

# Mullin Oaks Campus Course Guide

Mullin Oaks serves students in 4<sup>th</sup>-12<sup>th</sup> grades as a public school in contract with G4S youth Services, a residential treatment facility in the Mullin ISD. Students attend classes on an accelerated block schedule. Each day is comprised of 4 70 minute classes that meet twice a week with an A schedule that meets on Monday and Wednesday, and a B schedule that meets on Tuesday and Thursday of every week. 4<sup>th</sup> -7<sup>th</sup> graders are served in a grouped classroom that remains within that same class with the exception of PE and resource classes. High school students earn academic credit on a self-paced accelerated basis using a combination of direct teaching, computer-based courses, group lessons, and project-based learning and rotate between periods as in a traditional public school.

## **ELEMENTARY COURSES**

### **4<sup>th</sup> Grade Courses**

**4001 English/Language Arts 4th** - The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In fourth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

**4002 Reading 4th** - The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In fourth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

**4003 Science 4th** - In Grade 4, investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations and that methods, models, and conclusions built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.

**4004 Math 4th** - The primary focal areas in Grade 4 are use of operations, fractions, and decimals and describing and analyzing geometry and measurement. These focal areas are supported throughout the mathematical strands of number and operations, algebraic reasoning, geometry and measurement, and data analysis. In Grades 3-5, the number set is limited to positive rational numbers. In number and operations, students will apply place value and represent points on a number line that correspond to a given fraction or terminating decimal. In algebraic reasoning, students will represent and solve multi-step problems involving the four operations with whole numbers with expressions and

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equations and generate and analyze patterns. In geometry and measurement, students will classify two-dimensional figures, measure angles, and convert units of measure. In data analysis, students will represent and interpret data.

**4005 Social Studies 4th** - In Grade 4, students examine the history of Texas from the early beginnings to the present within the context of influences of North America. Historical content focuses on Texas history, including the Texas Revolution, establishment of the Republic of Texas, and subsequent annexation to the United States. Students discuss important issues, events, and individuals of the 19th, 20th, and 21st centuries. Students conduct a thorough study of regions in Texas and North America resulting from human activity and from physical features. The location, distribution, and patterns of economic activities and settlement in Texas further enhance the concept of regions. Students describe how early American Indians in Texas and North America met their basic economic needs. Students identify motivations for European exploration and colonization and reasons for the establishment of Spanish settlements and missions. Students explain how American Indians governed themselves and identify characteristics of Spanish colonial and Mexican governments in Texas. Students recite and explain the meaning of the Pledge to the Texas Flag. Students identify the contributions of people of various racial, ethnic, and religious groups to Texas and describe the impact of science and technology on life in the state. Students use critical-thinking skills to identify cause-and-effect relationships, compare and contrast, and make generalizations and predictions.

**4006 PE 4th** - 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. Fourth grade students learn to identify the components of health-related fitness. Students combine locomotor and manipulative skills in dynamic situations with body control. Students begin to identify sources of health fitness information and continue to learn about appropriate clothing and safety precautions in exercise settings. This course also offers a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives. This course also offers a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives.

**4007 Technical Applications 4th** - Through the study of the six strands in technology applications, students use creative thinking and innovative processes to construct knowledge and develop products. Students communicate and collaborate both locally and globally to reinforce and promote learning. Research and information fluency includes the acquisition and evaluation of digital content. Students develop critical-thinking, problem-solving, and decision-making skills by collecting, analyzing, and reporting digital information. Students practice digital citizenship by behaving responsibly while using technology tools and resources. Through the study of technology operations and concepts, students learn technology related terms, concepts, and data input strategies.

**4008 Art 4th** - 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.

**0913 English as Second Language 4th** - ESL classes are available to those students who have been identified as limited English-speaking ability students according to the provisions of the state plan for education.

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**4010 Health 4th** - 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 addition to learning age-specific health information on a variety of health topics, students in Grade 4 learn how their behaviors affect their body systems. Students are taught the consequences of unsafe behaviors, and how to protect themselves from harm. Students also learn the value and use of social skills in dealing with peer pressure, communicating effectively, and assisting in forming healthy social relationships.

