

Course Offerings
For
Parkview Schools Lubbock/Levelland
9th – 12th
2017-2018

A listing of courses available to fulfill graduation requirements that satisfy credits needed for English Language Arts.

03220100 English I

Grade Level: 9-12 Credit: 1 Term: Year

Prerequisite - None

Course Description: Grammar, composition, vocabulary, reading and literature are explored and studied. Listening and speaking skills will be used in analyzing and interpreting information. Available technology, including databases and the internet, will be utilized in all courses in the sequence for research papers. English I and II offer a comprehensive study of grammar and practice in basic reading and writing skills; literature instruction will be by theme. English III offers a study of American literature, while English IV offers the study of British literature. English I-IV is taken in sequence. This course requires an EOC exam.

Credit Type: English State Credit

03220105 English I (Modified content)

Grade Level: 9-12 Credit: 1 Term: Year

Prerequisite - None

Course Description: Students enrolled in this course will receive modified content as per IEP as follows: Grammar, composition, vocabulary, reading and literature are explored and studied. Listening and speaking skills will be used in analyzing and interpreting information. Available technology, including databases and the internet, will be utilized in all courses in the sequence for research papers. English I and II offer a comprehensive study of grammar and practice in basic reading and writing skills; literature instruction will be by theme. English III offers a study of American literature, while English IV offers the study of British literature. English I-IV is taken in sequence. This course requires an EOC exam.

Credit Type: English State Credit

03220200 English II

Grade Level: 10-12 Credit: 1 Term: Year

Prerequisite - English I

Course Description: See course description for English I. This course requires an EOC exam.

Credit Type: English State Credit

03220207 English II (Modified content)

Grade Level: 10-12 Credit: 1 Term: Year

Prerequisite - English I

Course Description: Students enrolled in this course will receive modified content as per IEP as follows:
See course description for English I. This course requires an EOC exam.

Credit Type: English State Credit

03220300 English III

Grade Level: 11-12 Credit: 1 Term: Year

Prerequisite - English II

Course Description: Students enrolled in this course will receive modified content as per IEP as follows:
See course description for English I.

Credit Type: English State Credit

03220307 English III (Modified content)

Grade Level: 11-12 Credit: 1 Term: Year

Prerequisite - English II

Course Description: Students enrolled in this course will receive modified content as per IEP as follows:
See course description for English I.

Credit Type: English State Credit

03220400 English IV

Grade Level: 12 Credit: 1 Term: Year

Prerequisite - English III

Course Description: Students enrolled in this course will receive modified content as per IEP as follows:
See course description for English I.

Credit Type: English State Credit

03221100 Research and Technical Writing

Grade Level: 12 Credit: 0.5 - 1 Term: Year

Prerequisite - English III

Course Description: This composition course develops skills that are necessary for writing persuasive and informative texts such as essays, reports, proposals, and memoranda as they are used in a variety of professions. Students learn how to research topics and to present the results of their research through a variety of media and how to analyze and discuss published and unpublished articles. The goal of this writing intensive course is to better prepare students for the writing they will encounter at college and/or the workplace.

Must be graduating on the Minimum Plan to count for 4th English credit

Credit Type: English Elective Credit

03200600 English I for Speakers of Other Languages

Grade Level: 9-12 Credit: 1 Term: Year

Prerequisite - LPAC Decision

Course Description: This course is designed for students who have a primary language other than English. This course may take the place of regular English I.

Credit Type: English State Credit

03200700 English II for Speakers of Other Languages

Grade Level: 10-12 Credit: 1 Term: Year

Prerequisite - LPAC Decision

Course Description: See course description for English I for Speakers of Other Languages.

Credit Type: English State Credit

03221300 Practical Writing Skills

Grade Level: 9-11 Credit: 1 Term: Year

Prerequisite - None

Course Description: Practical writing is designed for students who are interested in developing basic writing skills for practical situations. Course curriculum includes writing for practical situations and using effective written language for the following: writing business letters, inquiries and requests; preparing letters of application, application forms and taking notes. Emphasis is on use of correct spelling; use of appropriate vocabulary; use of appropriate punctuation; use of grammatically correct spelling, effective use of paragraphs, practice in legible handwriting and practice in EOC test writing.

This course is credited in the following endorsement pathway(s): Arts & Humanities, Multidisciplinary Arts & Humanities - Journalism

Credit Type: State Elective Credit

03221200 Creative Writing

Grade Level: 10-12 Credit: 1 Term: Year

Prerequisite - None

Course Description: This course will provide a writing workshop for those students interested in the creative aspect of writing. The student will analyze various literary works in different genres. Original works will be produced by the student in the form of short stories, plays, poems, and various non-fiction pieces. Opportunities will be offered to students who wish to have their work published.

