)
Grade: 12  Level: 2  Credit: 1
Prerequisite: English 1, 2, and 3
Learners focus on understanding the development of the English language through studying the historical context and major themes across major literary periods and their relevance to today. Learners master their communication skills by demonstrating their ability to adjust for various purposes and audiences, whether in written, spoken and/or visual media. Learners continue to produce argumentation and analysis essays with a strong emphasis on mastering the use of research. Learners will demonstrate proficiency in delivering clear verbal messages; choosing effective non-verbal 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.

**®ENGLISH IV: A Graphic Novel Approach**
1403Y (1403 A and B)
Grade: 12  Level: 2  Credit: 1
Prerequisite: English 1, 2, and 3
This course is designed to fulfill the requirements of a senior-level literature course primarily through sequential art, otherwise known as comics or graphic novels. The course includes the same skill set of analysis and communication as English IV, however some student products are focused on more visual analysis of new media, rather than a purely verbal/linguistic analysis. Graphic novels studied will range from contemporary stories of super heroes as well as modern reinterpretations such as Beowulf. Learners will work to master written/spoken/visual communication and literacy between the pages of not only comics, but also classic literature. Learners will demonstrate a proficiency in effective speaking, reading, listening, problem-solving abilities, and other skills relevant to conducting appropriate communication in a professional and/or social environment.

**®AP Literature and Composition**
1411Y (1411 A and B)
Grade: 11 or 12  Level: 4  Credit: 1
Recommended Prerequisite: Successful completion of AP Language and Composition
The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.
Learners will demonstrate proficiency in delivering clear verbal messages; choosing effective non-verbal 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.

Learners may level down to English IV at designated times during the school year per schedule change practice listed at the front section of this course guide.

ENGLISH ELECTIVES

CREATIVE WRITING

1065Y (1065 A and B)
Grade: 10-12  Level: 2  Credit: 1
Prerequisite: None

First semester will include an in-depth study of the elements of poetry, nonfiction and fiction with an emphasis on style, point of view, figurative language, rhyme, meter, characterization, dialogue, and plot development. The learners will turn in a portfolio of their work at the end of the semester. Second semester will include an in-depth study of writing fiction, children’s literature, film, and drama with an emphasis on style, character development, dialogue, and plot development. The learner will also work on writing for publication and contests, as well as the publication of the campus literary and art magazine, the CLAM.

DYSLEXIA SERVICES I

8597Y (8597 A and B)
Grade: 10-12  Level: 2  Credit: 1
Prerequisite: Committee Approval

This course is designed to follow the CISD approved curriculum for learners with dyslexia. Instruction is strategy oriented and addresses graph phonemic knowledge, reading proficiency, fluency, comprehension, and spelling. This course includes language structure instruction that encompasses morphology, semantics, syntax, and pragmatics.

DYSLEXIA SERVICES II

8598Y (8598 A and B)
Grade: 10-12  Level: 2  Credit: 1
Prerequisite: Committee Approval

This course is designed to follow the CISD approved curriculum for learners with dyslexia. Instruction is strategy oriented and addresses graph phonemic knowledge, reading proficiency, fluency, comprehension, and spelling. This course includes language structure instruction that encompasses morphology, semantics, syntax, and pragmatics.

SPEECH AND DEBATE

DEBATE I (Novice)

1630Y (1630 A and B)
Grade: 10-12 Level: 3 Credit: 0.5–1
Prerequisite: None

This class is designed for learners with no prior competitive debate experience. The course prepares learners for tournament competition by focusing on research, writing, and speaking and includes an introduction to philosophy and US government. Coppell Debate competes on all levels in Policy Debate, Lincoln Douglas Debate, World Schools Debate, Congressional Debate, Public Forum Debate, Original Oratory, and Extemporaneous Speaking. Fees are required for tournament participation.

COMPETITIVE DEBATE

DEBATE II - Policy Debate

1632Y (1632 A and B)
Grade: 10-12 Level: 3 Credit: 0.5–1
Prerequisite: Debate I & Instructor Approval
This class is designed for learners with prior competitive experience in CX/Policy Debate. Learners will focus on further development of research, writing, and speaking skills in preparation for tournament competition. Learners are expected to participate in tournaments throughout the year. Summer camp experience of 3 weeks or more is strongly recommended. Fees are required for tournament participation.

DEBATE III - Policy Debate
1633Y (1633 A and B)
Grade: 10-12 Level: 3 Credit: 0.5–1
Prerequisite: Debate II & Instructor Approval
This class is designed for learners with prior competitive experience in CX/Policy Debate. Learners will focus on further development of research, writing, and speaking skills in preparation for tournament competition. Learners are expected to participate in tournaments throughout the year. Summer camp experience of 4 weeks or more is strongly recommended. Fees are required for tournament participation.

DEBATE IV - Policy Debate
1634Y (1634 A and B)
Grade: 10-12 Level: 4 Credit: 0.5–1
Prerequisite: Debate III & Instructor Approval
This class is designed for learners with prior competitive experience in CX/Policy Debate. Learners will focus on further development of research, writing, and speaking skills in preparation for tournament competition. Learners are expected to participate in tournaments throughout the year. Summer camp experience of 4 weeks or more is strongly recommended. Fees are required for tournament participation.

DEBATE III - Public Forum, World Schools
1636Y (1636 A and B)
Grade: 10-12 Level: 3 Credit: 0.5–1
Prerequisite: Debate II, Instructor Approval
This class is designed for learners with prior competitive experience in Public Forum or World Schools Debate. Learners will focus on further development of research, writing, and speaking skills in preparation for tournament competition. Learners are expected to participate in tournaments throughout the year. Summer camp experience of 2 weeks or more is strongly recommended. Fees are required for tournament participation.

DEBATE IV - Public Forum, World Schools
1637Y (1637 A and B)
Grade: 10-12 Level: 3 Credit: 0.5–1
Prerequisite: Debate III, Instructor Approval
This class is designed for learners with prior competitive experience in Public Forum or World Schools Debate. Learners will focus on further development of research, writing, and speaking skills in preparation for tournament competition. Learners are expected to participate in tournaments throughout the year. Summer camp experience of 2 weeks or more is strongly recommended. Fees are required for tournament participation.

DEBATE IV - Public Forum, World Schools
1638Y (1638 A and B)
Grade: 10-12 Level: 4 Credit: 0.5–1
Prerequisite: Debate III, Instructor Approval
This class is designed for learners with prior competitive experience in Public Forum or World Schools Debate. Learners will focus on further development of research, writing, and speaking skills in preparation for tournament competition. Learners are expected to participate in tournaments throughout the year. Summer camp experience of 2 weeks or more is strongly recommended. Fees are required for tournament participation.

DEBATE II (Lincoln Douglas, Congress, Public Speaking)
1639Y (1639A AND B)
Grade: 10-12 Level: 3 Credit 0.5-1
Prerequisite: Debate I, Instructor Approval
This class is designed for learners with prior competitive experience in Lincoln Douglas Debate, Congressional Debate, Original Oratory, or Extemporaneous Speaking. Learners will focus on further development of research, writing, and speaking skills in preparation for tournament competition. Learners are expected to participate in tournaments throughout the year. Summer camp experience of 2 weeks or more is strongly recommended. Fees are required for tournament participation.
DEBATE III (Lincoln Douglas, Congress, Public Speaking)
1640Y (1640A AND B)
Grade: 10-12 Level: 3 Credit 0.5-1
Prerequisite: Debate II, Instructor Approval
This class is designed for learners with prior competitive experience in Lincoln Douglas Debate, Congressional Debate, Original Oratory, or Extemporaneous Speaking. Learners will focus on further development of research, writing, and speaking skills in preparation for tournament competition. Learners are expected to participate in tournaments throughout the year. Summer camp experience of 2 weeks or more is strongly recommended. Fees are required for tournament participation.

DEBATE IV (Lincoln Douglas, Congress, Public Speaking)
1641Y (1641A AND B)
Grade: 10-12 Level: 4 Credit 0.5-1
Prerequisite: Debate III, Instructor Approval
This class is designed for learners with prior competitive experience in Lincoln Douglas Debate, Congressional Debate, Original Oratory, or Extemporaneous Speaking. Learners will focus on further development of research, writing, and speaking skills in preparation for tournament competition. Learners are expected to participate in tournaments throughout the year. Summer camp experience of 2 weeks or more is strongly recommended. Fees are required for tournament participation.

ORAL INTERPRETATION I (Competitive Acting)
1601Y (1601 A and B)
Prerequisite: None
Grade: 10-12 Level: 2 Credit: 0.5–1
This course does not meet the Fine Arts requirement for Graduation. Learners study oral reading and performance of literary texts, including poetry, plays, novels, and short stories. Skills addressed are selection, adaptation, interpretation and performance of material. The class focuses on competitive speech events: prose and poetry interpretation, humorous and dramatic monologue, duet acting, duo interpretation, program of oral interpretation (POI), and original oratory. Learners are expected to participate in tournaments throughout the year. Fees may be required for tournament participation.

ORAL INTERPRETATION II (Competitive Acting)
1602Y (1602 A and B)
Prerequisite: Oral Interpretation I, Instructor Approval
Grade: 10-12 Level: 2 Credit: 0.5–1
This course does not meet the Fine Arts requirement for Graduation. Learners study oral reading and performance of literary texts, including poetry, plays, novels, and short stories. Skills addressed are selection, adaptation, interpretation and performance of material. The class focuses on competitive speech events: prose and poetry interpretation, humorous and dramatic monologue, duet acting, duo interpretation, program of oral interpretation (POI), and original oratory. Learners are expected to participate in tournaments throughout the year. Fees may be required for tournament participation.

ORAL INTERPRETATION III (Competitive Acting)
1603Y (1603 A and B)
Grade: 10-12 Level: 2 Credit: 0.5–1
Prerequisite: Oral Interpretation II, Instructor Approval
This course does not meet the Fine Arts requirement for Graduation. Learners study oral reading and performance of literary texts, including poetry, plays, novels, and short stories. Skills addressed are selection, adaptation, interpretation and performance of material. The class focuses on competitive speech events: prose and poetry interpretation, humorous and dramatic monologue, duet acting, duo interpretation, program of oral interpretation (POI), and original oratory. Learners are expected to participate in tournaments throughout the year. Fees may be required for tournament participation.
ESL COURSE PLACEMENT BY ORAL PROFICIENCY

English Language Development Acquisition
8702Y / 8703Y / 8704Y
Grade Level: Level : 2 Credit: 1
Prerequisite: Recommended CoRequisite Eng II, Eng III, or Eng IV ESL
English Language Development and Acquisition (ELDA) is designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. This course enables students to become increasingly more proficient in English in all four language domains. It addresses cognitive, linguistic, and affective needs in compliance with federal requirements.

ESL COURSE PLACEMENT BY GRADE LEVEL

@ENGLISH II FOR ESL
1210Y (1210 A and B)
Grade: 10 Level: 2 Credit: 1
Prerequisite: Must be in the ESL Program
This course is literature based, focusing on comprehension and analysis of a variety of texts. Skills in comprehension, inference, interpretation, main idea, sequence, context clues, and analysis are emphasized. This course assists with reading comprehension and oral fluency through the use of modeling. Writing, listening, and speaking skills are emphasized particularly in response to literature. Curriculum is aligned with English II, reflecting differences in pacing and materials.

@ENGLISH III FOR ESL
1310Y (1310 A and B)
Grade: 11 Level: 2 Credit: 1
Prerequisite: Must be in the ESL Program
This course is literature based, focusing on comprehension and analysis of a variety of texts. Skills in comprehension, inference, interpretation, main idea, sequence, context clues, and analysis are emphasized. This course assists with reading comprehension and oral fluency with modeling. Writing, listening, and speaking skills are emphasized particularly in response to literature. Curriculum is aligned with English III, reflecting differences in pacing and materials. SP

@ENGLISH IV FOR ESL
1410Y (1310 A and B)
Grade: 11 Level: 2 Credit: 1
Prerequisite: Must be in the ESL Program
This course is literature based, focusing on comprehension and analysis of a variety of texts. Skills in comprehension, inference, interpretation, main idea, sequence, context clues, and analysis are emphasized. This course assists with reading comprehension and oral fluency with modeling. Writing, listening, and speaking skills are emphasized particularly in response to literature. Curriculum is aligned with English IV, reflecting differences in pacing and materials.
Learners are encouraged to purchase their own graphing calculator (Casio FX-CG10 or Casio FX-CG50 Graphing Calculator). This will enable learners to utilize these calculators for homework, projects, and to become familiar with their own calculator. In addition, they will need to use graphing calculators on college entrance examinations during high school.

@ALGEBRA I
2100Y (2100 A and B)
Grade: 10  Level: 2  Credit: 1
Prerequisite: Grade 8 Mathematics
Learners will study concepts such as variables, constants, expressions, and equations and will establish a connection between symbolic language and real world applications. Learners will analyze situations verbally, numerically, graphically, and symbolically. Major topics include: linear functions, equations, and inequalities, quadratic functions and equations, exponential functions and equations, and number and algebraic methods. Learners will also use a variety of representations, tools, and technology to model mathematical situations and solve meaningful problems. All learners will participate and meet the passing standard on the Algebra I STAAR EOC as part of their graduation requirement.

There is no level-down option for this course.
What’s next? Geometry, Honors Geometry

@CONSUMER SKILLS V
2200LY (2200 LA and LB)
Grades: 10-11  Level: 2  Credit: 1
Prerequisite: Committee Approval
This course focus is on functional (TEKS based) geometric skills and the real world use of geometric ideas. Enrollment in this course is predicated by an ARD Committee decision.

@BASIC GEOMETRY
2200RY (2200 RA and RB)
Grade: 10-12  Level: 2  Credit: 1
Prerequisite: Committee Approval
This course focus is TEKS-based on using spatial reasoning and geometric thinking to understand geometrical figures and the relationships among them. Enrollment in this course is predicated by an ARD Committee decision.

@GEOMETRY
2200Y (2200 A and B)
Grade: 10-11  Level: 2  Credit: 1
Prerequisite: Algebra I
Geometry consists of the study of geometric figures and the relationships among them. Learners use spatial reasoning and geometric thinking to understand mathematical concepts, study properties and relationships having to do with size, shape, location, direction, and orientation of these figures, study the connection between geometry and the real world and use geometric ideas, relationships, and properties to solve problems. Learners use a variety of tools, including technology, to solve meaningful problems by representing and transforming figures, and analyzing and proving relationships.

There is no level-down option for this course.
What is next? Algebra II, Honors Algebra II, or Mathematical Models with Applications

@HONORS GEOMETRY
2221Y (2221 A and B)
Grade: 10  Level: 3  Credit: 1
Prerequisite: Algebra I
Learners enrolled in this course will experience active, high-level learning through which they develop the skills, habits of mind, and concepts needed to succeed in future advanced math courses. Geometry consists of the study of geometric figures and the relationships among them. Learners use
spatial reasoning and geometric thinking to understand mathematical concepts, study properties and relationships having to do with size, shape, location, direction, and orientation of these figures, study the connection between geometry and the real world and use geometric ideas, relationships, and properties to solve problems. Learners use a variety of tools, including technology, to solve meaningful problems by representing and transforming figures, and analyzing and proving relationships.

Learners may level-down to Geometry at designated times during the school year per schedule change practice listed at the front section of this course guide.
What is next? Algebra II, Honors Algebra II, Mathematical Models with Applications

©BASIC MATH MODELS WITH APPLICATIONS
2251RY (2251 RA and RB)
Grade: 11-12 Level: 2 Credit: 1
Prerequisite: Committee Approval
This course focus is on the use of algebraic and geometrical skills to solve real life problems. Enrollment in this course is predicated by an ARD Committee decision.

©MATHEMATICAL MODELS WITH APPLICATIONS
2251Y (2251 A and B)
Grade: 10-12 Level: 2 Credit: 1
Prerequisite: Algebra I
In this course learners use mathematical models from algebra, geometry, probability and statistics to solve real-life applied problems involving money, data, chance, patterns, music, design, and science.
There is no level-down option for this course.
What is next? Algebra II

©CONSUMER SKILLS VI
2251LY (2251 LA and LB)
Grades: 11-12 Level: 2 Credit: 1
Prerequisite: Committee Approval
This course focus is on functionally using algebraic and geometrical skills to solve everyday problems. Enrollment in this course is predicated by an ARD Committee decision.

©BASIC ALGEBRA II
2300RY (2300 RA and RB)
Grade: 12 Level: 2 Credit: 1
Prerequisite: Committee Approval
This course focus is TEKS-based use of a variety of representations to solve meaningful problems involving equations. Enrollment in this course is predicated by an ARD Committee decision.

©ALGEBRA II
2300Y (2300 A and B)
Grade: 10-12 Level: 2 Credit: 1
Prerequisite: Algebra I, Geometry
This course expands on the topics covered in Algebra I and Geometry, providing further development of the concept of a function. Major topics include: attributes of functions and their inverses, systems of equations and inequalities, quadratic and square root functions, equations, and inequalities, exponential and logarithmic functions and equations, cubic, cube root, absolute value and rational functions, equations, and inequalities, and number and algebraic methods. Learners will use a variety of representations, tools, and technology to model mathematical situations and solve meaningful problems.
There is no level-down option for this course.
What is next? Advanced Quantitative Reasoning (AQR), Pre-Calculus, Statistics and Business Decision Making or AP Statistics, Dual Credit-College Algebra / Plane Trigonometry
**HONORS ALGEBRA II**
2331Y (2331 A and B)

*Grade: 10-12  Level: 3  Credit: 1*

**Prerequisite:** Algebra I, Geometry

Learners enrolled in this course will experience active, high-level learning through which they develop the skills, habits of mind, and concepts needed to succeed in future advanced math courses. This course expands on the topics covered in Algebra I and Geometry, providing further development of the concept of a function. Major topics include: attributes of functions and their inverses, systems of equations and inequalities, quadratic and square root functions, equations, and inequalities, exponential and logarithmic functions and equations, cubic, cube root, absolute value and rational functions, equations, and inequalities, and number and algebraic methods. Learners will use a variety of representations, tools, and technology to model mathematical situations and solve meaningful problems.

Learners may level-down to Algebra II at designated times during the school year per schedule change practice listed at the front section of this course guide.

What is next? Advanced Quantitative Reasoning (AQR), Pre-Calculus, Honors Pre-Calculus, AP Statistics, or Statistics and Business Decision Making, Dual Credit-College Algebra / Plane Trigonometry

**G/T HONORS ALGEBRA II**
2341Y (2341 A and B)

*Grade: 10-12  Level: 3  Credit: 1*

**Prerequisite:** Algebra I, Geometry, G/T Identification

In addition to the strands and topics as defined in Honors Algebra II, this course addresses the varied learning styles and unique needs of the gifted and talented mathematics learners.

Learners may level-down to Algebra II at designated times during the school year per schedule change practice listed at the front section of this course guide.

What is next? Advanced Quantitative Reasoning (AQR), Pre-Calculus, Honors Pre-Calculus, AP Statistics, or Statistics and Business Decision Making, Dual Credit-College Algebra / Plane Trigonometry

**ADVANCED QUANTITATIVE REASONING**
2600Y (2600 A and B)

*Grade: 11-12  Level: 3  Credit: 1*

**Prerequisite:** Algebra I, Geometry, Algebra II

In Advanced Qualitative Reasoning (AQR), learners will develop and apply skills necessary for college, careers, and life. Course content consists primarily of applications of high school mathematics concepts to prepare learners to become well educated and highly informed 21st century citizens. Learners will develop and apply reasoning, planning, and communication to make decisions and solve problems in applied situations involving numerical reasoning, probability, statistical analysis, finance, mathematical selection, and modeling with algebra, geometry, trigonometry, discrete mathematics.

There is no level-down option for this course.