## **5<sup>th</sup> Grade Courses**

**5001 English/Language Arts 5th** - The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In fifth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

**5002 Reading 5th** - The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In fifth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

**5003 Science 5th** - In Grade 5, investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations and that methods, models, and conclusions built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.

**5004 Math 5th** - The primary focal areas in Grade 5 are solving problems involving all four operations with positive rational numbers, determining and generating formulas and solutions to expressions, and extending measurement to area and volume. These focal areas are supported throughout the mathematical strands of number and operations, algebraic reasoning, geometry and measurement, and data analysis. In Grades 3-5, the number set is limited to positive rational numbers. In number and operations, students will apply place value and identify part-to-whole relationships and equivalence. In algebraic reasoning, students will represent and solve problems with expressions and equations, build foundations of functions through patterning, identify prime and composite numbers, and use the order

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of operations. In geometry and measurement, students will classify two-dimensional figures, connect geometric attributes to the measures of three-dimensional figures, use units of measure, and represent location using a coordinate plane. In data analysis, students will represent and interpret data.

**5005 Social Studies 5th** - In Grade 5, students survey the history of the United States from 1565 to the present. Historical content includes the colonial period, the American Revolution, the establishment of the U.S. Constitution and American identity, westward expansion, the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries. Students study a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation as well as the important ideas in the Declaration of Independence and the U.S. Constitution. Students study the fundamental rights guaranteed in the Bill of Rights. Students examine the importance of effective leadership in a constitutional republic and identify important leaders in the national government. Students recite and explain the meaning of the Pledge of Allegiance to the United States Flag. Students describe the cultural impact of various racial, ethnic, and religious groups in the nation and identify the accomplishments of notable individuals in the fields of science and technology.

**5006 PE 5th** - 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. Fifth grade students demonstrate competence such as improved accuracy in manipulative skills in dynamic situations. Basic skills such as jumping rope, moving to a beat, and catching and throwing should have been mastered in previous years and can now be used in game-like situations. Students continue to assume responsibility for their own safety and the safety of others. Students can match different types of physical activities to health-related fitness components and explain ways to improve fitness based on the principle of frequency, intensity, and time. Students continue to learn the etiquette of participation and can resolve conflicts during games and sports in acceptable ways. This course also offers a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives. This course also offers a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives.

**5007 Technical Applications 5th** - Through the study of the six strands in technology applications, students use creative thinking and innovative processes to construct knowledge and develop products. Students communicate and collaborate both locally and globally to reinforce and promote learning. Research and information fluency includes the acquisition and evaluation of digital content. Students develop critical-thinking, problem-solving, and decision-making skills by collecting, analyzing, and reporting digital information. Students practice digital citizenship by behaving responsibly while using technology tools and resources. Through the study of technology operations and concepts, students learn technology related terms, concepts, and data input strategies.

**5008 Art 5th** - 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.

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**0914 English as Second Language 5<sup>th</sup>** - ESL classes are available to those students who have been identified as limited English-speaking ability students according to the provisions of the state plan for education.

**5010 Health 5th** - 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 addition to age-appropriate information about personal health habits, students in Grade 5 are taught about the human body and the changes that come with puberty. Students are taught how to maintain healthy body systems and prevent disease. Students also learn how technology and the media influence personal health and how to apply problem-solving skills to improve or protect their health.

## **Junior High/Middle School Courses**

### **6<sup>th</sup> Grade Courses**

**6003 Science 6th** - Grade 6 science is interdisciplinary in nature; however, much of the content focus is on physical science. National standards in science are organized as multi-grade blocks such as Grades 5-8 rather than individual grade levels. In order to follow the grade level format used in Texas, the various national standards are found among Grades 6, 7, and 8. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include change and constancy, patterns, cycles, systems, models, and scale.