This course is credited in the following endorsement pathway(s):

Arts & Humanities - Journalism, Multidisciplinary

Credit Type: State Elective Credit

03221850 Bible Literature and History - Sec. 28.011. ELECTIVE COURSES ON THE BIBLE'S HEBREW SCRIPTURES (OLD TESTAMENT) AND NEW TESTAMENT AND THEIR IMPACT ON THE HISTORY AND LITERATURE OF WESTERN CIVILIZATION

Grade Level: 11-12 Credit: 1 Term: Year

Prerequisite - Grade Level

Course Description: Old and new testament are studied from a historical perspective, following federal and state guidelines in maintaining religious neutrality and accommodating diverse religious views, traditions, and perspectives. Students will analyze literary forms and contents of the Bible so they have a better understanding of its influences on literature, art, culture, law, government, customs, morals, and values. Students selecting this elective should demonstrate strong motivation and high ability in reading, writing analysis, researching, speaking and listening.

Credit Type: State Elective Credit

03230100 Journalism

Grade Level: 9-12 Credit: 1 Term: Year

Prerequisite - None

Course Description: This course provides an introduction to the study of mass print media. Students will study the basic features of journalistic writing with an emphasis on effective writing skills for news, features, editorials and sports. Advertising and design concepts will also be an integral part of this course. In addition, computer skills must be applied for implementation of assignments.

This course is credited in the following endorsement pathway(s):

Arts & Humanities - Journalism

Credit Type: State Elective Credit

03270700 Reading I

Grade Level: 9-12 Credit: 1 Term: Year

Prerequisite - None

Course Description: This class offers instruction in word recognition, comprehension strategies, and vocabulary to ensure that students have an opportunity to read and write with competence, confidence, and understanding.

Credit Type: State Elective Credit

03270800 Reading II

Grade Level: 9-12 Credit: 1 Term: Year

Prerequisite - Reading I

Course Description: See course description for Reading I.

Credit Type: State Elective Credit

03270900 Reading III

Grade Level: 9-12 Credit: 1 Term: Year

Prerequisite - Reading II

Course Description: See course description for Reading I.

Credit Type: State Elective Credit

03220400 Reading IV

Grade Level: 9-12 Credit: 1 Term: Year

Prerequisite - Reading III

Course Description: See course description for Reading I.

Credit Type: State Elective Credit

03270100 College Readiness and Study Skills

Grade Level: 11-12 Credit: 0.5 Term: Semester

Prerequisite - None

Course Description: Students will learn all about the concepts & strategies that will prepare them for the ACT test to maximize scores for college readiness, college acceptance, and scholarship monies. This class will teach content and strategies for each of the five sections. The teacher will review the most important grammar rules to ace the English section. Fifty core math concepts will be covered, as well as math timing strategies. Students will learn reading comprehension strategies, as well as the five "wrong answer" tricks the ACT test uses. Science studies will focus on chart/graph reading strategies as well as timing strategies.

Credit Type: State Elective Credit

03241400 Communication Applications

Grade level: 09-12 Credit: 0.5 Term: Semester

Prerequisite – None

Course Description: Understanding and developing skills in communication are fundamental to all other learning and to all levels of human interaction. For successful participation in professional and social life, students must develop effective communication skills. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical-thinking and problem-solving processes. Students enrolled in Communication Applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

Credit Type: State Elective Credit

A listing of courses available to fulfill graduation requirements that satisfy credits needed for Mathematics

03100507 Algebra 1

Grade level: 09-12 Credit: 1.0 Term: Year

Prerequisite – None

Course Description: Students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. This course will include the appropriate use of graphing technology. This course requires an EOC exam.

Credit Type: Math State Credit

03100505 Algebra 1 (Modified content)

Grade level: 09-12 Credit: 1.0 Term: Year

Prerequisite – None

Course Description: Students enrolled in this course will receive modified content as per IEP as follows: Students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems

with two equations and two variables and will create new functions through transformations. This course will include the appropriate use of graphing technology. This course requires an EOC exam.

Credit Type: Math State Credit

03100600 Algebra 2

Grade level: 10-12 Credit: 1.0 Term: Year

Prerequisite – Algebra 1

Course Description: Students will build on the knowledge and skills for mathematics Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. This course requires an EOC exam.