What is next? Pre-Calculus, Honors Pre-Calculus, AP Calculus AB or AP Calculus BC, AP Statistics, or Statistics and Business Decision Making, Dual Credit-College Algebra / Plane Trigonometry

**PRE-CALCULUS: PREPARATION FOR CALCULUS**
2400Y (2400 A and B)

*Grade: 10-12  Level: 2  Credit: 1*

**Prerequisite:** Algebra I, Geometry, Algebra II

This course involves the study of the six trigonometric functions and their inverses, graphs, analytic geometry, and discrete mathematics. Heavy emphasis is placed on the study of polynomial, rational, and logarithmic functions. Additional units of study include conics and sequences and series. Learners will use a variety of representations (graphical, symbolic, verbal, and numerical) to model functions and equations and to solve real-life problems.

There is no level-down option for this course.

What is next? AP Calculus AB or AP Calculus BC, AP Statistics, or Statistics and Business Decision Making
**HONORS PRE-CALCULUS: PREPARATION FOR CALCULUS**

2441Y (2441 A and B)

**Grade:** 10-12  **Level:** 3  **Credit:** 1

**Prerequisite:** Algebra I, Geometry, Algebra II

Learners enrolled in this course will experience active, high-level learning through which they develop the skills, habits of mind, and concepts needed to succeed in future advanced math courses. This course involves the study of the six trigonometric functions and their inverses, graphs, analytic geometry, and discrete mathematics. Heavy emphasis is placed on the study of polynomial, rational, and logarithmic functions. Additional units of study include conics, sequences, and series. Learners will use a variety of representations (graphical, symbolic, verbal, and numerical) to model functions and equations and to solve real-life problems.

Learners may level-down to PreCalculus: Preparation for Calculus at designated times during the school year per schedule change practice listed at the front section of this course guide.

What is next? AP Calculus AB or AP Calculus BC, AP Statistics, or Statistics and Business Decision Making

**STATISTICS AND BUSINESS DECISION MAKING**

TSDS PEIMS Code: 13016900 (STATBDM)

2452Y (2452 A and B)

**Grades:** 11-12  **Level:** 2  **Credit:** 1

**Prerequisite:** Algebra II

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

This course is highly recommended for many Career and Technical Education (CTE) Pathways.

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.

**AP STATISTICS**

2450Y (2450 A and B)

**Grade:** 10-12  **Level:** 4  **Credit:** 1

**Prerequisite:** Algebra I, Geometry, Algebra II

**Statistics should not be used as a replacement for Pre-calculus but as an additional course**

This full year AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. Reading requirements include text written on the college level as well as critical review of professional journal articles.

Learners may level down to Statistics and Business Decision making at designated times during the school year per schedule change practice listed at the front section of this course guide.

What is next? Pre-Calculus, Honors Pre-Calculus, AP Calculus AB or AP Calculus BC, Dual Credit-College Algebra/Plane Trigonometry

**AP CALCULUS AB**

2500Y (2500 A and B)

**Grade:** 10-12  **Level:** 4  **Credit:** 1

**Prerequisite:** Algebra I, Geometry, Algebra II, PreCalculus

This course cannot be taken after AP Calculus BC.

This full year AP Calculus AB course is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Reading requirements include text written on the college level.

There is no level-down option for this course.

AP CALCULUS BC
2501Y (2501 A and B)
Grade: 10-12  Level: 4  Credit: 1
Prerequisite: Algebra I, Geometry, Algebra II, PreCalculus or AP Calculus AB
This course cannot be taken before or concurrently with AP Calculus AB.
AP Calculus BC is roughly equivalent to both first and second semester college calculus courses. It extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler's method, integration by parts, partial fraction decomposition, and improper integrals), and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.
Reading requirements include text written on the college level. Learners may level-down to AP Calculus AB at designated times during the school year per schedule change practice listed at the front section of this course guide.

SCIENCE

The recommended sequence of science courses:
- Biology
- Chemistry
- Physics

ENVIRONMENTAL AWARENESS IV
3100LY (3100 LA and LB)
Grade: 10  Level: 2  Credit: 1
Prerequisite: Committee Approval
The focus is on basic biology concepts including cell functions, genetics, and classification of life forms including body systems. Enrollment in this course is predicated on an ARD committee decision.

BASIC BIOLOGY
3100RY (3100 RA and RB)
Grade: 10-12  Level: 2  Credit: 1
Prerequisite: Committee Approval
The focus is on basic biology concepts including cell functions, genetics, and classification of life forms including body systems. Enrollment in this course is predicated on an ARD committee decision.

BIOLOGY
3100Y (3100 A and B)
Grade: 10-12  Level: 2  Credit: 1
Prerequisite: None
Biology is the study of life. Learners will study what living organisms are and how they interact within their environments. The course of study includes biochemistry, genetics, heredity, evolution, taxonomy, and ecology. Through the study of biology, learners will design scientific investigations, apply problem-solving strategies, and make informed decisions concerning biological issues.

What is next? Chemistry or Honors Chemistry
®AP BIOLOGY
3121Y (3121 A and B)  
Grade: 10-12  
Level: 4  
Credit: 1  
Recommended by College Board: Prior Completion of Biology and Chemistry
Recommended: Completion of Biology and completion or concurrent enrollment in Chemistry
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. LABORATORY REQUIREMENT This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practices.
There is no level-down option for this course.

®ENVIRONMENTAL AWARENESS V
3311LY (3311 LA and LB)  
Grade: 10-11  
Level: 2  
Credit: 1  
Prerequisite: Committee Approval
The focus is on a lab approach to the study of matter including properties of elements, identifying trends on the periodic table and chemical reactions. Enrollment in this course is predicated on an ARD committee decision.

®BASIC CHEMISTRY
3311RY (3311 RA and RB)  
Grade: 10-12  
Level: 2  
Credit: 1  
Prerequisite: Committee Approval
This course focuses on basic Chemistry concepts like matter, elements, periodic table, bonding and reactions. Enrollment in this course is predicated on an ARD committee decision.

®CHEMISTRY
3311Y (3311 A and B)  
Grade: 10-12  
Level: 2  
Credit: 1  
Prerequisite: Algebra I and Biology
The course is designed to provide a lab approach to the study of matter with an emphasis on problem solving and mathematical applications. Learners study a variety of topics that include characteristics of matter, chemical bonding, stoichiometry, gas laws, solutions, thermochemistry and nuclear chemistry. This course is typically taken in 10th grade.

What is next? Physics, Honors, or AP Physics or a 4th year science course if have already completed courses in Biology and Physics

®HONORS CHEMISTRY
3321Y (3321 A and B)  
Grade: 10-12  
Level: 3  
Credit: 1  
Prerequisite: Algebra I and Biology
This course is designed to provide the advanced science learner with an enriched and expanded chemistry curriculum utilizing Honors strategies in preparation for enrollment in AP or IB Chemistry. Emphasis is on mathematical applications, lab techniques, and critical thinking. Learners need to enter the class with a strong math foundation. The rigor and pace of this course is elevated so that topics (characteristics of matter, chemical bonding, stoichiometry, gas laws, solutions, thermochemistry and nuclear chemistry) are covered at greater depth and pace than Chemistry. Honors strategies emphasizing critical thinking and advanced lab skills are utilized in order to prepare learners for future AP and IB science courses. This course is typically taken in 10th grade.

Learners may level down to Chemistry at designated times during the school year per schedule change practice listed at the front section of this course guide.

What is next? Physics, Honors or AP Physics, or AP Chemistry, IB Chemistry, AP Biology or a 4th year science course if have already completed courses in Biology and Physics
©G/T HONORS CHEMISTRY
3322Y (3322 A and B)
Grade: 10-12  Level: 3  Credit: 1
Prerequisite: Algebra I and Biology; G/T identification required to register for this course.
This course is designed to provide the advanced science learner with an enriched and expanded chemistry curriculum utilizing Honors strategies in preparation for enrollment in AP or IB Chemistry. Emphasis is on mathematical applications, lab techniques, and critical thinking. Honors strategies emphasizing critical thinking and advanced lab skills as well as appropriate differentiation for gifted learners will be utilized in order to prepare learners for future AP, IB, and G/T science courses. This course is typically taken in 10th grade.
Learners may level down to Chemistry at designated times during the school year per schedule change practice listed at the front section of this course guide.
What is next? Physics, Honors or AP Physics or AP Chemistry, IB Chemistry, AP Biology or a 4th year science course if have already completed courses in Biology and Physics

©AP CHEMISTRY
3331Y (3331 A and B)
Grade: 11-12  Level: 4  Credit: 1
Recommended by College Board: Prior Completion of Chemistry, Algebra 2
The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.
There is no level-down option for this course.

©ENVIRONMENTAL AWARENESS VI
3411LY (3411 LA and LB)
Grade: 10-11  Level: 2  Credit: 1
Prerequisite: Committee Approval
The focus is on forms of energy including light, sound, motion and simple machines. Enrollment in this course is predicated on an ARD committee decision.

©BASIC PHYSICS
3411RY (3411 RA and RB)
Grade: 10-12  Level: 2  Credit: 1
Prerequisite: Committee Approval
This course focuses on the basic Physics concepts of various forms of energy and motion. Enrollment in this course is predicated on an ARD committee decision.

©PHYSICS
3411Y (3411 A and B)
Grade: 10-12  Level: 2  Credit: 1
Prerequisite: Algebra I
The focus of conceptual physics is on critical thinking with some mathematical problem solving at the algebra level. Equations are used as guides to thinking. Topics of study include force, motion, waves, energy, electricity, magnetism and modern physics. This course is typically taken in 11th grade.
What is next? 4th year science course if learner has already completed courses in Biology and Chemistry

©HONORS PHYSICS
3414Y (3414 A and B)
Grade: 10-12  Level: 3  Credit: 1
Prerequisite: Algebra I
The focus of physics is on critical thinking and mathematical problem solving. Equations are used as guides to thinking. Topics of study include force, motion, waves, energy, electricity, magnetism and modern physics. Honors strategies are utilized to prepare learners for future enrollment in AP and IB science courses. This course is typically taken in 11th grade.
Learners may level down to Physics at designated times during the school year per schedule change practice listed at the front section of this course guide. What is next? 4th year science course if learner has already completed courses in Biology and Chemistry.

**AP PHYSICS I: ALGEBRA BASED**
3430Y (3430 A and B)
Grade: 10-12 Level: 4 Credit: 1
Recommended by College Board: Prior completion of Algebra I, Geometry, and concurrent enrollment in Algebra 2
AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.
Learners may level down to Honors Physics or Physics at designated times during the school year per schedule change practice listed at the front section of this course guide.
What is next? AP Physics II, AP Physics C, AP Biology, or AP Chemistry

**AP PHYSICS II ALGEBRA BASED**
3433Y (3433 A and B)
Grade: 11-12 Level: 4 Credit: 1
Recommended by College Board: AP Physics I or a comparable Physics introductory course
Recommended Co-Requisite: Pre-Calculus
AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics.
There is no level-down option for this course.

**AP PHYSICS C: MECHANICS & ELECTRICITY AND MAGNETISM**
3431Y (3431 A and B)
Grade: 10-12 Level: 4 Credit: 2
Recommended by College Board: Algebra I and concurrent enrollment in Calculus
Mechanics
First Semester Course
AP Physics C: Mechanics is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton’s laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.
There is no level-down option for this course.
Electricity and Magnetism
Second Semester Course
AP Physics C: Electricity and Magnetism is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.
There is no level-down option for this course.

**ADDITIONAL SCIENCE COURSES**

**AQUATIC SCIENCE**
3501Y (3501 A and B)
Grade: 10-12 Level: 2 Credit: 1
Prerequisite: Biology and completion or concurrent enrollment in chemistry
This lab/project oriented course focuses on the physical and biological characteristics of the earth’s freshwater and marine ecosystems. Field studies and field trips are conducted to enhance the Aquatic Science curriculum. Topics include the properties of water, water’s effect on climate,
how water shapes the earth, aquatic ecosystems, environmental issues related to freshwater systems and oceans, technology used in aquatic field studies, and organism adaptations to aquatic ecosystems. Learners will construct, maintain and monitor aquatic ecosystems including an aquarium.

®HONORS ANATOMY AND PHYSIOLOGY
TSDS PEIMS Code: 13020600 (ANATPHYS)
3820Y (3820A and B)
Grades: 11-12 Level: 3 Credit: 1
Prerequisite: Biology and a second science credit
Note: This CTE course satisfies a science credit requirement for students on the Foundation High School Program and is a course in the Health Science Program of Study.
Learners in Anatomy and Physiology of Human Systems study the structures and functions of the human body systems and learn how to maintain health and wellness. This course includes at least 40% laboratory investigation using scientific inquiry and dissections.

®AP ENVIRONMENTAL SCIENCE
3502Y (3502 A and B)
Grade: 10-12 Level: 4 Credit: 1
Recommended by College Board: Algebra I, Biology, one credit of a physical science (physics or chemistry)
The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of 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.
There is no level down for this course.

®ENVIRONMENTAL AWARENESS VII
3504LY (3504 LA and LB)
Grade: 11-12 Level: 2 Credit: 1
Prerequisite: Committee Approval
The focus is on hands on approach introducing learners to the physical world around them. Concepts include the earth as part of the solar system, the solid properties of earth including rocks and minerals, the fluid properties of earth including the oceans and management of the earth including the oceans and management of the earth’s resources as they relate to the 21st century.

®BASIC EARTH AND SPACE SCIENCE
3504RY (3504 RA and RB)
Grade: 11-12 Level: 2 Credit: 1
Prerequisite: Committee Approval
The focus is on hands approach introducing learners to the physical world around them. Concepts include the earth as part of the solar system, the solid properties of earth including rocks and minerals, the fluid properties of earth including the oceans and management of the earth including the oceans and management of the earth’s resources as they relate to the 21st century. Enrollment in this course is predicated on an ARD committee decision.

®HONORS EARTH AND SPACE SCIENCE (ESS)
3504Y (3504 A and VB)
Grade: 11-12 Level: 3 Credit: 1
Prerequisite: Biology, Chemistry, Algebra I, and Geometry and concurrently enrolled in a math and science.
This a two-semester capstone course that builds on prior scientific knowledge and skills to provide learners with an understanding of the Earth’s place in Space and Time. Learners will study the basics and special topics of astronomy, geology, oceanography, and meteorology through relevant, real-world problems, and offer viable solutions.
There is no level-down option for this course.
**FORENSIC SCIENCE**

**TSDS PEIMS Code: 13029500 (FORENSCI)**

3807Y (3807 A and B)

**Grades: 11-12  Level: 2  Credit: 1**

Prerequisite: Biology and Chemistry

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

This 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. Learners will learn terminology and investigative procedures related to crime scene, truth detection, and scientific procedures used to solve crimes. Using scientific methods, learners will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Learners will learn the legal aspects and career options for forensic science.

**HONORS ASTRONOMY**

3512Y (3512 A and B)

**Grade: 10-12  Level: 3  Credit: 1**

Prerequisite: one credit of high school science

Astronomy is a two-semester capstone course designed to build on learners’ prior scientific and academic knowledge and skills to develop understanding of Earth's place in space and time through the discovery of objects in the sky such as stars, the Sun, the Moon, our Sun and the Solar System and other Galaxies. Twenty percent of the course will involve using and analyzing information with Starry Night information in a computer lab setting. In addition, learners will be required to meet at the high school periodically for observations of the night sky using telescopes. There is no level-down option for this course.

**SOCIAL STUDIES**

**COMMUNITY CITIZENSHIP IV**

4100LY (4100 LA and LB)

**Grade: 10-12  Level: 2  Credit: 1**

Prerequisite: Committee Approval

Learners focus on identifying basic geographical terms, customs of different cultures and basic map skills. Enrollment in this course is predicated on an ARD committee decision.

**BASIC WORLD GEOGRAPHY STUDIES**

4100RY (4100 RA and RB)

**Grade: 10-12  Level: 2  Credit: 1**

Prerequisite: Committee Approval

Learners focus on identifying basic geographical terms, customs of different cultures and basic map skills. Enrollment in this course is predicated on an ARD committee decision.

**WORLD GEOGRAPHY STUDIES**

4100Y (4100 A and B)

**Grade: 10-12  Level: 2  Credit: 1**

Prerequisite: None

Learners examine a variety of sources to develop and demonstrate an understanding of the fundamentals of world patterns, including cultural, political, historical, and economic characteristics.

What's Next? World History
@COMMUNITY CITIZENSHIP V
4200LY (4200 LA and LB)
Grade: 9-12 Level: 2 Credit: 1
Prerequisite: Committee Approval
Learners focus on historical, cultural, economic trends of the world. Enrollment in this course is predicated on an ARD committee decision.

@BASIC WORLD HISTORY STUDIES
4200RY (4200 RA and RB)
Grade: 10-12 Level: 2 Credit: 1
Prerequisite: Committee Approval
Learners focus on historical, cultural, economic trends of the world. Enrollment in this course is predicated on an ARD committee decision.

@WORLD HISTORY STUDIES
4200Y (4200 A and B)
Grade: 10-12 Level: 2 Credit: 1
Prerequisite: None
Learners develop and demonstrate an understanding of world history, geography, economics, government and citizenship, and culture and society from the earliest times to the present. Learners will research, analyze, and evaluate a variety of sources to deepen their understanding of the concepts, events, and issues in world history.

What's Next? WORLD HISTORY STUDIES

@AP WORLD HISTORY STUDIES
4231Y (4231 A and B)
Grade: 10-12 Level: 4 Credit: 1
Prerequisite: None
AP World History is designed to be the equivalent of a two semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. Learners may level down to World History Studies at designated times during the school year per schedule change practice listed at the front section of this course guide.

What's Next? AP US History

@COMMUNITY CITIZENSHIP VI
4300LY (4300 LA and LB)
Grade: 10-12 Level: 2 Credit: 1
Prerequisite: Committee Approval
Learners focus on the major individual events that shaped U.S. History. Enrollment in this course is predicated on an ARD committee decision.

@BASIC U. S. HISTORY STUDIES SINCE RECONSTRUCTION
4300RY (4300 RA and RB)
Grade: 10-12 Level: 2 Credit: 1
Prerequisite: Committee Approval
Learners focus on the major individual events that shaped U.S. History. Enrollment in this course is predicated on an ARD committee decision.
**U. S. HISTORY STUDIES SINCE RECONSTRUCTION**
4300Y (4300 A and B)
Grade: 10-12  
Level: 2  
Credit: 1  
Prerequisite: None

Learners examine a variety of sources to develop and demonstrate an understanding of the political, economic and social events and issues related to the history of the United States since Reconstruction to the present. This course must be attempted by the end of learner’s 3rd year in high school. All learners will participate and meet the passing standard on the US History STAAR EOC as part of their graduation requirement.

What's Next? Government/Economics

**AP UNITED STATES HISTORY**
4311Y (4311 A and B)
Grade: 10-12  
Level: 4  
Credit: 1  
Prerequisite: None

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. This course must be attempted by the end of learner’s 3rd year in high school. All learners will participate and meet the passing standard on the US History STAAR EOC as part of their graduation requirement.

Learners may level down to US History Studies Since Reconstruction at designated times during the school year per schedule change practice listed at the front section of this course guide.

What's Next? AP Government/Economics

**COMMUNITY CITIZENSHIP VII A**
4400L
Grade: 11-12  
Level: 2  
Credit: 0.5  
Prerequisite: Committee Approval

Learners focus on basic government systems as well as the rights and responsibilities of U.S. citizenship. Enrollment in this course is predicated on an ARD committee decision.

**BASIC GOVERNMENT**
4400R
Grade: 11-12  
Level: 2  
Credit: 0.5  
Prerequisite: Committee Approval

Learners focus on basic government systems as well as the rights and responsibilities of U.S. citizenship. Enrollment in this course is predicated on an ARD committee decision.

**GOVERNMENT**
4400
Grade: 11-12  
Level: 2  
Credit: 0.5  
Prerequisite: None

Learners will use a variety of primary and secondary source material to further develop and demonstrate their understanding of the structure, function, and powers of government at the national, state, and local levels. This course will be taught with blended classroom experiences.
For each course, learners may level down to Government or Economics at designated times during the school year per schedule change practice listed at the front section of this course guide.

**AP US GOVERNMENT**

4440

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

**AP MACROECONOMICS**

4450

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

**COMMUNITY CITIZENSHIP VII B**

4410L

Grade: 11-12  Level: 2  Credit: 0.5

Prerequisite: Committee Approval

Learners focus on consumer economics. Enrollment in this course is predicated on an ARD committee decision.