**6004 Math 6th** - The primary focal areas in Grade 6 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

**6005 Social Studies 6th** - In Grade 6, students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view.

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**6006 PE 6th** - 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 life span. Students understand in detail the function of the body, learn to measure their own performance more accurately, and develop plans for improvement. They learn to use technology such as heart rate monitors to assist in measuring and monitoring their own performance. Identifying the types of activities that provide them with enjoyment and challenge and that will encourage them to be physically active throughout life is reinforced during instruction in these grades. This course also offers a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives. This course also offers a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives.

**6007 Technical Applications 6th** - The technology applications curriculum has six strands based on the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts. Students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills.

**6008 Art 6th** - 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.

**6012 English/Language Arts/Reading** - The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In sixth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

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**6013 Health 6<sup>th</sup>** - In middle school, students learn about health behaviors that will safeguard their health as well as information related to understanding puberty and the reproductive process. Students are taught about factors in their environment that impact, not only their health and the health of their families, but the health of their communities as well. Middle school students learn to refine their critical-thinking skills to avoid unsafe situations, analyze health information and products, and maintain healthy relationships. Students begin to investigate health in the broader context of community. This course also offers a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives.

**0915 English as Second Language 6th** - ESL classes are available to those students who have been identified as limited English-speaking ability students according to the provisions of the state plan for education.

## **7<sup>th</sup> Grade Courses**

**7001 English Language/Arts/Reading** - The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In seventh grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

**7003 Science** – This course emphasizes a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from generation to generation. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes based on logical thinking. Inquiry skills at this level include organization and mathematical analysis of data, manipulation of variables in experiments, and identification of sources of experimental error.

**7004 Math** - The primary focal areas in Grade 7 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

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**7005 Texas History** - In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas.

**7006 PE** - 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. Seventh grade students apply similar concepts from one sport or movement setting to another. Students can observe another individual's performance and notice key elements for success. At this grade level, students participate in physical activity both in and out of school while maintaining a healthy level of fitness as their bodies grow and change. Their knowledge of safety and the ability to manage their own behavior is reinforced. Instruction is directed more toward encouraging the incorporation of physical activity into a daily routine and less toward fundamental skill development. This course also offers a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives. This course also offers a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives.

**7007 Technical Applications** - The technology applications curriculum has six strands based on the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts. Through the study of technology applications, students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills.

**7008 Art** - 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.

**0916 English as Second Language 7<sup>th</sup>** - ESL classes are available to those students who have been identified as limited English-speaking ability students according to the provisions of the state plan for education.

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## 7<sup>th</sup> and 8<sup>th</sup> Grade Courses

**7010 Health Education 7-8** - 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. This course also offers a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives.

## 8<sup>th</sup> Grade Courses

**8003 Science** - Science Grade 8 is a course, which will focus on earth science with an integration of chemistry, physics, and life science. Concepts, which are found in common with other sciences, will be emphasized in themes covering environmental interactions, systems and structures, energy and changes over time. This course will show relevance to student learning and understanding of science.

**8004 Math** - The primary focal areas in Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology.

**8005 United States History** - In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The knowledge and skills in subsection (b) of this section comprise the first part of a two-year study of U.S. history. The second part, comprising U.S. history from Reconstruction to the present, is provided in §113.41 of this title (relating to United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012). The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of scientific discoveries and technological innovations

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on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.

**8006 PE** - 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. In Grade 8, although the acquisition of physical fitness and skill development is important, emphasis is placed more on participation for enjoyment and challenge, both in and out of school. Understanding the need to remain physically active throughout life by participating in enjoyable lifetime activities is the basis for eighth grade instruction. This course also offers a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives. This course also offers a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives.

**8007 Technical Applications** - The technology applications curriculum has six strands based on the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts. Students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills.

**8008 Art** - 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.

**8010 Career Portals 1** - The goal of this course is to create a culture of high expectation and continuous improvement that provides middle school students with a foundation for success in high school, future studies, and careers. Students explore college and career planning within specific career cluster(s). The students research labor market information, learn job-seeking skills, and create documents required for employment. Students use self-knowledge to explore and set realistic goals. Districts have the flexibility of offering career exploration knowledge and skills in a variety of instructional arrangements.