Credit Type: Math State Credit

03100605 Algebra 2 (Modified content)

Grade level: 10-12 Credit: 1.0 Term: Year

Prerequisite – Algebra I

Course Description: Students enrolled in this course will receive modified content as per IEP as follows: Will build on the knowledge and skills for mathematics Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

Credit Type: Math State Credit

03100700 Geometry

Grade level: 10-12 Credit: 1.0 Term: Year

Prerequisite – Algebra 1

Course Description: Students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric

figures. Students will apply theorems about circles to determine relationships between special segments and angles in circles.

Credit Type: Math State Credit

03100705 Geometry (Modified content)

Grade level: 09-12 Credit: 0.5 Term: Semester

Prerequisite – Algebra 1 (Modified content)

Course Description: Students enrolled in this course will receive modified content as per IEP as follows:

Credit Type: Math State Credit

03102400 Mathematical Models with Applications

Grade level: 09-12 Credit: 0.5 – 1.0 Term: Semester/Year

Prerequisite – Algebra 1

Course Description: Mathematical Models with Applications is designed to build on the knowledge and skills for mathematics in Algebra I and Geometry. Students learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions. Students will select from tools such as physical objects; manipulatives; technology, including graphing calculators, data collection devices, and computers; and paper and pencil and from methods such as algebraic techniques, geometric reasoning, patterns, and mental math to solve problems.

Credit Type: Math State Credit

03102500 Independent Study in Mathematics (First Time Taken)

Grade level: 09-12 Credit: 0.5 – 1.0 Term: Semester/Year

Prerequisite – Geometry and Algebra II

Course Description: Knowledge and skills: mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: Apply mathematics to problems arising in everyday life, society, and the workplace; Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution; select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems; Communicate mathematical ideas, reasoning, and their implications

using multiple representations, including symbols, diagrams, graphs, and language as appropriate; Create and use representations to organize, record, and communicate mathematical ideas; Analyze mathematical relationships to connect and communicate mathematical ideas; and display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

Credit Type: Math State Credit

03010200 Biology

Grade level: 09-12 Credit: 1.0 Term: Semester

Prerequisite – none. This course is recommended for students in Grade 9, 10, or 11.

Course Description: In Biology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment.; Nature of science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable; Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation are experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked; Science and social ethics. Scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information); Science, systems, and models. A system is a collection of cycles, structures, and processes that interact. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment. This course requires an EOC exam.

Credit Type: Science State Credit

03010205 Biology (Modified content)

Grade level: 09-12 Credit: 0.5 Term: Semester

Prerequisite – None

Course Description: Students enrolled in this course will receive modified content as per IEP as follows: In Biology, students conduct laboratory and field investigations, use scientific methods during

investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment.; Nature of science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable; Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation are experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked; Science and social ethics. Scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information); Science, systems, and models. A system is a collection of cycles, structures, and processes that interact. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment. This course requires an EOC exam.

Credit Type: Science State Credit

03020000 Environmental Systems

Grade level: 11-12 Credit: 1.0 Term: Year

Prerequisite – None

Course Description: Environmental Systems. In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments; Nature of science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable; Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation can be experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked; Science and social ethics. Scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision-making methods and ethical and social decisions that involve the application of scientific information; Scientific systems. A system is a collection of cycles, structures, and processes

that interact. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.

Credit Type: Science State Credit

03060200 Earth and Space Science

Grade level: 12 Credit: 1.0 Term: Year

Prerequisite – three units of science, one of which may be taken concurrently, and three units of mathematics, one of which may be taken concurrently

Course Description: Earth and Space Science (ESS). ESS is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time; Nature of science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable; Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation can be experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked; Science and social ethics. Scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision-making methods and ethical and social decisions that involve the application of scientific information; ESS themes. An Earth systems approach to the themes of Earth in space and time, solid Earth, and fluid Earth defined the selection and development of the concepts described in this paragraph.

Credit Type: Science State Credit

03060201 IPC

Grade level: 09-10 Credit: 1.0 Term: Year

Prerequisite – None

Course Description: Integrated Physics and Chemistry. In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific methods during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter; Nature of science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm

of science because they deal with phenomena that are not scientifically testable; Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation are experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked; Science and social ethics. Scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information); Science, systems, and models. A system is a collection of cycles, structures, and processes that interact. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment

Credit Type: Science State Credit

03040000 Chemistry

Grade level: 10-12 Credit: 1.0 Term: Year

Prerequisite – one unit of high school science and Algebra I

Course Description: Chemistry. In Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives; Nature of Science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable; Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation can be experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked; Science and social ethics. Scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision-making methods and ethical and social decisions that involve the application of scientific information; Scientific systems. A system is a collection of cycles, structures, and processes that interact. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.