**BASIC ECONOMICS - FREE ENTERPRISE**

4410R

Grade: 11-12  Level: 2  Credit: 0.5

Prerequisite: Committee Approval

Learners focus on consumer economics. Enrollment in this course is predicated on an ARD committee decision.

**ECONOMICS - FREE ENTERPRISE**

4410

Grade: 11-12  Level: 2  Credit: 0.5

Learners will focus on economics with an emphasis on the free enterprise system and its benefits, developing and demonstrating their understanding of the principles of the U.S. economic system in comparison to other economic systems. This course will be taught with blended classroom experiences.
SOCIAL STUDIES ELECTIVES

®AP COMPARATIVE GOVERNMENT
4445
Grade: 11-12 Level: 4 Credit: 0.5
Recommended Prerequisite: Previous AP Government
This course does not replace the required graduation requirement for Government
AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.
There is no level-down option for this course.

®AP EUROPEAN HISTORY
4375Y (4375 A and B)
Grade: 11-12 Level: 4 Credit: 1
Recommended Prerequisite: Previous AP Social Studies Course
AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.
There is no level-down option for this course.

®AP MICROECONOMICS
4455
Grade: 11-12 Level: 4 Credit: 0.5
Recommended Prerequisite: Previous AP Macro
This course does not replace the required graduation requirement for Economics
AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students’ familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. There is no level-down option for this course.

®AP PSYCHOLOGY/SOCIAL STUDIES RESEARCH METHODS
4550Y (4550 A and B)
Grade: 10-12 Level: 4 (First Semester) Level: 3 (Second Semester)
Credit: 0.5 credit for AP Psychology and 0.5 credit for Social Studies Research Methods
Recommended Prerequisite: Previous AP Social Studies Course
The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.
Learners may level down to Psychology at the end of the six weeks. There is no level down option for second semester.
PSYCHOLOGY/SOCIOLOGY
Average pass rule does not apply.
4599Y (4510, 4520)
Grades: 10-12 Level: 2 Credit: 0.5-1.0
Prerequisite: None

PSYCHOLOGY
Learners will develop and demonstrate their understanding of human behavior dynamics, group processes, and individual differences.

SOCIOLOGY
Learners will develop an understanding of fundamental characteristics of social groups and analyze how they function in society. They will also demonstrate their understanding of topical issues including crime, delinquency, racism, gender and family dynamics.

PERSONAL FINANCIAL LITERACY
4560
Grade: 10-12 Level: 2 Credit: 0.5
Prerequisite: None
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.

LANGUAGES OTHER THAN ENGLISH (LOTE)

®HONORS FRENCH I
6113Y (6113 A and B)
Grade: 10-12 Level: 3 Credit: 1
Prerequisite: None
The content of the course concentrates on speaking and understanding simple non-technical sentences, and writing and reading with an emphasis on simple grammar patterns and topical vocabulary in the language. Basic cultural customs and differences will be introduced. Beginner oral proficiency level.
What's Next? Honors French II
There is no level-down option for this course.

®HONORS FRENCH II
6123Y (6123 A and B)
Grade: 10-12 Level: 3 Credit: 1
Prerequisite: French I
This honors course is designed to prepare learners for Advanced Placement (AP) or IB language courses. The content will be instructed with additional emphasis placed on the development of critical-thinking skills. This course is designed for learners with advanced language skills who desire a more in-depth curriculum with stronger emphasis on oral proficiency and language skills for their level of study.
What's Next? Honors French III
There is no level-down option for this course.

®HONORS FRENCH III
6133Y (6133 A and B)
Grade: 10-12 Level: 3 Credit: 1
Prerequisite: French II
This honors course is designed to prepare learners for entry into AP French IV Language and Culture, IB French IV, and/or the continued study of language in college. The content will be instructed with additional emphasis placed on the development of critical-thinking skills. This course is
recommended for learners who have taken Honors French II and have advanced language skills due to previous instruction, background, or experience.

What’s Next? AP French IV Language and Culture or IB French IV
There is no level-down option for this course.

©AP FRENCH IV LANGUAGE AND CULTURE
6161Y (6161 A and B)
Grade: 10-12 Level: 4 Credit: 1
Prerequisite: Honors French III
This Advanced Placement course meets the requirements of a college course and is offered to learners who wish to prepare for the Advanced Placement exam. The class places a strong emphasis on fluency and accuracy in all linguistic skills. Study sessions will be offered after school during the second semester to prepare for the exam in May. This course is recommended for learners who have taken Honors French III. Please note that this AP curriculum is taught at a college level and the course will be taught completely in the target language.
There is no level-down option for this course.

©HONORS CHINESE I
6305Y (6305 A and B)
Grade: 10-12 Level: 3 Credit: 1
Prerequisite: None
The content of the course concentrates on speaking and understanding simple non-technical sentences, and writing and reading with an emphasis on simple grammar patterns and topical vocabulary in the language. Basic cultural customs and differences will be introduced.
What’s Next? Honors Chinese II
There is no level-down option for this course.

©HONORS CHINESE II
6306Y (6306 A and B)
Grade: 10-12 Level: 3 Credit: 1
Prerequisite: Honors Chinese I
This honors course will be instructed with additional emphasis placed on the development of critical-thinking skills and the expanded use of reading and writing skills. This course is recommended for learners who have exceeded expectations in Honors Chinese I and have advanced language skills due to previous instruction, background, or experience.
What’s Next? Honors Chinese III
There is no level-down option for this course.

©HONORS CHINESE III
6307Y (6307 A and B)
Grade: 10-12 Level: 3 Credit: 1
Prerequisite: Honors Chinese II
This honors course is designed to prepare learners for the continued study of language in college. The content will be instructed with additional emphasis placed on the development of critical-thinking skills. This course is recommended for learners who have exceeded expectations in Honors Chinese II and have advanced language skills due to previous instruction, background, or experience. The majority of the instruction will be taught in the target language.
There is no level-down option for this course.

©AP Chinese Language and Culture (Chinese IV)
6309Y (6309 A and B)
Grade: 10-12 Level: 3 Credit: 1
Prerequisite:
The AP Chinese Language and Culture course in Mandarin Chinese emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Chinese Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese. The AP Chinese
Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).
There is no level-down option for this course.

@SPANISH I
6011Y (6011 A and B)
Grade: 10-12  Level: 2  Credit: 1
Prerequisite: None
Spanish I is an introductory course that will give learners the conversational skills needed to communicate at a novice level in Spanish in today's multicultural world. Learners will grow in their language abilities through reading, writing, listening, speaking and cultural activities.
What's Next? Spanish II or Honors Spanish II

@SPANISH II
6021Y (6021 A and B)
Grade: 10-12  Level: 2  Credit: 1
Prerequisite: Spanish I
This course builds upon the language skills of the novice learner. Learners will begin to navigate the language in both the present and the past tense at a high novice to intermediate level. Communication skills (reading, writing, speaking, and listening) become more refined at this level. In addition, the learners will become more confident in communicating with Spanish speakers in real-life situations.
What's Next? Spanish II or Honors Spanish II

@HONORS SPANISH II
6023Y (6023 A and B)
Grade: 10-12  Level: 3  Credit: 1
Prerequisite: Spanish I or Honors Spanish I Successful completion of a previous Honors Spanish course is recommended.
This honors course builds upon the language skills of the novice learner. Learners will begin to navigate the language in both the present and the past tense at a high novice to intermediate level. Communication skills (reading, writing, speaking, and listening) become more refined at this level. In addition, the learners will become more confident in communicating with Spanish speakers in real-life situations language at a faster rate.
Learners may level down Spanish II at designated times during the school year per schedule change practice listed at the front section of this course guide.
What's Next? Spanish III or Honors Spanish III

@SPANISH III
6031Y (6031 A and B)
Grade: 10-12  Level: 2  Credit: 1
Prerequisite: Spanish II
At this level, learners are immersed in the Spanish content with emphasis placed on the practical use of the language. Authentic resources are used to expand upon reading, listening and writing skills learned in levels one and two in order to interact in the target language with native and non-native speakers. Throughout the course, many engaging group and individual projects are given to promote collaboration and acquisition of the language.
What's Next? Conversational Spanish IV, AP Spanish IV Language and Culture, or IB Spanish IV

@HONORS SPANISH III
6033Y (6033 A and B)
Grade: 10-12  Level: 3  Credit: 1
Prerequisite: Spanish II or Honors Spanish II Successful completion of a previous Honors Spanish course is recommended.
This honors course is designed to prepare learners for AP Spanish Language and/or the continued study of language in college. The content has additional emphasis placed on the practical use of the language. Authentic resources are used to expand the skills of reading, writing, and listening. Throughout the course, many engaging group and individual projects are given to promote collaboration and acquisition of the language at a faster rate. The majority of the instruction will be taught in the target language.
Learners may level down to Spanish III at designated times during the school year per schedule change practice listed at the front section of this course guide.
What's Next? Conversational Spanish IV, AP Spanish IV Language and Culture, or IB Spanish IV

®CONVERSATIONAL SPANISH IV
6041Y (6041 A and B)
Grade: 10-12 Level: 2 Credit: 1
Prerequisite: Spanish III or Honors Spanish III
Successful completion of Spanish III or higher is required. This conversational class is designed to build confidence in speaking and engaging in the target language. This course will focus on taking risks in the language and will be based on learner initiated and driven conversations. It is designed for learners who wish to increase their conversational skills for travel, work, or to serve as a bridge course before continuing language study post high school. Listening and speaking skills become more polished through group conversations, presentations, debates, and projects. In addition, learners will gain a deeper understanding of cultural connections. This course will be taught completely in the target language.
What’s Next: AP Spanish IV Language and Culture, or IB Spanish IV

®AP SPANISH IV LANGUAGE AND CULTURE
6051Y (6051 A and B)
Grade: 10-12 Level: 4 Credit: 1
Recommended Prerequisite: Spanish III or Honors Spanish III Successful completion of Honors Spanish III course is recommended.
This Advanced Placement course meets the requirements of the College Board and is offered to learners who wish to prepare for the Advanced Placement Spanish Language exam. The class places a strong emphasis on communication in Spanish as well as synthesis skills of authentic reading and audio sources. Please note that this AP curriculum is taught at a college level and will be taught completely in the target language.
What’s next? AP Spanish V Literature and Culture
Learners may level down to Conversational Spanish IV at designated times during the school year per schedule change practice listed at the front section of this course guide.

®AP SPANISH V LITERATURE AND CULTURE
Enrollment will determine if the class is offered
6052Y (6052 A and B)
Grade 10-12 Level: 4 Credit: 1
Recommended Prerequisite: AP Spanish IV Language and Culture
The AP Spanish Literature and Culture course is the equivalent of a third-year college survey course, and one of its goals is to give learners the opportunity to explore major works of literature in all of the principal literary genres – short stories, drama, novels, essays, and poetry – by writers from around the Hispanic world. Learners are expected to understand and analyze both written literary and audio sources – lectures, interviews with authors, etc. – since listening comprehension as well as composition will be tested on the AP exam. The course is taught completely in the target language using authentic texts.
There is no level-down option for this course.

®AMERICAN SIGN LANGUAGE I
6291Y (6291 A and B)
Grade: 10-12 Level: 2 Credit: 1
Prerequisite: None
This course is designed to help learners develop comprehension and production skills used in American Sign Language. Within a range of contexts and using a variety of topics, the instructor will guide the learners through both receptive and expressive communication activities. Learners will be exposed to the deaf culture and how it differs from English-speaking culture in the USA. Learners will develop an understanding of the history of ASL and the role it plays in deaf culture.
What's Next: American Sign Language II

®AMERICAN SIGN LANGUAGE II
6292Y (6292 A and B)
Grade: 10-12 Level: 2 Credit: 1
Prerequisite: American Sign Language I
This course is a continuation of skill development of American Sign Language I. More emphasis is given to expressive skills and use of the target language. The majority of instruction will be taught in the target language.
What’s Next: American Sign Language III

®HONORS AMERICAN SIGN LANGUAGE III
6293Y (6293 A and B)
Grade 10-12   Level: 3   Credit: 1
Prerequisite: American Sign Language II.
This is a college preparatory class for learners planning to continue the study of American Sign Language. This course is taught completely in the target language.
What’s Next: American Sign Language IV

® HONORS AMERICAN SIGN LANGUAGE IV
6294Y (6294 A and B)
Grade 10-12   Level: 3   Credit: 1
Prerequisite: American Sign Language III
This course expands on the development and refinement of American Sign Language (ASL) from the ASL III course. This course aims to further develop the overall ASL proficiency and knowledge of deaf culture that students have acquired from previous ASL courses. Learners will engage with the deaf community in this course. This course is taught completely in the target language.

FINE ARTS - ART

Learners needing assistance with art lab fees, please contact your counselor or art teacher.

ART I
6311Y (6311A and B)
Grade: 10-12   Level: 2   Credit: 1
Prerequisite: None
Course Fees: Art Kit $45
Art I is an introductory studio course providing learners with experience in a variety of mediums. This course provides learners with a foundation in drawing, 2D and 3D design, painting, printmaking, and ceramics. Critical analysis, historical and cultural references, and personal expression are an ongoing part of this course. Learners will research and develop independent artworks to enter in competitions.
What's next? Art II Honors, Art II Drawing, Art II Sculpture, Art II Photography, Art II Digital Arts & Media

HONORS ART I
6336Y (6336 A and B)
Grade: 10-12   Level: 3   Credit: 1
Prerequisite: None
Course Fees: Art Kit $60
Honors Art I is an introductory studio course providing learners with experience in a variety of mediums. The pace of the course is more rigorous and requires more independence than Art I. It is designed to prepare learners to enter upper level art classes such as Honors Art II and the AP Studio courses. This course provides learners with a foundation in drawing, 2D and 3D design, painting, printmaking, and ceramics. Critical analysis, historical and cultural references, and personal expression are an ongoing part of this course. Learners will research and develop independent projects to enter in competitions.
What's next? Art II Honors, Art II Drawing, Art II Sculpture, Art II Photography, Art II Digital Arts & Media
**ART II - SCULPTURE**  
6325Y (6325 A and B)  
Grade: 10-12  
Level: 2  
Credit: 1  
Prerequisite: Art I  
Course Fees: Art Kit $60  
Art II Sculpture will focus on the fundamentals of three-dimensional design. The course will investigate multiple processes and materials including but not limited to additive and subtractive, assemblage, plaster, wood, clay, found objects and metal. Critical analysis, historical and cultural references, and personal expression are an ongoing part of this course. Learners will analyze works of other sculptures through research, discussion and critique. Sketchbook assignments are a planning tool for works that will be created in class. This class will focus on the Breadth section of the AP 3-D Portfolio preparing learners to enter the AP 3-D Design Portfolio course.  
What's next? AP 3D Design or another Art II class

**ART II - DRAWING**  
6324Y (6324 A and B)  
Grade: 10-12  
Level: 2  
Credit: 1  
Prerequisite: Art I  
Course Fees: Art Kit $60  
This course will focus on improving drawing skills learned in Art I while introducing new media and techniques. Subject matter will include observational drawing, linear perspective, figures, light and shade, composition and mark-making. Critical analysis, historical and cultural references, independent research, and personal expression are an ongoing part of this course. Learners will analyze artwork through research, discussion and critique. Sketchbooks are required and are used to complete assignments both inside and outside of class. This class will prepare learners for further development in AP Drawing.  
What's next? AP Drawing or another Art II class

**ART II - PHOTOGRAPHY**  
6320Y (6320 A and B)  
Grade: 10-12  
Level: 2  
Credit: 1  
Prerequisite: Art I  
Course Fees: Art Kit $60  
A Digital SLR Camera and a 16GB SD card are required  
This course is designed to introduce the basics of photography, photo editing and photo manipulation. Includes camera operation, techniques, editing and altering photographs using Photoshop. It will further the knowledge and concepts introduced in Art I through the photographic process. Emphasis on camera function, design and contemporary trends as a means of developing an understanding of photographic aesthetics.  
What's next? Digital Arts and Media or another Art II class

**ART II - DIGITAL ARTS & MEDIA**  
6322 Y (6322 A and B)  
Grade: 10-12  
Level: 2  
Credit: 1  
Prerequisite: Art I  
Course Fees: Art Kit $60  
Learners will explore the creation of art and design with utilizing digital media tools and industry current software. Learners will design original artwork traditionally and digitally emphasizing the elements of art and principles of design. Skills will be applied to image making with an emphasis on visual communication and story-telling. Critical analysis, historical and cultural references, independent research, and personal expression are an ongoing part of this course. Real world projects and challenges will be the focus.  
What's next? AP 2D Design or another Art II class

**HONORS ART II**  
6321Y (6321 A and B)  
Grade: 10-12  
Level: 3  
Credit: 1  
Prerequisite: Art I  
Course Fees: Art Kit $60
This course is double the pace of Art I. Honors Art II is designed to further develop the skills, knowledge and understandings introduced in Art I. Learners will explore increasingly complicated and challenging processes, media with an emphasis on concepts and global issues. Critical analysis, historical and cultural references, independent research and personal expression are an ongoing part of this course. Learners will research and develop independent projects to enter in competitions.

What's next? Another Art II class

**AP ART HISTORY**
6334Y (6334 A and B)
Grade: 10-12  
Level: 4  
Credit: 1  
College Board Prerequisite: None

The AP Art History course is equivalent to a two-semester introductory college course that explores the nature of art, art making, and responses to art. By investigating specific course content 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. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art.

There is no level-down option for this course.

**AP STUDIO ART DRAWING**
6326Y (6326 A and B)
Grade: 10-12  
Level: 4  
Credit: 1  
College Board Prerequisite: None  
CHS Recommended Prerequisite: Art II Drawing  
Course Fees: Art Kit $60

This portfolio is designed to further develop your drawing skills, including mark-making line, surface, space, light and shade, and composition. Learners will create artwork that reflects their personal ideas and skills and what you’ve learned. This class focuses on the following 4 core skills 1) Investigating the materials, processes, and ideas that artists and designers use. 2) Practicing, experimenting, and revising as you create your own work. 3) Interpreting works of art and design 4) Communicating your ideas about works of art and design. Students submit portfolios for evaluation at the end of the school year.

Learners may level down to Honors Art II or Art II Drawing if not previously completed.

**AP STUDIO ART 2D DESIGN**
6331Y (6331 A and B)
Grade: 10-12  
Level: 4  
Credit: 1  
Prerequisite: Art II Digital Arts & Media  
Course Fees: Art Kit $60

This portfolio is designed to further develop your skills in a two-dimensional medium such as graphic design, illustration, photography, collage, printmaking, and others as you learn the principles of 2-D design. You'll create artwork that reflects your own ideas and skills and what you've learned. This class focuses on the following 4 core skills 1) Investigating the materials, processes, and ideas that artists and designers use. 2) Practicing, experimenting, and revising as you create your own work. 3) Interpreting works of art and design 4) Communicating your ideas about works of art and design. Students submit portfolios for evaluation at the end of the school year.

Learners may level down to Art II Photography I or Art II Digital Arts and Media I if not previously completed.

**AP STUDIO ART 3D DESIGN**
6332Y (6332 A and B)
Grade: 10-12  
Level: 4  
Credit: 1  
CHS Recommended Prerequisite: Art I & Art II Sculpture  
Course Fees: Materials $60

This portfolio is designated for work that focuses on the use of three-dimensional (3-D) elements and principles of art and design, including point, line, shape, plane, layer, form, volume, mass, occupied/unoccupied space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast,
repetition, connection, juxtaposition, and hierarchy. Students should consider how materials, processes, and ideas can be used to make work that involves space and form. Students can work with any materials, processes, and ideas. Figurative or non-figurative sculpture, architectural models, metal work, ceramics, glasswork, installation, performance, assemblage, and 3-D fabric/fiber arts are among the possibilities for submission.

Learners may level down to Art II Sculpture I or Art II Honors if not previously completed.

INDEPENDENT STUDY IN ART FOR AP LEARNERS
6337Y (6337 A and B)
Grade: 10-12   Level: 2   Credit: 0.5-1
Prerequisite: Instructor Approval required – This course is only for art learners enrolled in AP Studio Art courses. This class is offered one or both semesters and HIGHLY recommended for learners enrolled in AP Studio Art courses. Learners work independently to develop artwork for the AP Portfolio or for college entrance requirements.

FINE ARTS – BAND

* Bands are by audition only.

Learners receive an additional .5 credit for PE in the Fall Semester

CONCERT BAND I (4th Band) – DOUBLE BLOCKED WITH INSTRUMENTAL ENSEMBLE ONLY
Music II Band 6742Y (6742 A and B) AND Instrumental Ensemble II  6747Y (6747 A and B)
Music III Band 6743Y (6743 A and B) AND Instrumental Ensemble III  6748Y (6748 A and B)
Music IV Band 6744Y (6744 A and B) AND Instrumental Ensemble IV  6749Y (6749 A and B)
Grade: 10-12   Level: 2   Credit: 2
Prerequisite: Approval by audition only.
This class places strong emphasis on the fundamental technical and musical abilities of its learners so that they will be able to perform the marching show music as well as their solo and All-Region music. During the second semester the concert band becomes one of the seven concert bands of the overall instrumental music program.

CONCERT BAND II (5th Band) - DOUBLE BLOCKED WITH INSTRUMENTAL ENSEMBLE ONLY
Music II Band 6752Y (6752 A and B) AND Instrumental Ensemble II  6757Y (6757 A and B)
Music III Band 6753Y (6753 A and B) AND Instrumental Ensemble III  6758Y (6758 A and B)
Music IV Band 6754Y (6754 A and B) AND Instrumental Ensemble IV  6759Y (6759 A and B)
Grade: 10-12   Level: 2   Credit: 2
Prerequisite: Approval by audition only.
This class places strong emphasis on the fundamental technical and musical abilities of its learners so that they will be able to perform the marching show music as well as their solo and All-Region music. The second semester the concert band becomes one of the seven concert bands of the overall instrumental music program.

SYMPHONIC BAND I (2nd Band) - DOUBLE BLOCKED WITH INSTRUMENTAL ENSEMBLE ONLY
Music II Band 6722Y (6722 A and B) AND Instrumental Ensemble II  6727Y (6727 A and B)
Music III Band 6723Y (6723 A and B) AND Instrumental Ensemble III  6728Y (6728 A and B)
Music IV Band 6724Y (6724 A and B) AND Instrumental Ensemble IV  6729Y (6729 A and B)
Grade: 10-12   Level: 2   Credit: 2
Prerequisite: Approval by audition only.
The Symphonic Bands are a part of the marching band and meets both semesters. Learners are evaluated on their musical growth throughout the first semester. Learners are placed in one of seven bands in the spring. The study and practice of All-Region music and solo literature is a requirement of all ensembles and band classes.

SYMPHONIC BAND II (3rd Band) - DOUBLE BLOCKED WITH INSTRUMENTAL ENSEMBLE ONLY
Music II Band 6732Y (6732 A and B) AND Instrumental Ensemble II  6737Y (6737 A and B)
Music III Band 6733Y (6733 A and B) AND Instrumental Ensemble III  6738Y (6738 A and B)
Music IV Band 6734Y (6734 A and B) AND Instrumental Ensemble IV  6739Y (6739 A and B)
Grade: 10-12  Level: 2  Credit: 2
Prerequisite: Approval by audition only.
The Symphonic Bands are a part of the marching band and meets both semesters. Learners are evaluated on their musical growth throughout the first semester. Learners are placed in one of the seven bands in the spring. The study and practice of All-Region music and solo literature is a requirement of all ensembles and band classes.

WIND SYMPHONY DOUBLE BLOCKED WITH INSTRUMENTAL ENSEMBLE ONLY
Music II Band  6712Y (6712 A and B) AND Instrumental Ensemble II  6717Y (6717 A and B)
Music III Band  6713Y (6713 A and B) AND Instrumental Ensemble III  6718Y (6718 A and B)
Music IV Band  6714Y (6714 A and B) AND Instrumental Ensemble IV  6719Y (6719 A and B)
Grade: 10-12  Level: 2  Credit: 2
Prerequisite: Approval by audition only.
The Wind Symphony is a part of the marching band and meets both semesters. This class places strong emphasis on the technical and musical abilities of its learners so that they will be able to perform literature appropriate to the musical ability of the learners within this ensemble. Musical analysis and individual performance are also strongly emphasized to exhibit proper musical techniques that are necessary for the Wind Symphony. The study and practice of All-State music and solo literature is a requirement of the ensemble.

COLOR GUARD/WINTER GUARD
Music II Band  6702Y (6702 A and B)
Music III Band  6703Y (6703 A and B)
Music IV Band  6704Y (6704 A and B)
Grade: 10-12  Level: 2  Credit: 1
Learners receive an additional .5 credit for PE in the Fall Semester
Prerequisite: Approval by audition only and knowledge of color guard fundamentals
Color guard/Winter guard is a dramatic and colorful “ballet” incorporating props, rifles, flags, and sabers. It interprets recorded music and is designed to move forms around the floor to create artistic and expressive efforts. The Color guard performs with the Marching Band during the fall, and on its own as the Winter guard in the Spring. Color guard is a yearlong course.

PERCUSSION DOUBLE BLOCKED WITH INSTRUMENTAL ENSEMBLE ONLY
Music II Band  6772Y (6772 A and B) AND Instrumental Ensemble II  6777Y (6777 A and B)
Music III Band  6773Y (6773 A and B) AND Instrumental Ensemble III  6778Y (6778 A and B)
Music IV Band  6774Y (6774 A and B) AND Instrumental Ensemble IV  6779Y (6779 A and B)
Grade: 10-12  Level: 2  Credit: 2
Prerequisite: Approval by audition only and knowledge of percussion fundamentals
The Percussion program is a part of the marching band and meets both semesters. This class places strong emphasis on the technical and musical abilities of its learners so that they will be able to perform literature appropriate to the musical ability of the learners within this ensemble. Musical analysis and individual performance are also strongly emphasized to exhibit proper musical techniques that are necessary for the Percussion program. The study and practice of All-State music and solo literature is a requirement of the ensemble.

INDEPENDENT STUDY IN MUSIC - BAND
Music I Applied Music  6780Y (6780 A and B)
Music II Applied Music  6781Y (6781 A and B)
Grade: 11-12  Level: 2  Credit: 0.5 - 1
Prerequisite: Approval by audition only
The music class is offered one or both semesters to learners that wish to receive advanced instruction on instrumental music through their instrument. Learners work independently during the class period on goals set forth by the instructor and learner.
All CHS Learners are welcome to join choir at any time during high school regardless of prior musical experience. Learners new to choir are encouraged to set up an orientation meeting with one of the CHS Choir Directors prior to the end of this current school year. All choir members are able to audition for outside of the school day ensembles (Respira and/or Vivace!).

Auditioned Choirs – Learners may sign up for any of the Auditioned Choirs below but will be placed at the discretion of the CHS Choir Directors in consultation with counselors. Any 10th-12th Grade learners not currently in choir may be selected for auditioned ensembles once they have met with a CHS Choir Director.

TENOR-BASS CHOIR (Non-Auditioned)
Music I Choir 6802Y (6802 A and B)
Grade: 10-12 Level: 2 Credit: 1
Prerequisite: None
Tenor and Bass Voices. This course provides instruction in the care, development, and management of the voice. In addition, it provides emphasis on the development of music-reading skills and vocal techniques. Performances: concerts, festivals, competitions, and trips. Participation in all choral performances required.

What's Next: A Cappella Mixed Choir

CHORALE TREBLE CHOIR (Non-Auditioned)
Music I Choir 6803Y (6803 A and B)
Music II Choir 6804Y (6804 A and B)
Music III Choir 6805Y (6805 A and B)
Music IV Choir 6806Y (6806 A and B)
Grade: 10-12 Level: 2 Credit: 1
Prerequisite: None
This course provides instruction in the care, development, and management of the voice. In addition, it provides emphasis on the development of music-reading skills and vocal techniques. Performances: concerts, festivals, competitions, and trips. Participation in all choral performances required.

What's Next: Kantorei Treble Choir or A Cappella Mixed Choir

KANTOREI TREBLE CHOIR (Auditioned)
Music I Choir 6807Y (6807 A and B)
Music II Choir 6808Y (6808 A and B)
Music III Choir 6809Y (6809 A and B)
Music IV Choir 6810Y (6810 A and B)
Grade: 10-12 Level: 2 Credit: 1
Prerequisite: Auditions in the spring
Treble voices only. An auditioned Treble Choir is a course which develops mastery of vocal skills and techniques used in performing more challenging treble choir music from various periods and styles. Performances: concerts, festivals, competitions, and trips. Private voice lessons strongly encouraged. Participation in all performances required.

What's Next: A Cappella Mixed Choir

A CAPPELLA MIXED CHOIR (Auditioned)
Music I Choir 6812Y (6812 A and B)
Music II Choir 6813Y (6813 A and B)
Music III Choir 6814Y (6814 A and B)
Music IV Choir 6815Y (6815 A and B)
Grade: 10-12 Level: 2 Credit: 1
Prerequisite: Auditions in the spring; previous choral experience
This A Cappella Choir is the premiere mixed choral ensemble at CHS. Focus is devoted to mastery of vocal skills and techniques used in performing more challenging mixed choir music from various periods and styles. Performance: concerts, festivals, competitions, and trips. Private voice lessons strongly encouraged. Participation in all performances required. Participation in the TMEA All-State Choir Contest and the UIL Solo and Ensemble is required. Attending an All-State Choir Camp during the summer is encouraged.

MADRIGALS (Auditioned)

Vocal Ensemble I 6816Y (6816 A and B)
Vocal Ensemble II 6817Y (6817 A and B)
Vocal Ensemble III 6818Y (6818 A and B)
Vocal Ensemble IV 6819Y (6819 A and B)

Grade: 10-12  Level: 2  Credit: 1
Prerequisite: Auditions in spring; previous choral experience

Madrigals Choir is the premiere chamber ensemble at CHS. All Madrigal Singers must also be in the A Cappella Choir. Focus is devoted to mastery of vocal skills and techniques used in performing more challenging mixed choir music from various periods and styles. Performance: concerts, festivals, competitions, and trips. Private voice lessons strongly encouraged. Participation in all performances required. Participation in the TMEA All-State Choir Contest and the UIL Solo and Ensemble is required. Attending an All-State Choir Camp during the summer is encouraged.

APPLIED MUSIC - CHOIR

Applied Music I-Choir 6850Y (6850 A & B)
Applied Music II-Choir 6851Y (6851 A & B)
Applied Music III-Choir 6804LABY
Applied Music IV-Choir 6805LABY

Grade: 10-12  Level: 2  Credit: .5-1.0
Prerequisite: Committee Approval

The focus is on experiential music perception and listening skills. Enrollment in this course is predicated on an ARD committee decision.

FINE ARTS – MUSIC THEORY

AP MUSIC THEORY

Music Theory 6875Y (6875 A and B)

Grade: 10-12  Level: 4  Credit: 1

College Board Prerequisite: There is no prerequisite for this course, however students should be able to read and write music. It is strongly recommended that students have basic voice or instrument performance skills.

The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized.

There is no level-down option for this course
FINE ARTS - THEATRE ARTS

SPOTLIGHT
Theatre Arts I  6511Y (6511 A and B)
Grade: 10-12  Level: 2  Credit: 1
Prerequisite: None
This course offers basics in theatre skills such as acting, characterization, and directing, historical significance of a play, some technical theatre, improvisation, script reading, roles and jobs in the theatre, voice/movement work, and common theatre vocabulary. Learners are required to attend one CHS production per semester.
What’s Next: Broadway Bound, Fame I, Technical Theatre 1, Studio Premier (With Director Approval)

BROADWAY BOUND
Theatre Arts II  6521Y (6521 A and B)
Grade: 10-12  Level: 2  Credit: 1
Prerequisite: Spotlight, Theatre I or Take One Theatre I
This tier of courses develops proficiency in acting by promoting an understanding of the methods, principles, practices and vocabulary common for all acting styles from Greek through Shakespeare to modern texts. The learners will study monologues and scenes from a variety of historical periods and acting styles. Learners will learn the processes used to research a character historically. Learners will study appropriate stage diction and learn to project their voices in all spaces and with a wide range of characters. Learners will study mime, movement, and stage combat to prepare their bodies for the challenges of creating physical characters. The courses will require that the learners transfer knowledge from one acting style to another. The courses will challenge the learners to develop and use a process of character development and discover their creative processes. This course emphasizes the complexity and thoroughness required to become a successful performer. Learners are required to attend all CHS productions each semester and participate in their own class play.
What’s Next: Studio Premier (Requires Director Approval), Fame I

FAME I
Musical Theatre II  6586Y (6586 A and B)
Grade: 10-12  Level: 2  Credit: 1
Prerequisite: Spotlight, Take One, or 1 year of Choir
Course Fees: Learners will be required to purchase their own tap, jazz and ballet shoes
Do you love musical theatre? Would you like to learn how to sing, act and dance? Then this course is for you!! No prior talent in these areas is required. Learners will be taught all three disciplines while putting together their own show to be performed in the Spring. The course will enhance and cultivate the creative gifts of each learner while encouraging a sense of self-confidence. The course will enable learners 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 all other aspects of a music production. Learners will be required to participate in their own class production which will include some after school rehearsals. Learners will also be required to either participate in or attend the school musical in the fall.
What’s Next: Fame II, Studio Premier (Requires Director Approval)

FAME II
Musical Theatre III  6587Y (6587 A and B)
Grade: 10-12  Level: 2  Credit: 1
Prerequisite: Fame I, Musical Theatre II
Course Fees: Learners will be required to purchase their own tap, jazz, and ballet shoes
Loved Fame so much you would like to take it again? Then Fame II is for you! This class will focus on more advanced styles of dance, music and acting. Learners will study the history of musical theatre and explore what goes into making a musical. Learners will be required to participate in their own class production, which will include some after school rehearsals. Learners will also be required to either participate in or attend the school musical in the fall.
What’s Next: Studio Premier (Requires Director Approval)
FAME III
Musical Theatre IV
Grade: 10-12 Level: 2 Credit: 1
Prerequisite: Fame I & Fame II
Course Fees: Learners will be required to purchase their own tap, jazz, and ballet shoes
Loved Fame so much you would like to take it again? Then Fame III is for you! This class will focus on more advanced styles of dance, music and acting. Learners will study the history of musical theatre and explore what goes into making a musical. Learners will be required to participate in their own class production, which will include some after school rehearsals. Fame III learners are leaders in the class, and will be asked to choreograph their peers in a number for their class musical production to synthesize what they've learned over the course of their time in FAME class. Learners will also be required to either participate in or attend the school musical in the fall.
What's Next: Studio Premier or Theatre Production UIL OAP (Requires Director Approval)

STUDIO PREMIER
Theatre III 6531Y (6531 A and B)
Theatre IV 6541Y (6541 A and B)
Grade: 11-12 Level: 2 Credit: 1
Prerequisite: Auditioned Class/Theatre II; Director Approval
This audition only class is an advanced class aimed at preparing learners for the next level and will be limited to a select group of upperclassmen that have demonstrated a serious interest and dedication to the performing arts. The class curriculum will center around the needs of each learner in preparing them for entry into college or gaining an agent once they have graduated. Seniors will be required to perform a One Man/Woman Show in the Spring, requiring some after school rehearsal. Juniors will continue studying different acting techniques to include acting in front of a camera (television and film) along with some voice over work. Juniors will be required to tech the One Man/Woman shows for the Seniors in the Spring, which will require some after school rehearsal. Learners will be required to attend all school plays.

THEATRE PRODUCTION - UIL OAP Production Class
Theatre II
Theatre III
Theatre IV
Grade: 10-12 Level: 2 Credit: 1
Prerequisite: Theatre I (Spotlight or Take One); Auditioned Class/Director Approval
This audition-only class is an advanced theatre class for BOTH ACTORS AND TECHNICIANS focused on selecting, rehearsing, designing, and preparing all the technical elements for our Spring UIL One Act Play. All UIL OAP rehearsals and prep will be done in this class, not after school. The class curriculum will center around the UIL One Act Play for competition, and doing deeper character work, scene study, and design work on the show while in a supportive and all-inclusive environment. Not all members of the class will be cast in the show or made traveling crew members, but will absolutely work on the show in some capacity. This show can be taken in tandem with any of the Technical Theatre classes, Broadway Bound, Studio Premier, or FAME, if a student so desires. Seniors in Theatre Production will be required to perform a One Man/Woman Show in the Spring after UIL OAP is done, which may require some after school rehearsal. Juniors will be required to tech the One Man/Woman shows for the Seniors in the Spring, which will require some after school rehearsal. Learners will be required to attend all school plays. Interviews for this class will be held in late February with the Theater Director.

TECHNICAL THEATRE I
Technical Theatre I 6551Y (6551 A and B)
Grade: 10-12 Level: 2 Credit: 1
Prerequisite: None
This course teaches basic technical skills of the Theatre such as set construction, sound and light skills, and production. Construction requires the use of power tools such as saws and drills. Therefore, learners must provide safety glasses and ear plugs for this class. Learners are required to work school plays and fulfill an average of 15 hours of work per six weeks after school on said plays. Learners are also required to see one CHS production per semester. Each class period is limited to 18 learners.
What's Next: Technical Theatre and Design (Requires Director Approval)
TECHNICAL THEATRE and DESIGN
Technical Theatre II  6561Y (6561 A and B)
Technical Theatre III  6571Y (6571 A and B)
Technical Theatre IV  6581Y (6581 A and B)
Grade: 10-12  Level: 2  Credit: 1
Prerequisite: Technical Theatre I and Director Approval
Technical Theatre and Design will focus on designing and creating the sets, lights, props, costumes, and sound for the department’s productions. The learner will develop a variety of intensive skills to create designs that, while focusing on the theatrical event, also cross into film, multimedia, and other artistic fields. Learners learn the processes required to move a design from the theoretical to the actualized. Their own development as practitioners take place in relation to understandings gained about production processes and the contributions made by, for instance, dramaturges, artists, performers, and producers. Learners are required to see the shows that are produced by the theatre department. Learners are also required to work on school plays and fulfill a certain number of work hours per 9 weeks after school on said plays. Learners are also required to attend all CHS productions per semester.

FINE ARTS - DANCE

The Fine Arts Endorsement in Dance offers a 4-year exploration of dance in a variety of concert styles including ballet, modern dance, jazz, and hip hop. Movement and technique will be practiced within each style as well as historical significance, vocabulary, and choreography. Each dance class level must be studied completely and successfully in order to meet requirements for acceptance into the following course. Participation in the annual dance class performance will be required. All dance classes and levels are a fine arts credit.

DANCE I
6901Y (6901 A and B)
Grade: 10-12  Level: 2  Credit: 1
Course Fees: Dance Uniform $15
This is a beginner level class for learners wishing to gain experience in the various styles of dance including ballet, jazz, modern dance, and hip-hop. Dressing out daily and performing dances for an audience is a major part of the curriculum and should be a consideration in choosing the class. The required uniform can be purchased at the beginning of semester from your dance instructor.

DANCE I FOR STUDENTS IN ATHLETICS
6911Y (6911 A and B)
Grade: 10-12  Level: 2  Credit: 1
Course Fees: Dance Uniform $15
This is a beginner level class for learners wishing to gain experience in the various styles of dance including ballet, jazz, modern dance, and hip-hop. This course is geared towards males and females in athletic classes with a focus on relating dance to your physical needs as an athlete. Elements of flexibility, coordination, agility, and injury prevention will be the focus. Dressing out daily is required. The required uniform can be purchased at the beginning of semester from your dance instructor.

DANCE II
6902Y (6902 A and B)
Grade: 10-12  Level: 2  Credit: 1
Prerequisite: Dance I and teacher approved
Course Fees: Dance Uniform $15
Dance II is an intermediate level class for learners who have successfully completed Dance I. This class serves to build upon the technique and choreographic experience gained in Dance I and to prepare learners to advance to Dance III.