Credit Type: Science State Credit

03040005 Chemistry (Modified content)

Grade level: 10-12 Credit: 0.5 Term: Semester

Prerequisite – one unit of high school science and Algebra I

Course Description: Students enrolled in this course will receive modified content as per IEP as follows: Chemistry. In Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives; Nature of Science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable; Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation can be experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked; Science and social ethics. Scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision-making methods and ethical and social decisions that involve the application of scientific information; Scientific systems. A system is a collection of cycles, structures, and processes that interact. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.

Credit Type: Science State Credit

03050007 Physics

Grade level: 09-12 Credit: 1.0 Term: Year

Prerequisite – Algebra I is suggested as a prerequisite or co-requisite

Course Description: In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills; Nature of science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm

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Credit Type: Science State Credit

03050005 Physics (Modified content)

Grade level: 09-12 Credit: 1.0 Term: Year

Prerequisite – Algebra I is suggested as a prerequisite or co-requisite

Course Description: Students enrolled in this course will receive modified content as per IEP as follows: In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills; Nature of science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable; Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation can be experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked; Science and social ethics. Scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision-making methods and ethical and social decisions that involve the application of scientific information; Scientific systems. A system is a collection of cycles, structures, and processes that interact. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.

Credit Type: Science State Credit

A listing of courses available to fulfill graduation requirements that satisfy credits needed for Social Studies

03320100 World Geography Studies

Grade level: 09-12 Credit: 0.5 Term: Semester

Prerequisite – None

Course Description:

Credit Type: Social Studies State Credit

03320105 World Geography Studies (Modified content)

Grade level: 09-12 Credit: 0.5 Term: Semester

Prerequisite – None

Course Description:

Credit Type: Social Studies State Credit

03340100 United States History Studies Since 1877

Grade level: 10-12 Credit: 1.0 Term: Year

Prerequisite – None

Course Description: In United States History Studies Since 1877, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context; To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state

preservation societies; the eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples; Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system. This course requires an EOC exam.

Credit Type: Social Studies State Credit

03340107 United States History Studies Since 1877 (Modified content)

Grade level: Grade level: 10-12 Credit: 1.0 Term: Year

Prerequisite – None

Course Description: Students enrolled in this course will receive modified content as per IEP as follows: In United States History Studies Since 1877, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context; To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies; the eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples; Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system. This course requires an EOC exam.

Credit Type: Social Studies State Credit

03340400 World History

Grade level: 09-12 Credit: 1.0 Term: Year

Prerequisite – None

Course Description: World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

Credit Type: Social Studies State Credit

03340405 World History (Modified Content)

Grade level: 09-12 Credit: 1.0 Term: Year

Prerequisite – None

Course Description: Students enrolled in this course will receive modified content as per IEP as follows: World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

Credit Type: Social Studies State Credit

03330100 United States Government

Grade level: 12 Credit: 0.5 Term: Semester

Prerequisite – None

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

Credit Type: Social Studies State Credit

03310300 Economics with Emphasis on the Free Enterprise System and Its Benefits

Grade level: 12 Credit: 0.5 Term: Semester

Prerequisite – None

Course Description: Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues; Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system; Economics with Emphasis on the Free Enterprise System and Its Benefits builds upon the foundation in economics and social studies laid by the social studies essential knowledge and skills in Kindergarten-Grade 12. The course will apply these skills to current economic situations. The content enables students to understand the importance of patriotism,

function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

Credit Type: Social Studies State Credit

03380082 Personal Financial Literacy

Grade level: 09-12 Credit: 0.5 Term: Semester

Prerequisite – None

Course Description: The Texas essential knowledge and skills and, as applicable, Section 28.025 shall include instruction in personal financial literacy, including instruction in methods of paying for college and other postsecondary education and training, in: Mathematics instruction in kindergarten through grade eight; and One or more courses offered for high school graduation; Each school district and each open-enrollment charter school that offers a high school program shall provide an elective course in personal financial literacy that meets the requirements for a one-half elective credit under Section 28.025, using materials approved by the State Board of Education. The instruction in personal financial literacy must include instruction on completing the application for federal student aid provided by the United States Department of Education. In fulfilling the requirement to provide financial literacy instruction under this section, a school district or open-enrollment charter school may use an existing state, federal, private, or nonprofit program that provides students without charge the instruction described under this section.

Credit Type: Social Studies State Credit

A listing of courses available to fulfill graduation requirements that satisfy credits needed for Physical Education.