DANCE III
6903Y (6903 A and B)
Grade: 10-12  Level: 2  Credit: 1
Prerequisite: Dance II, Instructor Approval
Course Fees: Dance Uniform $15
This is an intermediate level class for learners who have successfully completed Dance I and II and have approval from the dance instructor. At this level, students demonstrate a deeper understanding of technique in all the styles studied as well as proficiency in choreography and performance.

**DANCE IV**
6904Y (6904 A and B)
Grade: 10-12 Level: 2 Credit: 1
Prerequisite: Dance III, Instructor Approval
Course Fees: Dance Uniform $15
This is a higher-level class for learners who have successfully completed Dance I, II, and III and have approval from the dance instructor. At this level, students demonstrate a deeper understanding of technique in all the styles studied as well as proficiency in choreography and performance. Dance IV students will be eligible to purchase a letter jacket.

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**PE / ATHLETICS**

**PERSONAL FITNESS**
5102
Grade: 10-12 Level: 2 Credit: 0.5
Prerequisite: None
Course Fees: school uniform purchased through the PTSO $30
This is a fitness course based on an understanding of the physiological factors involved in exercise that incorporate muscular strength and endurance, flexibility, and cardiovascular endurance. Learners will actively participate to reinforce knowledge for lifetime fitness.

**INDIVIDUAL SPORTS**
5103
Grade: 10-12 Level: 2 Credit: 0.5
Prerequisite: None
Course Fees: School uniform purchased through the PTSO $30
This course broadens the appreciation of and the ability to participate in lifetime sports. Selections may include the following sports or a combination of sports: tennis, golf, weight lifting, aerobics, table tennis, badminton, and recreational games. Physical fitness will also be included.

**TEAM SPORTS**
5104
Grade: 10-12 Level: 2 Credit: 0.5
Prerequisite: None
Course Fees: School uniform purchased through the PTSO $30
Extends and reinforces the development of skills, increases knowledge, and builds positive attitudes in team sports. Selections may include the following sports or a combination of the following: basketball, flag football, softball, volleyball, team handball, soccer, flicker ball. Physical fitness will also be included.

**AEROBIC ACTIVITIES I**
5101A
Grade: 10-12 Level: 2 Credit: 0.5
Prerequisite: None
Course Fees: School uniform purchased through the PTSO $30
Aerobics will help learners understand the different types of aerobic activities and how they can enrich their lives. Emphasis will be on heart monitoring, cardiovascular and muscular endurance, coordination, flexibility, and an increased level of fitness.
AEROBIC ACTIVITIES II
5101 B
Grade: 10-12    Level: 2    Credit: 0.5
Prerequisite: Aerobic Activities I
Course Fees: School uniform purchased through the PTSO $30
This class will continue with aerobics activities. New aerobic formats will be introduced, including but not limited to Zumba, Yoga and Step Aerobics. Individuals will be able to design fitness plans within this course.

PEER COACHING for STUDENTS I and II
5602A Peer Coaching for Students I
5602B Peer Coaching for Students II
Grade: 11-12    Level: 2    Credit: 0.5-1
Prerequisite: Google Form Application or CHS Educator Approval
The supportive peers will assist an individual learner or a small group of learners with special needs in a general education PE classroom. Learners will receive confidentiality training and sign a confidentiality statement. Peer tutors are encouraged to develop and maintain positive relationships outside of class. A reflection paper is required at the end of the semester.

INDIVIDUAL SPORTS: BOYS WEIGHT TRAINING
5105 A, B or Y - 10
5105 A, B or Y - 11
5105 A, B or Y - 12
Grade: 10-12    Level: 2    Credit: 0.5-1.0
Course Fees: School uniform purchased through the PTSO $30
This course will combine multiple aspects of muscular strength and conditioning. Over the course of the semester, the learners will learn how to use weights and fitness to control their bodies. The learners will be taught the basic components of a weight-training program. Advanced lifting techniques will be introduced. Comprehensive Fitness and Lifelong Learning will also be a point of emphasis as learners will be capable of designing programs consistent with their current developmental stage. This course may be taken for 3 years and will be coded as P.E. Substitution Athletics on your transcript.

INDIVIDUAL SPORTS: GIRLS WEIGHT TRAINING
5107 A, B or Y – 10
5107 A, B or Y – 11
5107 A, B or Y – 12
Grade: 10-12    Level: 2    Credit: 0.5-1.0
Course Fees: School uniform purchased through the PTSO $30
This course will combine multiple aspects of muscular strength and conditioning specifically for girls. Over the course of the semester, the learners will learn how to use weights and fitness to control their bodies. The learners will be taught the basic components of a weight-training program. Advanced lifting techniques will be introduced. Comprehensive Fitness and Lifelong Learning will also be a point of emphasis as learners will be capable of designing programs consistent with their current developmental stage. This course may be taken for 3 years and will be coded as P.E. Substitution Athletics on your transcript.

INDIVIDUAL SPORTS: SELF DEFENSE
5026
Grade: 10-12    Level: 2    Credit: 0.5
Prerequisite: Aerobic Activities I
Course Fees: School uniform purchased through the PTSO $30
This is an activity-based course that will help prepare learners with the proper assessment, reaction and possible prevention of assault situations. Learners will learn not only physical skills, but also verbal strategies and awareness skills. These practical techniques are derived from multiple resources and will primarily use large motor skills in their application. Activities will require learners to analyze and evaluate personal fitness status in terms of muscular strength, muscular endurance and flexibility. Learners will gauge their personal skills and set reasonable goals for improvement during drills and simulated threatening circumstances. Learning to respond appropriately to challenges, successes, and failures will help build confidence and prepare each learner for confrontational situations.
INDIVIDUAL SPORTS - TABLE TENNIS
5809
Grade: 10-12  Level: 2  Credit: 0.5
Course Fees: School uniform purchased through the PTSO $30
This course will expand on the various aspects of the sport of Ping Pong that were introduced in Individual Sports. Advanced rules and techniques will be taught. The learners will play in both league format and tournament play. Game settings that promote lifetime fitness will be emphasized.

OUTDOOR ADVENTURES I
5100A
Grade: 10-12  Level: 2  Credit: 0.5
Course Fees: $25 for Course Consumables
Optional Fee: Hunter Certification- $15
The Texas Parks and Wildlife Department developed the Outdoor Education course to enhance and educate learners in outdoor activities and wildlife conservation. The curriculum includes: The Texas Parks and Wildlife Department Hunter Education, Boater Education and Angler Education courses, American Heart Association First Aid training, wilderness survival, trip planning, wildlife conservation, camping, backpacking, orienteering, archery and tackle crafts. Emphasis is placed on ethics, safety, conservation, laws, responsibilities, physical fitness and selecting activities that can be enjoyed for a lifetime.

OUTDOOR ADVENTURES II
5100B
Grade: 11-12  Level: 2  Credit: 0.5
Prerequisite: Outdoor Adventures I
Course Fees: $25 for Course Consumables
Optional Fee: Hunter Certification- $15
The Texas Parks and Wildlife Department developed the Outdoor Education course to enhance and educate learners in outdoor activities and wildlife conservation. The curriculum includes: The Texas Parks and Wildlife Department Hunter Education, Boater Education and Angler Education courses, American Heart Association First Aid training, wilderness survival, trip planning, wildlife conservation, camping, backpacking, orienteering, archery and tackle crafts. Emphasis is placed on ethics, safety, conservation, laws, responsibilities, physical fitness and selecting activities that can be enjoyed for a lifetime.

SUBSTITUTION ACTIVITIES for PE CREDIT
The Texas Administrative Code lists physical activities, which may be awarded as PE substitutions. These activities are not State Board of Education-approved courses and do not have TEKS. These activities are as follows:

- Silver Stars (fall/spring semesters)
- Lariettes (fall semester only)
- Cheerleading (fall/spring semesters)
- Athletics (fall/spring semesters)
- Band (fall semester only)

Upon completion of each semester’s participation in one of these activities, the learner may be awarded a PE equivalency credit as needed for graduation.

VARSITY DRILL TEAM LARIETTES DOUBLE BLOCKED
1st Year:  5242Y (5242 A and B)
2nd Year:  5243Y (5243 A and B)
3rd Year:  5244Y (5244 A and B)
Grade: 10-12  Level: 2  Credit: 1
Prerequisite: One audition in spring. Previous dance experience encouraged.
The Lariettes Drill Team meets during a period within the school day as well as before school and during the summer. Specific guidelines to qualify are available at the time of tryouts. This class is a Fine Arts Credit.
**CHEERLEADING DOUBLE BLOCKED**

5239Y (5239 A and B)  JV-10th  
5240Y (5240 A and B)  Varsity-11th  
5247Y (5247 A and B)  Varsity-12th  

**Grade:** 10-12  **Level:** 2  **Credit:** 1  

**Prerequisite:** Tryout; Instructor approval  
Cheerleaders meet during a period within the school day. Additional practice time outside the school day and during summer will be required. Guidelines relative to participation are available at tryout time.

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**ATHLETICS**

**Grade:** 10-12  **Level:** 2  **Credit:** 0.5 - 1  

**Prerequisite:** Interest, ability and coach approval

(These are all DOUBLE BLOCKED COURSES)

The following sports are offered as competitive athletics and are governed by the rules and regulations of the UIL and local CISD policies. Athletics may count in lieu of PE as required for graduation. Some sports (football, tennis and cross-country) require participation to begin prior to the first day of school. The learner is responsible for contacting the coach for the beginning dates of these sports.

5205Y (5205 A and B)  JV/V Baseball  
5208Y (5208 A and B)  JV/V Boys Basketball  
5209Y (5209 A and B)  JV/V Girls Basketball  
5210Y (5210 A and B)  Cross Country  
5213Y (5213 A and B)  JV/V Football **  
5214Y (5214 A and B)  Boys Golf  
5215Y (5215 A and B)  Girls Golf  
5218Y (5218 A and B)  JV/V Boys Soccer  
5219Y (5219 A and B)  JV/V Girls Soccer  
5220Y (5220 A and B)  JV/JV2 Softball  
5221Y (5221 A and B)  V Softball  
5222Y (5222 A and B)  Swimming-Diving  
5223Y (5223 A and B)  JV Swimming  
5224Y (5224 A and B)  V Swimming  
5225Y (5225 A and B)  Freshman Tennis  
5226Y (5226 A and B)  Tennis JV2  
5227Y (5227 A and B)  JV1 Tennis  
5229Y (5229 A and B)  V Tennis  
5230-09/5231-09  Boys Track Fall/Spring  
5230-10/5231-10  Boys Track Fall/Spring  
5230-11/5231-11  Boys Track Fall/Spring  
5230-12/5231-12  Boys Track Fall/Spring  
5258-09/5259-09  Girls Track Fall/Spring  
5258-10/5259-10  Girls Track Fall/Spring  
5258-11/5259-11  Girls Track Fall/Spring  
5258-12/5259-12  Girls Track Fall/Spring  
5234Y (5234 A and B)  JV/V Volleyball  
5235Y (5235 A and B)  JV Boys Wrestling  
5236Y (5236 A and B)  V Boys Wrestling  
5237Y (5237 A and B)  Girls Wrestling  

**Seniors will be in football ONLY in the fall semester and must choose a spring semester elective course that is NOT football.**
OFF CAMPUS P.E.
Category I Olympic level participation
5001Y (5001 A and B)  1st Period & 5th Period
5008Y (5008 A and B)  4th Period & 8th Period
Category II
5009Y (5009 A and B)
Grade: 10-12  Level: 2  Credit: 0.5 - 1
Prerequisite: Approval Required
Course Fees: $75/semester or $150/year due at schedule pick-up in August
Guidelines and applications may be found on the CHS website under Academics/Off Campus PE. Application and payment are to be completed online. Confirmation of application competition needs to be brought to your registration conference. The learner will be responsible for returning to CHS the grade evaluation form completed by the course instructor one week prior to the end of the current grading period.
Application:  http://www.coppellisd.com/domain/394

ATHLETIC TRAINING PROGRAM
Please see Career & Technical Education section for course descriptions and requirements

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA

©IB ENGLISH III
IB Language Studies A: Language & Literature Higher Level
1910Y (1910 A and B)
Grade: 11  Level: 4  Credit: 1
Recommended Prerequisite: Completion of advanced courses in English I & II
Required IB Assessments: Individual Oral: Commentary (internal), Individual Oral: Test and Global Issue (internal)
This course is year one of the two year IB English sequence. Both years must be completed:
This course is focused on the examination of diverse texts, both literary and non-literary. The course focuses on developing skills of literary criticism and analysis, and recognizing how meaning can relate to culturally determined reading and writing practices. Work in the first year of the course is designed to develop close reading and effective written and oral communication skills, and the completion of the Internal Assessments.
There is no level-down option for this course.
What's next?  IB English IV

©IB ENGLISH IV
IB Language Studies A: Language & Literature Higher Level
1920Y (1920 A and B)
Grade: 12  Level: 4  Credit: 1
Prerequisite: Completion of IB English III
Required IB Assessments: Higher Level Essay (external), English HL Paper 1 and 2 (external)
This course is year two of the two year IB English sequence. Like IB English III, this course is focused on the examination of diverse pieces of texts and their cultural contexts. The course continues the focus on developing skills of literary criticism and analysis, while considering the changing historical, cultural and social contexts in which particular texts are written and received. The course will focus on language and how audience and purpose affect the structure and content of texts.
There is no level-down option for this course.
IB SPANISH ab INITIO I
IB Language Ab Initio Standard Level
6060Y (6060 A and B)
Grade: 11 Level: 3 Credit: 1
Prerequisite: None
Required IB Assessments: None in this year
This course is year one of the two year IB Spanish ab initio sequence. Both years must be completed. The Spanish ab initio course is a language learning course for beginners, designed to be followed over two years by learners who have no previous experience of learning Spanish. The focus of the course is on the acquisition of Spanish language required for purposes and situations usual in everyday social interaction. A focus on the relationship of language, customs, and cultures is stressed.
There is no level-down option for this course.
What's next? IB Spanish ab Initio II

IB SPANISH ab INITIO II
IB Language Ab Initio Standard Level
6065Y (6065 A and B)
Grade: 12 Level: 3 Credit: 1
Prerequisite: Completion of IB Spanish ab initio I
Required IB Assessments: Individual Oral Assessment (internal), Spanish ab initio SL Paper 1 and 2 (external)
This course is year two of the two year IB Spanish ab initio sequence. This course builds on the foundation built by the Spanish ab initio I course. The focus of the course continues to be on the acquisition of Spanish language required for purposes and situations usual in everyday social interaction and on the relationship of Spanish language and Spanish cultures. There is a heightened focus on the development of fluency of speaking, listening, reading, and writing. The official IB assessments are completed in this year of the course sequence.
There is no level-down option for this course.

IB SPANISH IV
IB Language B, Modern Languages, HL-Spanish
6080Y (6080 A and B)
Grade: 11 Level: 4 Credit: 1
Prerequisite: Completion of Spanish II or teacher approval
Recommended Prerequisite: Completion of Spanish III strongly recommended
Required IB Assessments: none in this year
This course is part of the two-year IB Spanish sequence. Both years must be completed. Learners are exposed to an in-depth curriculum with emphasis on critical thinking skills, speaking, writing, listening and reading. Spanish texts will be chosen to reinforce these skills, build cultural awareness, and an appreciation of how culture affects language. Native Spanish speakers should consult with the IB Coordinator to ensure proper placement before registering for this course.
There is no level-down option for this course.
What's next? IB Spanish V

IB SPANISH V
IB Language B, Modern Languages, HL-Spanish
6085Y (6085 A and B)
Grade: 11-12 Level: 4 Credit: 1
Prerequisite: Completion of IB Spanish IV
Required IB Assessments: Individual Oral Assessment (internal), Spanish HL or SL Paper 1 and 2 (external)
This course is year two of the two year IB Spanish sequence. The language B syllabus approaches the learning of language through meaning. All learners will take the IB assessments during this course. Through the study of the five language acquisition themes, the particular options at SL and HL, and literary works, learners build the necessary skills to reach the objectives of the language B course for assessments required for the IB diploma.
There is no level-down option for this course.
IB FRENCH ab INITIO I
IB Language Ab Initio Standard Level
6092Y (6092 A and B)
Grade: 11 Level: 3 Credit: 1
Prerequisite: None
Required IB Assessments: None in this year
This course is year one of the two year IB French ab initio sequence. Both years must be completed. The French ab initio course is a language learning course for beginners, designed to be followed over two years by learners who have no previous experience of learning French. The focus of the course is on the acquisition of the French language required for purposes and situations usual in everyday social interaction. A focus on the relationship of language, customs, and cultures is stressed.
There is no level-down option for this course.
What's next? IB French ab Initio II

IB FRENCH ab INITIO II
IB Language Ab Initio Standard Level
6099Y (6099 A and B)
Grade: 12 Level: 3 Credit: 1
Prerequisite: Completion of IB French ab Initio I
Required IB Assessments: Individual Oral Assessment (internal), French ab initio SL Paper 1 and 2 (external)
This course is year two of the two year IB French ab initio sequence. This course builds on the foundation built by the French ab initio I course. The focus of the course continues to be on the acquisition of the French language required for purposes and situations usual in everyday social interaction and on the relationship of French language and Francophone cultures. There is a heightened focus on the development of fluency of speaking, listening, reading, and writing. Official IB assessments are completed in this year of the course sequence.
There is no level-down option for this course.

IB FRENCH IV
IB Language B, Modern Languages, HL-French
6093Y (6093 A and B)
Grade: 11 Level: 4 Credit: 1
Prerequisite: Completion of French II or teacher approval;
Required IB Assessments: None in this year
This course is part of the two-year IB French sequence. Both years must be completed. Learners are exposed to an in-depth curriculum with emphasis on critical thinking skills, speaking, writing, listening and reading. French texts will be chosen to reinforce these skills, build cultural awareness, and an appreciation of how culture affects language. Native French speakers should consult with the IB Coordinator to ensure proper placement prior to registering for this course.
There is no level-down option for this course.
What's next? IB French V

IB FRENCH V
IB Language B, Modern Languages, HL-French
Recommended Prerequisite: Completion of Spanish III strongly recommended
6094Y (6094 A and B)
Grade: 11-12 Level: 4 Credit: 1
Prerequisite: Completion of IB French IV
Required IB Assessments: Individual Oral Assessment (internal), Individual Oral Presentation (internal), French HL or SL Paper 1 and 2 (external)
This course is year two of the two year IB French sequence. The language B syllabus approaches the learning of language through meaning. All learners will take the IB assessments during this course. Through the study of the five language acquisition themes, the particular options at SL and HL, and literary works, learners build the necessary skills to reach the objectives of the language B course for assessments required for the IB diploma. Completion of the IBO’s official course assessments takes place in this year of the course.
There is no level-down option for this course.
IB HISTORY OF THE AMERICAS I
IB History of the Americas Higher Level
4910Y (4910 A and B)
Grade: 11-12 Level: 4 Credit: 1
Prerequisite: Completion of an advanced world geography or world history course
Required IB Assessments: Historical Investigation (internal)
This course is year one of the two-year IB History of the Americas sequence. Both years must be completed. This course focuses on an in-depth examination of the history of the United States, Canada, and Latin America from the colonial period to the present in a survey format. It will also include a beginning treatment of 20th century world history topics. Learners completing this course will receive US History credit. Learning is focused on the development of advanced analytical reading, writing, and research skills. A zero hour section of this course is available.
There is no level-down option for this course.
What’s next? IB History of the Americas II

IB HISTORY OF THE AMERICAS II
IB History of the Americas Higher Level
4920Y (4920 A and B)
Grade: 12 Level: 4 Credit: 1
Prerequisite: Completion of IB History of the Americas I
Required IB Assessments: Historical Investigation (internal), History HL Paper 1, 2, and 3 (external)
This course is year two of the two-year IB History of the Americas sequence. Extending the regional focus established in the first year, this half of the course focuses on the relationship of the Americas to global history processes in the 20th century in a seminar-style format. Thematic topics include the causes, practices and effects of conflict in the 20th century; superpower tensions and rivalries during the Cold War; and a document-based investigation of the move toward global war in the 1930s. This course will also include instruction in the remaining elements of government study, with government credit given upon completion of the course.
There is no level-down option for this course.

IB ECONOMICS I
IB Economics Standard Level
4990Y (4990 A and B)
Grade: 11-12 Level: 4 Credit: 1
Prerequisite: None
Required IB Assessments: TBD
Fundamental concepts of macroeconomics, microeconomics, and international trade are investigated, to include: scarcity & choice, efficiency, equity and economic well-being, sustainability, interdependence, change, and intervention. Global problems such as environment, sustainability, and inequality & poverty are examined through an economic lens. The focus of the course is to explain economic phenomena with diagrams, data analysis and the evaluation of economic material. It is intended to make learners aware of the role of economics in real-world situations. A learner may take this course as their terminal Economics class and take the Economics SL exams, or they may continue to Economics II.
If IB Diploma requirements are not compromised, learners may level down to take the entirety of Economics and Free Enterprise in a succeeding semester. What’s next? IB Economics II (Optional)

IB ECONOMICS II
IB Economics Higher Level
4995Y (4995 A and B)
Grade: 12 Level: 4 Credit: 1
Prerequisite: Completion of IB Economics I
Required IB Assessments: Economics Commentaries (internal), Economics HL or SL Paper 1, 2, and 3 (external)
This course will continue to explore the fundamental concepts of economics. This includes key concepts studied in Microeconomics, Macroeconomics, and International Trade. The challenges and problems confronting developing countries will also be examined. The focus of the course is to explain economic phenomena through the use of diagrams, data analysis and the evaluation of economic material. It is intended to make learners aware of the role of economics in real-world situations. Furthermore, this course explores beyond the basic relationships into the more quantitative aspects of economics. A learner MUST take this course if they completed IB Economics I but opted to not take the Economics SL exam
Learners who complete IB Economics II make take either the Economics SL or the Economics HL exam, IB Diploma requirements permitting.

There is no level-down option for this course.

©IB CHEMISTRY I
(IB Chemistry Higher Level)
3930Y (3930 A and B)

Grade: 11 Level: 4 Credit: 1
Prerequisite: Completion of two years of high school math & science;
Recommended Prerequisite Previous chemistry course

Required IB Assessments: Practical Scheme of Work (internal)

This course is year one of the two-year IB Chemistry sequence. Both years must be completed. As an IB science, this course strives to combine academic rigor with the gaining of practical investigative skills. The course reviews and expands upon the topics of atomic structure, periodicity, stoichiometry, chemical reactions, chemical bonding, energetics, and measurements & calculations to correct scientific standards of significant digits & uncertainty. Organic chemistry is introduced. It is strongly recommended that learners registering for this course have already completed on-level or Honors Chemistry.

There is no level-down option for this course.

What’s next? IB Chemistry II

©IB CHEMISTRY II
(IB Chemistry Higher Level)
3935Y (3935 A and B)

Grade: 12 Level: 4 Credit: 1
Prerequisite: Completion of IB Chemistry I

Required IB Assessments: Practical Scheme of Work (internal); Chemistry HL or SL Paper 1, 2, and 3 (external); Group 4 (Sciences) project (internal)

This course is year two of the two-year IB Chemistry sequence. This course introduces and expands upon the concepts of oxidation/reduction reactions, chemical kinetics and equilibrium, and acids & bases. Additionally, it revisits, in more depth, material in the core areas of atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, and acids & bases. An optional unit of study defined by the instructor will be chosen from materials chemistry, biochemistry, energy, or medicinal chemistry.

There is no level-down option for this course.

©IB BIOLOGY I
(IB Biology Higher Level)
3910Y (3910 A and B)

Grade: 11 Level: 4 Credit: 1
Prerequisite: None; requires participation in IB diploma program
Recommended Prerequisite: Completion of a preceding advanced natural science

Required IB Assessments: Practical Scheme of Work (internal)

This course is year one of the two-year IB Biology sequence. Both years must be completed. As an IB science, this course strives to combine academic rigor with the gaining of practical investigative skills. The course topics covered in year one will include statistics, cell biology, molecular biology, genetics, ecology, and evolution. It is strongly recommended that learners registering for this course have already completed an on-level, Honors, or AP natural sciences course.

There is no level-down option for this course.

What’s next? IB Biology II

©IB BIOLOGY II
(IB Biology Higher Level)
3915Y (3915 A and B)

Grade: 12 Level: 4 Credit: 1
Prerequisite: IB Biology I; requires participation in IB diploma program

Required IB Assessments: Practical Scheme of Work (internal); Biology HL or SL Paper 1, 2, and 3 (external); Group 4 (Sciences) project (internal)
This course is year two of the two-year IB Biology sequence. As an IB science, this course strives to combine academic rigor with the gaining of practical investigative skills. The course topics covered in the second year will include human physiology, and plant sciences. An optional unit of study defined by the instructor will be chosen from neurobiology, biotechnology, ecology & conservation, and human physiology.

There is no level-down option for this course.

@IB PHYSICS I
(IB Physics Standard Level)
3940Y (3940 A and B)
Grade: 11-12 Level: 4 Credit: 1
Prerequisite: Completion of Algebra II; requires participation in IB diploma program
Recommended prerequisite: Completion of a preceding advanced physical science course
Required IB Assessments: Practical Scheme of Work (internal); Physics SL Papers 1, 2, and 3 (external); Group 4 (Sciences) project (internal)
As an IB science, this one-year course strives to combine academic rigor with the gaining of practical investigative skills. The topics of the course will include making measurements considering uncertainties, mechanics, thermodynamics, waves & particle physics, circular motion, electromagnetism, and energy production. Course concepts are applied to real-world global challenges and issues. It is strongly recommended that learners registering this course have already completed on-level or Honors Chemistry I. Enrollment levels in this course may require co-seating with AP Physics.

There is no level-down option for this course.

@IB ENVIRONMENTAL SYSTEMS AND SOCIETIES
(IB Environmental Systems and Societies Standard Level)
3950Y (3950 A and B)
Grade: 11-12 Level: 4 Credit: 1
Prerequisite: None; requires participation in IB diploma program
Recommended Prerequisite: Completion of a preceding advanced science course
Required IB Assessments: Practical Scheme of Work (internal), Environmental Systems and Societies SL Paper 1 and 2 (external); Group 4 (Sciences) project (internal)
This course is completed in one year. As an IB science, this course strives to combine academic rigor with the acquisition of practical investigative skills. The prime intent of this course is to provide learners with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Topics in the course include ecosystems, natural resources, conservation and biodiversity, and pollution management. There is no level-down option for this course.

@IB MATH ANALYSIS HL I
(IB Mathematics Higher Level)
2921Y (2921 A AND B)
Grade: 11 Level: 4 Credit: 1
Prerequisite: Pre-Calculus or higher
Required IB Assessments: Mathematical Exploration (internal)
This course is year one of a two-year IB Math Analysis HL sequence. Both years of the same sequence must be completed. This course is intended for students who wish to pursue studies in mathematics at university or subjects whose mathematical content is predominant and sophisticated. It is for learners who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. In the first year learners will learn all of the IB Math Analysis SL curriculum, and will be introduced to advanced theories and concepts in statistics and Calculus.

Learners may level down to IB Math Analysis SL I at designated times during the school year per schedule change practice listed at the front section of this course guide, schedule and class size permitting.

What’s Next? IB Math Analysis HL II
IB MATH APPLICATIONS SL II
(IB Mathematics Standard Level)
2925Y (2925 A AND B)
Grade: 11-12
Level: 3
Credit: 1
Prerequisite: Algebra II or higher
Required IB Assessments: Mathematical Exploration (internal), Mathematics: Applications & Interpretation SL Papers 1 & 2
This course is completed in one year. This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. Learning will emphasize more advanced algebraic functions, statistics and probability, and will explore some Pre-Calculus concepts. All IB assessments are completed in this one-year course.

IB MATH ANALYSIS HL II
(IB Mathematics Higher Level)
2921Y (2921 A AND B)
Grade: 12
Level: 4
Credit: 1
Prerequisite: IB Math Analysis HL I
Required IB Assessments: Mathematical Exploration (internal), Mathematics: Analysis & Approaches HL or SL Papers 1 & 2
This course is year two of a two-year IB Math Analysis HL sequence. Both years of the same sequence must be completed. This course is intended for students who wish to pursue studies in mathematics at university or subjects whose mathematical content is predominant and sophisticated. It is for learners who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. In the second year learners will explore greater depth in the skills and concepts from year 1, and will investigate theory and concepts in more advanced Calculus, statistical analysis, and some discrete mathematics. The Mathematical Exploration is also completed in this year of the course sequence.
Learners may level down to IB Math Analysis SL II at designated times during the school year per schedule change practice listed at the front section of this course guide, schedule and class size permitting.

IB MATH ANALYSIS SL II
(IB Mathematics Standard Level)
2920Y (2920 A AND B)
Grade: 11
Level: 4
Credit: 1
Prerequisite: Algebra II or higher
Required IB Assessments: Mathematical Exploration (internal)
This course is year one of a two-year IB Math Analysis SL sequence. Both years of the same sequence must be completed. This course is intended for students who wish to pursue studies in mathematics at university or subjects that have considerable mathematical content, but it is complementary to other areas of knowledge. It is for learners who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. In the first year, learners will learn theories and concepts in advanced algebra, functions, statistics, trigonometry, analytical geometry, and will be introduced to Calculus.
There is no level-down option for this course.
What’s next? IB Math Analysis SL II

IB MATH ANALYSIS SL I
(IB Mathematics Standard Level)
2920Y (2920 A AND B)
Grade: 11
Level: 4
Credit: 1
Prerequisite: Algebra II or higher
Required IB Assessments: Mathematical Exploration (internal)
This course is year one of a two-year IB Math Analysis SL sequence. Both years of the same sequence must be completed. This course is intended for students who wish to pursue studies in mathematics at university or subjects that have considerable mathematical content, but it is complementary to other areas of knowledge. It is for learners who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. In the first year, learners will learn theories and concepts in advanced algebra, functions, statistics, trigonometry, analytical geometry, and will be introduced to Calculus.
There is no level-down option for this course.
There is no level-down option for this course.
What's next? If completed in 11th Grade, Honors Pre-Calculus or AP Statistics

**IB VISUAL ARTS I**
Art, IB Visual Arts SL
6370Y (6370 A and B)
Grade: 11 Level: 4 Credit: 1
Prerequisite: Completion of prior Art course (recommended courses- Art I and / or Honors Art I)
Course Fees: Art Kit $60
Required IB Assessments: SL Investigation Workbook (internal), Art Exhibition/Interview, and Comparative Essay with production of artwork based on research are begun and developed.

This course is year one of a two-year IB Visual Arts sequence. Both years of the sequence must be completed. The focus of the IB Visual Arts course is to explore visual arts in a variety of cultural contexts in order to foster appreciation and understanding of diverse world cultures and traditions. The learner will develop an understanding of art through research in the Investigation Workbook; production of art in a variety of media; and evaluation of past, present and emerging art works in their historical and cultural milieu. The course begins with teacher-structured activities to provide basic skills. This modeling of instruction is intended to prepare learners to develop a personal voice, concepts, direct their own research, investigating and production. Candidates will learn to document the creative process from research, analysis, and revision while the work is in production as well as documenting the final work.

There is no level-down option for this course.
What's next?  IB Visual Arts II

**IB VISUAL ARTS II**
Art, IB Visual Arts, HL
6380Y (6380 A and B)
Grade: 12 Level: 4 Credit: 1
Prerequisite: IB Visual Arts I
Course Fees: Art Kit $60
Required IB Assessments: Visual Arts HL or SL Investigation Workbook (internal), Art Exhibition/Interview, and Comparative Essay with production of artwork based on research.

This course is year two of a two-year IB Visual Arts sequence. This course builds on and extends the exploration of visual arts in a variety of cultural contexts in order to foster appreciation and understanding of diverse world cultures and traditions. The majority of the time will be devoted to personalized independent study in art topics based on cultural connections of personal interest, techniques and processes based on research and planning in the investigative workbook to create the investigation workbook and studio production. Candidates will learn to document the creative process from research, analysis, and revision while the work is in production as well as documenting the final work. Students may elect to submit at the SL or HL level at the end of this course.

There is no level-down option for this course.

**IB THEORY OF KNOWLEDGE I**
(IB Theory of Knowledge)
8300-11
8300Z-11
Grade: 11 Level: 4 Credit: 0.5
Prerequisite: None; requires registration in at least one IB subject course
Required IB Assessments: TBD

This course is the first part of a two-part course sequence. One or more sections of this course may be offered in the zero hour time slot reserved for learners pursuing the IB Diploma. The core element of the IB Program is required to receive the IB diploma. This semester course is taken in the spring semester of the junior year, to be followed by the second half of the course during the fall of the senior year. It is concerned with the nature, scope, and limitations of knowledge. Different ways of knowing and areas of knowledge are examined critically with a focus on the reliability of sources of knowledge, distinguishing between good and poor reasoning, spotting intentional or accidental bias, and identifying inconsistencies. Skill development in oral and written communication for critical analysis is emphasized in all assessments. A portion of this course time may also be devoted to support on the Extended Essay. All learners who register for an IB subject course must also complete both semesters of the Theory of Knowledge course sequence.
There is no level-down option for this course.

What's next? IB Theory of Knowledge II

IB THEORY OF KNOWLEDGE II
(IB Theory of Knowledge)
8300-12
8300Z-12
Grade: 12 Level: 4 Credit: 0.5
Prerequisite: IB Theory of Knowledge I
Required IB Assessments: Oral Presentation (internal); Essay on a Prescribed Title (external)
One or more sections of this course may be offered in the zero hour time slot reserved for learners pursuing the IB Diploma. The core element of the IB program is required to receive the IB diploma. This semester course in the fall of the senior year builds on the foundation received during the junior year seminars. It is concerned with the nature, scope, and limitations of knowledge. Different ways of knowing and areas of knowledge are examined critically with a focus on the reliability of sources of knowledge, distinguishing between good and poor reasoning, spotting intentional or accidental bias, and identifying inconsistencies. The official IB assessments are completed in this half of the course sequence.

There is no level-down option for this course.

Innovative Offerings

ACADEMIC DECATHLON
4700Y (4700 A and B)
Grade: 10-12 Level: 4 Credit: 1
Prerequisite: Selection by instructor to AcDec study team
This course provides learners with in-class preparation time for Academic Decathlon competition – a nationwide competition that occurs in the spring. The course provides a systematic preparation of each learner for participation in the ten decathlon events: science, social studies, economics, mathematics, art, music, language and literature, essay, interview, speech, and super quiz (which is either science of social studies). Nine members of the class will be chosen to be part of the competitive team. The other members will play a supportive role.

Student Leadership I and II - Student Council
8100Y (8100 A and B) Credit: 0.5-1
8120Y (8120 A and B) Credit: 0.5-1 (Local)
Grade: 11-12 Level: 2
Prerequisite: CHS Teacher Approval
Second time taken STUCO is a Local Credit
This course provides an opportunity to study, practice and develop group and individual leadership and organizational skills. These skills include, but are not limited to the following: decision making, problem solving techniques, communication, leadership role, human relations, and understanding the need for civic responsibility.

OFFICE/COUNSELING AIDE
8101Y (8101 A or B)
Grade: 12 Level: N/A Credit: 0.5 -1 Local
This course requires a learner to be in good standing with attendance and discipline. The learner must be self-motivated, responsible, and trustworthy. Responsibilities include delivering passes, sorting mail, alphabetizing and sorting various materials, delivering packages, etc. Aides are expected to stay in their assigned areas. Aides will also serve as tour guides to new learners.
TEACHER AIDE
8115Y (8115 A or B)
Grade: 11-12 Level: N/A Credit: 0.5 - 1 Local
This course requires a learner to be in good standing with attendance and discipline. The learner must be self-motivated, responsible, and trustworthy. Requires an approval from Administrative staff.

PEER ASSIST AND LEADERSHIP I and II
4601Y (4601 A and B) Credit: 0.5-1
4602Y (4602 A and B) Credit: 0.5 (state)- 0.5 (local)
Grade: 11-12 Level: 2
Prerequisite: CHS Teacher Approval
The supportive peers will assist an individual learner or a small group of learners with special needs in a general education class or in the special education classroom. Learners will receive confidentiality training and sign a confidentiality statement. Peer tutors are encouraged to develop and maintain positive relationships outside of class. A culminating project or paper will be required at the end of the semester.

PEER COACHING for STUDENTS I and II
5602A Peer Coaching for Students I
5602B Peer Coaching for Students II
Grade: 11-12 Level: 2 Credit: 0.5-1
Prerequisite: CHS Teacher Approval
The supportive peers will assist an individual learner or a small group of learners with special needs in a general education PE classroom. Learners will receive confidentiality training and sign a confidentiality statement. Peer tutors are encouraged to develop and maintain positive relationships outside of class. A reflection paper is required at the end of the semester.

LIBRARY ASSISTANT – INDEPENDENT STUDY ENGLISH
1900Y (1900 A and B)
Grade: 11-12 Level: 2 Credit: 0.5 - 1
Prerequisite: Librarian approval please complete this application
Class size limit: 4 learners per period
The library assistant course provides learners with the opportunity to gain knowledge and skills in information literacy and public relations. Navigating the library system, locating information both physical and digital, and assisting library patrons are emphasized. Learners will become adept with business etiquette, computer and research skills, navigation of the library system, and will acquire a working knowledge of a library and the services it provides.

PERSONAL AND ACADEMIC GROWTH
8953Y (8953 A and B)
Grade: 9-12 Level: N/A Credit: 0.5 - 1 Local
Prerequisite: Committee Approval
The course focus is on managing behavior effectively to allow academic success. Learners learn basic self-control and self-advocacy skills. Learners will identify interpersonal strategies to be used in a variety of environments.

MAKING CONNECTIONS I (1/2 credit)
8611
MAKING CONNECTIONS II (1/2 credit)
8612
The Making Connections course sequence serves students who have an autism spectrum disorder or a related disorder such as social (pragmatic) communication disorder which causes them to have difficulty with social skills. The courses also assist the students with developing and generalizing appropriate and beneficial social skills and in turn increases that student’s postsecondary outcome.
MAKING CONNECTIONS III (1/2 credit)
8613
MAKING CONNECTIONS IV (1/2 credit)
8614
(A student can take Making Connections 1 & 2 one year and 3 & 4 another year. This year they were grouped to run MC1 first semester and MC2 second semester).
The Making Connections course sequence serves students who have an autism spectrum disorder or a related disorder such as social (pragmatic) communication disorder which causes them to have difficulty with social skills. The courses also assist the students with developing and generalizing appropriate and beneficial social skills and in turn increases that student’s postsecondary outcome.

GENERAL EMPLOYABILITY SKILLS (1 Credit)
8601Y (8601A AND B)
Only can be taken once.
Teaches the "soft skills" related to employment. (working cooperatively as part of a team, personal hygiene, professional dress, proper handshake/greeting skills, appropriate workplace social interactions, time management, problem-solving, short & long term goals, attitude, accepting constructive criticism, working under different styles of supervision, self-advocacy, career clusters, interview skills, work jargon and job tasks skills. This is not the same thing as Work Based Learning, that is a separate supported pull-out program.

APPLIED VOCATIONAL EXPERIENCE - Local Credit
8940Y (8940 A AND B)
The Applied Vocational Experience course gives learners the opportunity to participate in Work-Based Learning in the school or community setting. Learners are supported through job coaching and the purpose of the course is to develop skills to prepare for future employment. Learners would need to be enrolled in General Employability skills either first or concurrently.

There is no level-down option for this course.

CAREER & TECHNICAL EDUCATION

Career & Technical Education courses may have fees associated with them for lab materials, supplies, student organization costs, industry-based or professional certification examinations, and uniforms or standard dress apparel, as a requirement of the course. Fees are subject to change based on increased costs of those items. “Financial” assistance may be available (contact your counselor for more information). Admission to these programs is based on grade level, age appropriateness, interest, class space availability, and aptitude. CISD CTE course offerings are subject to appropriate funding, educator availability, and/or class size.