03810100 Health Education

Grade level: 09-12 Credit: 0.5 Term: Semester

Prerequisite – None

Course Description: In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health; In Health 1, students develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information

that they can use to promote health for themselves and others. Students use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.

Credit Type: Physical Education State Credit

PES00052 Foundations of Personal Fitness

Grade level: 09-12 Credit: 0.5 – 1.0 Term: Semester/Year

Prerequisite – None

Course Description: In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan; Foundations of Personal Fitness represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the corner stone of this course and is exemplified by one of the course objectives-students designing their own personal fitness program.

Credit Type: Physical Education State Credit

PES00054 Aerobic Activities

Grade level: 09-12 Credit: 0.5 – 1.0 Term: Semester

Prerequisite – Foundations of Personal Fitness

Course Description: In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical-activity and health throughout the lifespan; Students in aerobic activities are exposed to a variety of activities that promote health-related fitness. A major expectation of this course is for the student to design a personal fitness program that uses aerobic activities as a foundation.

Credit Type: Physical Education State Credit

A listing of courses available to fulfill graduation requirements that satisfy credits needed for Languages other than English.

03440100 Languages Other Than English Level I – Spanish

Grade level: 09-12 Credit: 1.0 Term: Year

Prerequisite – None

Course Description:

Credit Type: LOTE State Credit

03440200 Languages Other Than English Level II – Spanish

Grade level: 09-12 Credit: 1.0 Term: Year

Prerequisite – Spanish 1

Course Description: Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition; Students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of languages other than English, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.

Credit Type: LOTE State Credit

03440300 Languages Other Than English Level III – Spanish

Grade level: 09-12 Credit: 1.0 Term: Year

Prerequisite – Spanish 2

Course Description: See course description for Spanish 1

Credit Type: LOTE State Credit

A listing of courses available to fulfill graduation requirements that satisfy credits needed for Fine Arts.

03155600 Music Studies, Music Appreciation I

Grade level: 09-12 Credit: 1.0 Term: Year

Prerequisite – None

Course Description: This course introduces students to the history, theory, and genres of music. The course explores the history of music, from the surviving examples of rudimentary musical forms through to contemporary pieces from around the world. The first semester covers early musical forms, classical music, and American jazz. The second semester presents modern traditions, including gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip hop. The course explores the relationship between music and social movements and reveals how the emergent global society and the prominence of the Internet are making musical forms more accessible worldwide.

Credit Type: Fine Arts State Credit

03155700 Music Studies, Music Appreciation II

Grade level: 09-12 Credit: 1.0 Term: Year

Prerequisite – None

Course Description: See course description for Music studies; Music Appreciation I

Credit Type: Fine Arts State Credit

03500100 Art I

Grade level: 09-12 Credit: 1.0 Term: Year

Prerequisite – None

Course Description: The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child; Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to

surroundings, communities, memories, imaginings, and life experiences as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments; Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Credit Type: Fine Arts State Credit

03500200 Art II

Grade level: 09-12 Credit: 1.0 Term: Year

Prerequisite – Art I

Course Description: See course description for Art 1.

Credit Type: Fine Arts State Credit

03500300 Art III

Grade level: 09-12 Credit: 1.0 Term: Year

Prerequisite – Art II

Course Description: See course description for Art 2.

Credit Type: Fine Arts State Credit

03500400 Art IV

Grade level: 09-12 Credit: 1.0 Term: Year

Prerequisite – Art III

Course Description: See course description for Art 3

Credit Type: Fine Arts State Credit

N1150043 Comprehensive Wellness I

Grade level: 09-12 Credit: 0.5 Term: Semester

Prerequisite – None

Course Description: Comprehensive Wellness is the integration of body, mind, emotions, and behaviors to help students make a conscious decision toward a lifetime of health and wellness. It provides students with essential knowledge and skills to improve attitudes, beliefs, and behaviors for optimal physical and emotional health

Credit Type: State Elective Credit

N1150046 Comprehensive Wellness II

Grade level: 09-12 Credit: 0.5 Term: Semester

Prerequisite – Comprehensive Wellness I

Course Description: This course allows students to explore how to be safe and secure with their own physical and emotional self, solidify their individual and social identity and recognize the abilities needed to achieve healthy direction and purpose in their lives.

Credit Type: State Elective Credit

13008200 Principles of Arts, Audio Video Technology, and Communications

Grade level: 09-12 Credit: 0.5 – 1.0 Term: Semester

Prerequisite – None

Course Description: Careers in the Arts, Audio/Video Technology, and Communications career cluster require, in addition to creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. 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.

Credit Type: State Elective Credit

Source: Texas Education Agency <http://ritter.tea.state.tx.us/>