EQUAL OPPORTUNITY POLICY STATEMENTS 1. All Coppell Independent School District career and technical education (CTE) program opportunities will be offered without regard to race, color, national origin, sex, or disability as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. 2. CISD also does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. 3. Requirements for compliance by the state’s public school regulatory agency, the Texas Education Agency (TEA), are found in the document, Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education.
All learners in a CTE Program of Study are highly encouraged to participate in a co-curricular Career and Technical Student Organization (CTSO). Membership dues of $25 per year are required and additional competition / activity costs may be required. Financial assistance may be available (contact your counselor for more information). CTSOs offered are subject to change. Each course has its CTSO identified in the course description.

- BPA - Business Professionals of America
- DECA - Marketing Education Students Association
- HOSA - Health Occupations Students of America
- FCCLA - Family Career & Community Leaders
- TSA - Technology Student Association

NTHS - National Technical Honor Society: 11th & 12th grade CTSO members have the opportunity to apply for the NTHS. Dues are a one time fee of $30.

**Construction Management and Inspection Program of Study**

#### Principles of Construction
7710Y (7710 A and B)
- Grades: 9-12
- Level: 2
- Credit: 1 (+.5 Professional Communications Credit)
- Prerequisite: None
- Certification Possibility & Required Fees (no fees at CHS9): OSHA Construction ($25)
- CTSO Membership opportunity: TSA - Technology Student Association - $25 Dues

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. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

#### Construction Management I
- Grades: 10-12
- Level: 2
- Credit: 1
- Prerequisite: Principles of Construction
- Recommended Prerequisite: Algebra I, Geometry
- Certification Possibility & Required Fees: TBD ($25)
- CTSO Membership opportunity: TSA - Technology Student Association - $25 Dues

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 include the knowledge of design techniques and tools related to the management of architectural and engineering projects.

#### Construction Management II
- Grades: 11-12
- Level: 3
- Credit: 2 (6 hours Dual Credit)
- Prerequisite: Principles of Construction & Construction Management I
- CTSO Membership opportunity: TSA - Technology Student Association - $25 Dues

North Lake Dual Credit: Fall Semester- CNBT 2342 - Construction Management AND

North Lake Dual Credit: Spring Semester-CNBT 1311 - Construction Materials & Methods
PRACTICUM IN CONSTRUCTION MANAGEMENT
Grades: 12 Level: 3 Credit: 2 (6 hours Dual Credit)
Prerequisite: Construction Management I
CTSO Membership opportunity: TSA- Technology Student Association- $25 Dues
North Lake Dual Credit: Fall Semester- CNBT 1302- Mechanical, Plumbing, & Electrical
AND
North Lake Dual Credit: Spring Semester- CNBT 2310- Commercial / Industrial Blueprint Reading

Design & Multimedia Arts Round Up
(This Program of Study includes general Design & Multimedia Arts, as well as pathways for students interested in the Round Up or the Sidekick / Coppell Student Media programs. Please choose your courses accordingly.)

PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS-Course not offered at CHS-
7125Y
Grades: 9 Level: 2 Credit: 1 (+.5 Professional Communications Credit)
Prerequisite: None
CTSO Membership opportunity: TSA- Technology Student Association- Dues $25 per year
The goal of this course is for 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. Careers in the Arts, Audio/Video Technology, and Communications include video production, journalism publications, debate, graphic design and animation. In addition to creative aptitude, these careers require a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

Digital Media
7221Y (7221 A and B)
Grades: 10-12 Level: 2 Credit: 1
Prerequisite: None
CTSO Membership opportunity: TSA- Technology Student Association- Dues $25 per year
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. Students will focus on creating and editing animations, videos, photos, graphics and web pages. 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.

ANIMATION I
7111Y (7111 A and B)
Grades: 10-12 Level: 2 Credit: 1
Prerequisite: None
Recommended prerequisites: Principles of Arts, Audio/Video Technology, and Communications, Digital Media, or Art I
CTSO Membership opportunity: TSA- Technology Student Association- Dues $25 per year
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 will teach you how to tell a story which not only moves the audience but will move on the screen. Animation will give you skills in storyboarding, twinning, motion guides, movie clips, masking, motion graphics and special effects. Animation will let you broaden and explore new technologies as well as practice traditional animation styles.
Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, learners will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design. Students will use a variety of software programs from the Adobe Creative Suite to online sites and apps to support and develop creativity and problem solving. Graphic Design will focus your imagination and give you valuable skills to use in school, on the job and for the rest of your life.

**Round-Up** learners will work on the Coppell High School publication, The Round-Up, which is published annually in the spring.

**Sidekick/Coppell Student Media** learners receive hands-on experience for what life is like as a college or professional journalist. CoppellStudentMedia.com is updated each school day and serves as the primary source for Sidekick staffers to present news to the campus and community in addition to six printed issues each school year. The major publication of this course are Sidekick newspapers and Coppell Student Media online content.

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. Students will use a variety of software programs from the Adobe Creative Suite to online sites and apps to support and develop creativity and problem solving. Graphic Design will focus your imagination and give you valuable skills to use in school, on the job and for the rest of your life.
GRAPHIC DESIGN AND ILLUSTRATION II / GRAPHIC DESIGN AND ILLUSTRATION II LAB (Sidekick / Coppell Student Media)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Grades</th>
<th>Level</th>
<th>Credit</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7104Y (7104 A and B)</td>
<td>11-12</td>
<td>2</td>
<td>2</td>
<td>(This is a DOUBLE BLOCKED COURSE- 2 periods) (This course is a prerequisite for Practicum in Graphic Design &amp; Illustration- Sidekick) Prerequisite: Graphic Design and Illustration I- Sidekick Certification Possibility &amp; Required Fees: OSHA General ($25)</td>
</tr>
</tbody>
</table>

CTSO Membership opportunity: TSA- Technology Student Association- Dues $25 per year

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. Sidekick/Coppell Student Media learners receive hands-on experience for what life is like as a college or professional journalist. CoppellStudentMedia.com is updated each school day and serves as the primary source for Sidekick staffers to present news to the campus and community in addition to six printed issues each school year. The major publication of this course are Sidekick newspapers and Coppell Student Media online content.

There is no level-down option for this course.

PRACTICUM IN GRAPHIC DESIGN AND ILLUSTRATION (Round-Up)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Grades</th>
<th>Level</th>
<th>Credit</th>
<th>Notes</th>
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<tbody>
<tr>
<td>7105Y (7105 A and B)</td>
<td>12</td>
<td>3</td>
<td>2</td>
<td>(This is a DOUBLE BLOCKED COURSE- 2 periods) PROGRAM QUALIFICATION FORM &amp; PATHWAY TEAM APPROVAL REQUIRED FOR ALL SENIOR LEVEL / PRACTICUM COURSES Prerequisite: Graphic Design and Illustration II / Graphic Design and Illustration II Lab- Round-Up Certification Possibility &amp; Required Fees: Adobe ACA Photoshop ($25) Must be able to provide transportation for off campus Practicum Experiences. CTSO Membership opportunity: TSA- Technology Student Association- Dues $25 per year</td>
</tr>
</tbody>
</table>

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. Round-Up learners will work on the Coppell High School publication. The Round-Up, which is published annually in the spring.

There is no level-down option for this course.

PRACTICUM IN GRAPHIC DESIGN AND ILLUSTRATION (Sidekick / Coppell Student Media)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Grades</th>
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<th>Credit</th>
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<tr>
<td>7105Y (7105 A and B)</td>
<td>12</td>
<td>3</td>
<td>2</td>
<td>(This is a DOUBLE BLOCKED COURSE- 2 periods) PROGRAM QUALIFICATION FORM &amp; PATHWAY TEAM APPROVAL REQUIRED FOR ALL SENIOR LEVEL / PRACTICUM COURSES Prerequisite: Graphic Design and Illustration II / Graphic Design and Illustration II Lab- Sidekick Certification Possibility &amp; Required Fees: Adobe ACA InDesign ($25) Must be able to provide transportation for off campus Practicum Experiences. CTSO Membership opportunity: TSA- Technology Student Association- Dues $25 per year</td>
</tr>
</tbody>
</table>

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. Sidekick/Coppell Student Media learners receive hands-on experience for what life is like as a college or professional journalist. CoppellStudentMedia.com is updated each school day and serves as the primary source for Sidekick staffers to present news to the campus and community in addition to six printed issues each school year. The major publication of this course are Sidekick newspapers and Coppell Student Media online content.

There is no level-down option for this course.
Digital Communications Program of Study

PRINCIPLES OF ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS

Course not offered at CHS

7125Y
Grades:  9  Level:  2  Credit:  1 (+.5 Professional Communications Credit)
Prerequisite:  None

CTSO Membership opportunity: TSA- Technology Student Association-  Dues $25 per year
The goal of this course is for 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. Careers in the Arts, Audio/Video Technology, and Communications include video production, journalism publications, debate, graphic design and animation. In addition to creative aptitude, these careers require a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

AUDIO/VIDEO PRODUCTION I (KCBY)

7119Y (7119 A and B)
Grade:  10-12  Level:  2  Credit:  1
Prerequisites: None
Recommended prerequisites: Principles of Arts, Audio/Video Technology, and Communications
Required Course Materials: 16GB Class 10 SD card, 500GB or higher portable hard drive, and headphones.

CTSO Membership opportunity: TSA- Technology Student Association-  Dues $25 per year
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. The major publications for this course are KCBY shows.

AUDIO/VIDEO PRODUCTION II / AUDIO/VIDEO PRODUCTION II LAB (KCBY)

7121Y (7121 A and B)
Grade:  11-12  Level:  2  Credit:  2  (This is a DOUBLE BLOCKED COURSE- 2 periods)
Prerequisites: Audio Video Production I
Required Course Materials: 16GB Class 10 SD card, 500GB or higher portable hard drive, and headphones.
Certification Possibility & Required Fees: OSHA General ($25)

CTSO Membership opportunity: TSA- Technology Student Association-  Dues $25 per year
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 postproduction 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. The major publications for this course are KCBY shows.
There is no level-down option for this course.

PRACTICUM IN AUDIO/VIDEO PRODUCTION (KCBY)

7122Y (7122A and B)
Grades:  12  Level:  3  Credit:  2  (This is a DOUBLE BLOCKED COURSE- 2 periods)
PROGRAM QUALIFICATION FORM & PATHWAY TEAM APPROVAL REQUIRED FOR ALL SENIOR LEVEL / PRACTICUM COURSES
Prerequisites: Audio/Video Production II / Audio/Video Production II Lab
Certification Possibility & Required Fees: Adobe ACA Premiere Pro ($25)
Must be able to provide transportation for off campus Practicum Experiences

CTSO Membership opportunity: TSA- Technology Student Association-  Dues $25 per year
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.
There is no level-down option for this course.
Business Management Program of Study

**PRINCIPLES OF BUSINESS, MARKETING, & FINANCE - Course not offered at CHS**
7007Y (7007 A and B)
Grades: 9
Level: 2
Credit: 1 (+.5 Professional Communications Credit)
Prerequisites: None

CTSO Membership opportunity: DECA- Marketing Education Students Association- $25 Dues

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.

**BUSINESS INFORMATION MANAGEMENT I - Course offered at CHS & CHS9**
7003Y (7003 A and B)
Grades: 9-12
Level: 2
Credit: 1
Prerequisites: None

This course is highly recommended for ALL Career and Technical Education (CTE) Pathways
Certification Possibility & Required Fees (no fees at CHS9): Microsoft MOS Word ($25) & Microsoft MOS Excel ($25)
CTSO Membership opportunity: BPA- Business Professionals of America- $25 Dues (CHS only)

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, to create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

**BUSINESS INFORMATION MANAGEMENT II**
7004Y (7004 A and B)
Grades: 10-12
Level: 2
Credit: 1
Prerequisites: Business Information Management I

This course is highly recommended for ALL Career and Technical Education (CTE) Pathways
Certification Possibility & Required Fees: Microsoft Expert Word ($25) & Microsoft Expert Excel ($25)
CTSO Membership opportunity: BPA- Business Professionals of America- $25 Dues

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 MANAGEMENT**
7002Y (7002 A and B)
Grades: 10-12
Level: 2
Credit: 1
Prerequisite: None

CTSO Membership opportunity: BPA- Business Professionals of America- $25 Dues

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.

(This course is also offered through North Lake Dual Credit option: BMGT 1327- Principles of Management)

**BUSINESS LAW**
7008Y (7008A and B)
Grades: 10-12
Level: 2
Credit: 1
Prerequisites: None

CTSO Membership opportunity: BPA- Business Professionals of America- $25 Dues

Business Law 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.
STATISTICS AND BUSINESS DECISION MAKING
2452Y (2452 A and B)
Grades: 11-12    Level: 2    Credit: 1
Prerequisite: Algebra II
Certification Possibility & Required Fees: TBD ($25)
CTSO Membership opportunity: BPA- Business Professionals of America- $25 Dues
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 the methods used to collect data to ensure conclusions are valid.
Note: This CTE course satisfies a math credit requirement for students on the Foundation High School Program. Business Statistics & Decision Making may count as a fourth year math for graduation for learners who also have credit for Algebra I, Geometry, and Algebra II.

EXTENDED PRACTICUM IN BUSINESS MANAGEMENT (Paid Work-Based)
7012Y (7012 A and B)
Grades: 11-12    Level: 2    Credit: 3 (1 period)
AN AVERAGE OF 15 HOURS PER WEEK AT APPROVED TRAINING STATION / JOB REQUIRED
Prerequisite: None
Recommended Prerequisite: At least two Business Management Program of Study courses
Certification Possibility & Required Fees: OSHA- General ($25)
CTSO Membership opportunity: BPA- Business Professionals of America- $25 Dues
Additional Requirements: Students are required to have paid employment of an average of 15 hours per week by the end of the second week of class and to maintain that employment until the end of the school year.
Must be able to provide your own transportation for off campus Practicum Experiences.
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 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.

Marketing and Sales Program of Study
PRINCIPLES OF BUSINESS, MARKETING, & FINANCE-Course not offered at CHS-
7007Y (7007 A and B)
Grades: 9    Level: 2    Credit: 1 (+.5 Professional Communications Credit)
Prerequisites: None
CTSO Membership opportunity: DECA- Marketing Education Students Association - $25
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.

SPORTS & ENTERTAINMENT MARKETING
7018
Grades: 10-12    Level: 2    Credit: 0.5
Prerequisites: None
Recommended prerequisites: Principles of Business, Marketing, and Finance
Recommend taking Social Media Marketing in the opposite semester
CTSO Membership opportunity: DECA- Marketing Education Students Association - $25
This project based course will help learners develop a thorough understanding of the marketing concepts and theories that apply to sports and entertainment events. This course encompasses the following topics: basic marketing strategies, target marketing and segmentation, sponsorship, event marketing promotion, planning and implementation of sports marketing plans, and event evaluation and management techniques. Learners will also develop and fine tune their presentation and communication skills as they work on special projects with local sports and entertainment organizations. Learners have the opportunity to network with sports industry professionals through special field trips and sports career days. Learners are encouraged to develop important leadership skills through DECA, an association of marketing learners.

**SOCIAL MEDIA MARKETING**

7019

**Grades:** 10-12  
**Level:** 2  
**Credit:** 0.5  
**Prerequisite:** None

Recommended prerequisites: Principles of Business, Marketing, and Finance  
Recommend taking Advertising in the opposite semester

**CTSO Membership opportunity:** DECA - Marketing Education Students Association - $25

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.

**PRACTICUM IN MARKETING I (INCubator)**

7013Y (7013 A and B)

**Grades:** 11-12  
**Level:** 3  
**Credit:** 2  
(This is a DOUBLE BLOCKED COURSE - 2 periods)

(This course is a prerequisite for Extended Practicum in Marketing)

**PROGRAM QUALIFICATION FORM & PATHWAY TEAM APPROVAL REQUIRED FOR ALL SENIOR LEVEL / PRACTICUM COURSES**

**Prerequisite:** At least 2 Pathway courses  
**Certification Possibility & Required Fees:** OSHA - General Business ($25)

**CTSO Membership opportunity:** DECA - Marketing Education Students Association - $25 Dues

Must be able to provide transportation for off campus Practicum Experiences.

Practicum in Marketing, INCubatoredu, is a series of dynamic activities that focus on the customer to generate a profitable exchange. INCubatoredu is a dynamic program that teaches entrepreneurship through experiential learning. Supported by teachers and volunteers, students are empowered through a rigorous, authentic entrepreneurship experience. Engage your students, engage your community with INCubatoredu. 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. The practicum course is an unpaid experience for students participating in a coherent sequence of career and technical courses in marketing. Students may take this course for two years with teacher approval and new business pitches. There is no level-down option for this course.

**EXTENDED PRACTICUM IN MARKETING I (ACCELerator)**

7014Y (7014 A and B)

**Grades:** 12  
**Level:** 3  
**Credit:** 3 (2 periods)  
(A MINIMUM OF 5 HOURS PER WEEK OUTSIDE OF THE SCHOOL DAY)

**PROGRAM QUALIFICATION FORM & PATHWAY TEAM APPROVAL REQUIRED FOR ALL SENIOR LEVEL / PRACTICUM COURSES**

**Prerequisite:** Practicum in Marketing, Monetization - Funding support for business

**Certification Possibility & Required Fees:** Entrepreneurship & Small Business ($25)

**CTSO Membership opportunity:** DECA - Marketing Education Students Association - $25 Dues

Must be able to provide your own transportation for off campus Practicum Experiences.

Teams who successfully complete INCubator, Practicum in Marketing, and their businesses are funded, may apply for this course. In the business world, entrepreneurs who have seed funding often join accelerators to bring traction to their new business faster. Our student ACCELerator program is inspired by tools entrepreneurs and accelerators use to take their businesses to the next level. Extended Practicum in Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. The practicum course is an unpaid experience for students participating in a coherent sequence of career and technical courses in marketing. There is no level-down option for this course.
Teaching and Training Program of Study

PRINCIPLES OF EDUCATION AND TRAINING-Course not offered at CHS-
7500Y (7500 A and B)
Grade: 9  
Level: 2  
Credits: 1 (+.5 Professional Communications Credit)
Prerequisite: None
CTSO Membership opportunity: FCCLA- Family Career & Community Leaders- $25 Dues
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
7502Y (7502 A and B)
Grade: 10-12  
Level: 2  
Credit: 1
Prerequisite: None
Recommended Prerequisite: Principles of Education and Training or Principles of Health Science
CTSO Membership opportunity: FCCLA- Family Career & Community Leaders- $25 Dues
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.

INSTRUCTIONAL PRACTICES
7501Y (7501 A and B)
Grades: 11-12  
Level: 2  
Credits: 2
(This is a DOUBLE BLOCKED COURSE- 2 periods)
Prerequisite: Principles of Education and Training and Human Growth and Development
Certification Possibility & Required Fees:   AHA- BLS: CPR / First Aid ($10)
CTSO Membership opportunity: FCCLA- Family Career & Community Leaders- $25 Dues
Must be able to provide transportation for off campus experiences
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.
(This course is also offered through Brookhaven Dual Credit Option: Child Development Associate Training I- CDEC 1417)

PRACTICUM IN EDUCATION AND TRAINING
7503Y (7503 A and B)
Grades: 12  
Level: 3  
Credits: 2
(This is a DOUBLE BLOCKED COURSE- 2 periods)
PROGRAM QUALIFICATION FORM & PATHWAY TEAM APPROVAL REQUIRED FOR ALL SENIOR LEVEL / PRACTICUM COURSES
Prerequisite: Instructional Practices
Certification Possibility & Required Fees:  OSHA 10-Hour General Industry ($25)
CTSO Membership opportunity: FCCLA- Family Career & Community Leaders- $25 Dues
Must be able to provide your own transportation for off campus Practicum Experiences.
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.
There is no level-down option for this course.
(This course is also offered through Brookhaven Dual Credit Option: Child Development Associate Training II- CDEC 2422)
Healthcare Therapeutic Program of Study

(This Program of Study includes pathways to Industry certifications including: Emergency Medical Technician, Patient Care Technician, Pharmacy Technician, or Sports Medicine- Personal Trainer certification. Please choose your courses accordingly.)

PRINCIPLES OF HEALTH SCIENCE-Course not offered at CHS-(needed to advance towards Emergency Medical Technician, Pharmacy Technician, or Patient Care Technician)
7401Y (7401 A and B)
Grades: 9-10  Level: 2  Credit: 1 (+.5 Professional Communications Credit)
Prerequisite:  None
Certification Possibility: OSHA 10-Hour Healthcare & AHA- BLS: CPR / First Aid
CTSO Membership opportunity: HOSA - Future Health Professionals - $25 Dues
The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry. This course is part of the Health Careers Pathway and is designed for learners interested in pursuing a career in the health science industry. Learners are required to learn reasoning skills, think critically, make decisions, problem solve and communicate effectively. Learners will identify employment opportunities, technology, and safety requirements of each system. It is important to plan to follow the recommended health science courses in order to qualify for junior/senior year certification courses and medical rotations.

PRINCIPLES OF HEALTH SCIENCE-(Sports Medicine I)-Course offered at CHS & CHS9-
7405Y (7405 A and B)
Grades: 9-10  Level: 2  Credit: 1 (+.5 Professional Communications Credit)
Prerequisite:  None
REQUIRES QUALIFICATION FORM & APPROVAL BY CHS ATHLETIC TRAINER. Qualification Form: https://tinyurl.com/Sports-Medicine-Qualification
Certification Possibility: OSHA 10-Hour Healthcare & AHA BLS: CPR / First Aid
CTSO Membership opportunity: HOSA - Health Occupations Students of America- $25 Dues
In the Sports Medicine Pathway this class will serve as an introduction for learners that have an interest in athletic training, sports medicine or physical therapy. Learners are required to apply skills learned in class while participating as a member of the Sports Medicine learner staff at different sporting events and practices. Some of the topics covered will be an overview of the profession of athletic training, basic anatomy and basic exercise physiology, injury recognition and prevention and rehabilitation, protective taping and bracing and CPR/First Aid. Learners will have an opportunity to practice all skills through practical laboratory sessions. Qualification Form, References and Interview due by March 1. This class requires working practice either before or after school and scheduled athletic events (which may include some weekends and holidays). This course actually starts in the first week of August before the football, volleyball, and cross country teams meet. August practice sessions are mandatory. This course does not apply to the Emergency Medical Technician, Pharmacy Technician, or Patient Care Technician pathways.

MEDICAL TERMINOLOGY (needed to advance towards Emergency Medical Technician, Pharmacy Technician, or Patient Care Technician)
7420Y (7420 A and B)
Grades: 10-12  Level: 2  Credit: 1
Prerequisite:  None
Recommended Prerequisite: Principles of Health Science
CTSO Membership opportunity: HOSA - Future Health Professionals - $25 Dues
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.
(This course is also offered through Brookhaven Dual Credit option: Medical Terminology- MDCA 1313)

PROJECT-BASED RESEARCH (Sports Medicine II)
7406Y (7406 A and B)
Grade: 10-12  Level: 2  Credit: 1 (+1 PE credit- Foundations of Personal Fitness)
Prerequisite:  Principles of Health Science (Sports Medicine I) AND REQUIRES QUALIFICATION FORM & APPROVAL BY CHS ATHLETIC TRAINER. Qualification Form:https://tinyurl.com/Sports-Medicine-Qualification
Certification Possibility & Required Fees: BLS CPR Instructor Certification & BLS Instructor Essentials ($25)

CTSO Membership opportunity: HOSA - Health Occupations Students of America- $25 Dues

Project-Based Research is a course for students to research a sports medicine related issue. Students develop an original project on a topic related to sports medicine. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This is a course for learners that are interested in a career in Sports Medicine or Physical Therapy. Grading for this class is based on attending required practices two hours either before or after school and scheduled athletic events (which may include some weekends and/or holidays). Learners will provide leadership in maintaining the training room, scheduling, and peer mentoring to underclassmen in the Sports Medicine program. They will be expected to master advanced competencies of Athletic Training.

This course does not apply to the Emergency Medical Technician, Pharmacy Technician, or Patient Care Technician pathways.

**HONORS ANATOMY AND PHYSIOLOGY**

3820Y (3820A and B)

Grades: 11-12 Level: 3 Credit: 1

Prerequisite: Biology and a second science credit

CTSO Membership opportunity: HOSA - Health Occupations Students of America- $25 Dues

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

Learners in Anatomy and Physiology of Human Systems study the structures and functions of the human body systems and learn how to maintain health and wellness. This course includes at least 40% laboratory investigation using scientific inquiry and dissections.

There is no level-down option for this course.

**HEALTH SCIENCE THEORY** (Needed to advance towards Emergency Medical Technician, Pharmacy Technician, or Patient Care Technician)

Grades: 11-12 Level: 2 Credits: 1

(Prerequisite for Practicum in Health Science)

Prerequisites: Biology, Principles of Health Science & Medical Terminology

REQUIRED Corequisite: Anatomy and Physiology

Certification Possibility & Required Fees: AHA - BLS: CPR / First Aid- $10, Scrubs- $60 & Recommended- $75 for stethoscope

CTSO Membership opportunity: HOSA - Future Health Professionals- $25 Dues

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 (Sports Medicine III)**

Grades: 11-12 Level: 2 Credits: 1

Prerequisites: Sports Medicine I & II

Recommended Corequisite: Anatomy and Physiology

Certification Possibility & Required Fees: AHA BLS CPR/AED- $10

REQUIRES QUALIFICATION FORM & APPROVAL BY CHS ATHLETIC TRAINER. Qualification Form: https://tinyurl.com/Sports-Medicine-Qualification

Required PRIOR to the start of school: TB Skin Test, Flu Shot, Current Drug Screening, Current Criminal Background Check. Must be able to provide your own transportation for off campus Practicum Experiences.

CTSO Membership opportunity: HOSA - Health Occupations Students of America- $25 Dues

In the Sports Medicine Pathway this class will serve as an introduction for learners that have an interest in athletic training, sports medicine or physical therapy. Learners are required to apply skills learned in class while participating as a member of the Sports Medicine learner staff at different sporting events and practices. Some of the topics covered will be an overview of the profession of athletic training, basic anatomy and basic exercise physiology, injury recognition and prevention and rehabilitation, protective taping and bracing and CPR/First Aid. Learners will have an opportunity to practice all skills through practical laboratory sessions.

This course does not apply to the Emergency Medical Technician, Pharmacy Technician, or Patient Care Technician pathways.

**EXTENDED PRACTICUM IN HEALTH SCIENCE (Emergency Medical Technician)**

7408DY (7408 DA and DB)

Grades: 12 Level: 3 Credits: 3 (3 Hours Dual Credit offered at CHS) (This is a DOUBLE BLOCKED COURSE- 2 periods)
72 HOURS OF CLINICAL ROTATIONS OUTSIDE OF THE SCHOOL DAY ARE REQUIRED

ENROLLMENT IS LIMITED

PROGRAM QUALIFICATION FORM & PATHWAY TEAM APPROVAL REQUIRED FOR ALL SENIOR LEVEL / PRACTICUM COURSES
Prerequisite: Completion of ALL Pathway courses.
Certification Possibility & Required Fees: NREMT Exam- $25 (EMT learners must be at least 18 years of age to take the certification exam), $250 (Uniform- shirt & pants, Stethoscope, College Textbook)
Additional Course Requirements: PRIOR to the start of school- TB Skin Test, Flu Shot, Current Drug Screening, Current Criminal Background Check
Must be able to provide transportation for off campus Practicum Experiences.
CTSO Membership opportunity: HOSA - Health Occupations Students of America- $25 Dues
The Practicum in Health Science is designed to give students practical application of previously studied knowledge to obtain the NREMT for Emergency Medical Technician Exam. Practicum students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Learners should recognize that quality health care depends on the ability to work well with others. Clinical students recognize the employment opportunities, technology, and safety requirements of each system. Professional integrity in the health science industry is dependent on acceptance of ethical and legal responsibilities. There is no level-down option for this course.

PRACTICUM IN HEALTH SCIENCE (Patient Care Technician)

Grades: 12 Level: 4 Credits: 2 (This is a DOUBLE BLOCKED COURSE- 2 periods)
PROGRAM QUALIFICATION FORM & PATHWAY TEAM APPROVAL REQUIRED FOR ALL SENIOR LEVEL / PRACTICUM COURSES
Prerequisites: Completion of ALL Pathway courses.
(Prerequisite for Practicum in Health Science)
Certification Possibility & Required Fees: NHA Patient Care Technician Exam- $25, Test-Prep Package- $65
CTSO Membership opportunity: HOSA - Future Health Professionals- $25 Dues
This course is designed for the development of advanced knowledge and skills related to a wide variety of health careers. Learners will employ hands-on experiences for continued knowledge and skill development in the field of Health Science. Learners are required to learn reasoning skills, think critically, make decisions, problem solve and communicate effectively. This course prepares the learner for the transition to clinical or work-based practicums in health care. Learners may have some experiences at a medical facility. Students will take the Patient Care Technician (CPCT/A) certification exam at the end of the course. There is no level-down option for this course.

PRACTICUM IN HEALTH SCIENCE (Pharmacy Technician)

7409Y (7409 A and B)
Grades: 12 Level: 4 Credits: 2 (This is a DOUBLE BLOCKED COURSE- 2 periods)
PROGRAM QUALIFICATION FORM & PATHWAY TEAM APPROVAL REQUIRED FOR ALL SENIOR LEVEL / PRACTICUM COURSES
Prerequisites: Completion of ALL Pathway courses.
Certification Possibility & Required Fees: $200 Test-Prep Package, $60 Uniform- scrubs (if not already purchased),AHA- BLS: CPR / First Aid- $10, NHA ExCEPT for Pharmacy Technician Exam- $25
Must be able to provide transportation for off campus Practicum Experiences.
The Practicum in Health Science is designed to give students practical application of previously studied knowledge and skills and the knowledge and skills needed for the NHA ExCEPT Exam to obtain a Pharmacy Technician certification. Practicum students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Learners should recognize that quality health care depends on the ability to work well with others. Clinical students recognize the employment opportunities, technology, and safety requirements of each system. Professional integrity in the health science industry is dependent on acceptance of ethical and legal responsibilities. There is no level-down option for this course.

PRACTICUM IN HEALTH SCIENCE (Sports Medicine IV)

7410Y (7410 A and B)
Grades: 12 Level: 4 Credits: 2 (This is a DOUBLE BLOCKED COURSE- 2 periods)
INSTRUCTOR APPROVAL REQUIRED FOR ALL SENIOR LEVEL / PRACTICUM COURSES
Prerequisites: Completion of ALL Pathway courses.
Recommended Prerequisites: Medical Terminology
Certification Possibility & Required Fees: ACSM Certified Personal Trainer Exam- $25, ACSM Membership Fee- $10, CPT Certification Resources, Guidelines, & Review Materials $180

REQUIRES QUALIFICATION FORM & APPROVAL BY CHS ATHLETIC TRAINER. Qualification Form: https://tinyurl.com/Sports-Medicine-Qualification

Must be able to provide transportation for off campus Practicum Experiences.

In Sports Medicine IV this class requires working practice either before or after school and scheduled athletic events (which may include some weekends and holidays). This course actually starts in the first week of August before the football, volleyball, and cross-country teams meet. August practice sessions are mandatory. This is a course for third year sports medicine students. Students will participate in practices and games as part of the sports medicine student staff.

This course does not apply to the Emergency Medical Technician, Pharmacy Technician, or Patient Care Technician pathways.

Engineering Program of Study

PRINCIPLES OF APPLIED ENGINEERING - Course not offered at CHS-

7300Y (7300 A and B)

Grades: 9  Level: 2  Credit: 1 (+.5 Professional Communications Credit)

Prerequisites: None

Certification Possibility: OSHA 10-Hour - General

CTSO Membership opportunity: TSA - Technology Student Association- $25 Dues

Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will learn how to apply engineering design principles to solve various real world problems. This course is appropriate for students who are interested in design and engineering. The nature of the course is hands-on with students participating in a number of team design challenges. Throughout the year, students will work on various skills in an individualized, self-paced environment. Projects include: LEGO Robotics, introduction to sketching & 3D modeling, and control systems. In some cases, project supplies will not be provided by the class to allow learners the widest choices in materials and options. Students are encouraged to participate in the Technology Student Association and the related competitions.

ENGINEERING DESIGN & PRESENTATION

Grades: 10-12  Level: 2  Credit: 1

Prerequisites: Algebra I

Recommended Prerequisite: Principles of Applied Engineering

Certification Possibility & Required Fees: TBD - $25

CTSO Membership opportunity: TSA - Technology Student Association- $25 Dues

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.

Note: This CTE - Technology Applications course satisfies a math credit requirement for students on the Foundation High School Program. AP Computer Science may count as a fourth year math for graduation for learners who also have credit for Algebra I, Geometry, and Algebra II.

ENGINEERING DESIGN & PROBLEM SOLVING

3702Y

Grades: 11-12  Level: 2  Credit: 1

Prerequisites: Algebra I and Geometry

Recommended Prerequisites: At least two courses in Program of Study

Certification Possibility & Required Fees: Certified SolidWorks Associate (CSWA)- $25

CTSO Membership opportunity: TSA - Technology Student Association- $25 Dues

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. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course.

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

PRACTICUM IN STEM
TSDS PEIMS Code: 13037400 (PRCSTEM1)
7303Y (7303 A and B)
Grades: 11-12 Level: 3 Credit: 2 (This is a DOUBLE BLOCKED COURSE- 2 periods)
PROGRAM QUALIFICATION FORM & PATHWAY TEAM APPROVAL REQUIRED FOR ALL SENIOR LEVEL / PRACTICUM COURSES
Prerequisites: Algebra I and Geometry
Recommended Prerequisites: At least two courses in Program of Study
Certification Possibility & Required Fees: Certified SolidWorks Associate (CSWA)- $25
CTSO Membership opportunity: TSA- Technology Student Association- $25 Dues
Need to be able to provide transportation for off campus Practicum Experiences
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. This course is the senior capstone-engineering project. Learners will participate in up to two distinct projects over the course of the year as they demonstrate the skills acquired over the previous three years. In some cases, the class to allow learners the widest choices in materials and options will not provide project supplies.
There is no level-down option for this course.

Programming and Software Development Program of Study

COMPUTER PROGRAMMING I-Course offered at CHS & CHS9-
TSDS PEIMS Code: 13027600 (COMPPRO1)
7216 (7216 A and B)
Grades: 9-12 Level: 2 Credit: 1 (ONLY at CHS9- ☎️ $25 Professional Communications Credit)
Prerequisite: None
Recommended Prerequisites: Algebra I
Certification Possibility & Required Fees (no fees at CHS9): MTA Introduction to Programming Using Python ($25)
CTSO Membership opportunity: TSA- Technology Student Association- $25 Dues
Computer Programming students will acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. Students will identify and analyze client project software needs and requirements. Students will design a software application plan. Students will solve problems using different types and levels of programming languages and quality assurances. Students will recognize issues and comply with procedures for maintaining the security of computerized information.

AP COMPUTER SCIENCE PRINCIPLES
TSDS PEIMS Code: A3580300 (APCSPRIN)
7204Y (7204 A and B)
Grades: 10-12 Level: 4 Credit: 1
Prerequisite: None
Certification Possibility & Required Fees: AP Computer Science Principles Exam ($25)
CTSO Membership opportunity: TSA- Technology Student Association- $25 Dues
This course offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. The goal of this course is to broaden your understanding of computer science for use in a diversity of majors and careers. In contrast, the AP Computer Science A course goal is to develop skills for future study or a career in computer science or other STEM fields.
There is no level-down option for this course.
COMPUTER PROGRAMMING II  
TSDS PEIMS Code: 13027700 (COMPPRO2)  
7218Y (7218 A and B)  
Grades: 10-12 Level: 2 Credit: 1  
Prerequisite: Computer Programming I  
Certification Possibility & Required Fees: Microsoft MTA Software Development Fundamentals C# ($25)  
CTSO Membership opportunity: TSA- Technology Student Association- $25 Dues  
Computer Programming students will expand their knowledge and skills in structured programming techniques and concepts by addressing problems that are more complex and developing comprehensive programming solutions. Students will identify project software needs and requirements. Students will demonstrate knowledge of the software development environment and software design process. Students will design and code software solutions using object oriented and event driven programming techniques. Students will demonstrate knowledge of software testing and perform quality assurance testing.

AP COMPUTER SCIENCE A  
7203Y (7203 A and B)  
Grades: 11-12 Level: 4 Credit: 1  
Prerequisite: Algebra I  
Recommended Prerequisite: Computer Programming II  
Certification Possibility & Required Fees: AP Computer Science Exam ($25)  
CTSO Membership opportunity: TSA- Technology Student Association- $25 Dues  
AP Computer Science A is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.  
There is no level-down option for this course.  
Note: This technology applications course satisfies a math credit requirement for students on the Foundation High School Program. AP Computer Science may count as a fourth year math for graduation for learners who also have credit for Algebra I, Geometry, and Algebra II.

PRACTICUM IN INFORMATION TECHNOLOGY  
TSDS PEIMS Code: 13028000 (PRACIT1)  
7223Y (7223 A and B)  
Programming  
Grades: 11-12 Level: 3 Credit: 2  
(This is a DOUBLE BLOCKED COURSE- 2 periods)  
PROGRAM QUALIFICATION FORM & PATHWAY TEAM APPROVAL REQUIRED FOR ALL SENIOR LEVEL / PRACTICUM COURSES  
Prerequisite: At least 2 Pathway courses  
Certification Possibility & Required Fees: MTA Database Fundamentals ($25)  
Must be able to provide transportation for off campus Practicum Experiences.  
CTSO Membership opportunity: TSA- Technology Student Association- $25 Dues  
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.
ADDITIONAL CTE ELECTIVES

FORENSIC SCIENCE
TSDS PEIMS Code: 13029500 (FORENSCI)
3807Y (3807 A and B)
Grades: 11-12  Level:  2  Credit:  1
Prerequisite: Biology and Chemistry
Recommended Prerequisite: Principles of Health Science
CTSO Membership opportunity: HOSA - Future Health Professionals- $25 Dues
This 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. Learners will learn terminology and investigative procedures related to crime scene, truth detection, and scientific procedures used to solve crimes. Using scientific methods, learners will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Learners will learn the legal aspects and career options for forensic science. This CTE course does not satisfy the requirements of any of our Programs of Study.
Note: This CTE course satisfies a Science credit requirement for students on the Foundation High School Program.

MONEY MATTERS
TSDS PEIMS Code: 13016200 (MONEYM)
7005Y (7005 A and B)
Grades: 10-12  Level:  2  Credit:  1
Prerequisite: None
CTSO Membership opportunity: DECA- Marketing Education Students Association - $25
In Money Matters, students will investigate money management from a personal financial perspective. 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 allocation, risk management, retirement planning, and estate planning. This CTE course does not satisfy the requirements of any of our Programs of Study.

ANIMATION I
TSDS PEIMS Code: 13008300 (ANIMAT1)
7111Y (7111 A and B)
Grades: 10-12  Level:  2  Credit:  1
Prerequisite: None
Recommended prerequisites: Principles of Arts, Audio/Video Technology, and Communications, Digital Media, or Art 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 history and techniques of the animation industry. Animation will teach you how to tell a story which not only moves the audience but will move on the screen. Animation will give you skills in storyboarding, twinning, motion guides, movie clips, masking, motion graphics and special effects. Animation will let you broaden and explore new technologies as well as practice traditional animation styles.

GRAPHIC DESIGN AND ILLUSTRATION I
TSDS PEIMS Code: 13008800 (GRAPHDI1)
7101Y (7101 A and B)
Grades: 10-12  Level:  2  Credit:  1
Prerequisite: None
Recommended prerequisites: Principles of Arts, Audio/Video Technology, and Communications or Art I
Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, learners will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design. Students will use a variety of software programs from the Adobe Creative Suite to online sites and apps to support and develop creativity and problem solving. Graphic Design will focus your imagination and give you valuable skills to use in school, on the job and for the rest of your life.