**8011 Career Portals 2** - The goal of this course is to create a culture of high expectation and continuous improvement that provides middle school students with a foundation for success in high school, future studies, and careers. Students explore college and career planning within specific career cluster(s). The students research labor market information, learn job-seeking skills, and create documents required for employment. Students use self-knowledge to explore and set realistic goals. Districts have the flexibility of offering career exploration knowledge and skills in a variety of instructional arrangements.

# Mullin Oaks Campus Course Guide

**8014 English Language Arts/Reading** – The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In eighth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

**O917 English as Second Language 8<sup>th</sup>** - ESL classes are available to those students who have been identified as limited English-speaking ability students according to the provisions of the state plan for education.

## **High School Courses**

Grade Level: 9-12

Credit: 0.5

Terms: 1 semester

### **English Language Arts**

**O101 English I A** – In English I, students expand their skills in writing and reading through an integrated study of composition, including grammar and mechanics, and literature.

Credit type: State English credit: 0.5 (PEIMS – 03220100)

**O102 English I B** - In English I, students expand their skills in writing and reading through an integrated study of composition, including grammar and mechanics, and literature.

Credit type: State English credit: 0.5 (PEIMS – 03220100)

**O104 English II A** - English II builds on the integrated study of composition, including grammar and mechanics, and literature.

Credit type: State English credit: 0.5 (PEIMS – 03220200)

**O105 English II B** - English II builds on the integrated study of composition, including grammar and mechanics, and literature.

Credit type: State English credit: 0.5 (PEIMS – 03220200)

**O107 English III A** - English III includes an integrated study of composition, rhetoric, and a particular focus on college-level reading analysis across genres. The course features extensive skill instruction in both research and writing.

Credit type: State English credit: 0.5 (PEIMS – 03220300)

# Mullin Oaks Campus Course Guide

**O108 English III B** - English III includes an integrated study of composition, rhetoric, and a particular focus on college-level reading analysis across genres. The course features extensive skill instruction in both research and writing.

Credit type: State English credit: 0.5 (PEIMS – 03220300)

**O110 English IV A** - English IV includes an integrated study of composition, rhetoric, and a particular focus on college-level reading analysis across genres. The course features extensive skill instruction in both research and writing.

Credit type: State English credit: 0.5 (PEIMS – 03220400)

**O111 English IV B** - English IV includes an integrated study of composition, rhetoric, and a particular focus on college-level reading analysis across genres. The course features extensive skill instruction in both research and writing.

Credit type: State English credit: 0.5 (PEIMS – 03220400)

**O114 Creative Writing A** – The first nine weeks of Creative Writing focuses on writing for publication including fiction and non-fiction. Students apply techniques used by professional writers. For a full credit, students continue focusing on writing for professional publication and studying the creative process. Students receiving a full credit complete eighteen weeks of course work.

Credit type: State English elective credit: 0.5 (PEIMS – 03221200)

**O115 Creative Writing B** - The first nine weeks of Creative Writing focuses on writing for publication including fiction and non-fiction. Students apply techniques used by professional writers. For a full credit, students continue focusing on writing for professional publication and studying the creative process. Students receiving a full credit complete eighteen weeks of course work.

Credit type: State English elective credit: 0.5 (PEIMS – 03221200)

**O116 Practical Writing A** - An understanding of grammar beyond parts of speech and usage Students engage in a concentrated study of the English language, including capitalization, punctuation, parts of speech, usage, and sentence structure. These skills are used in written compositions. These skills are developed and applied to college and workplace writing including TAKS/STAAR composition.

Credit type: State English elective credit: 0.5 (PEIMS – 03221300)

**O117 Practical Writing B** - An understanding of grammar beyond parts of speech and usage Students engage in a concentrated study of the English language, including capitalization, punctuation, parts of speech, usage, and sentence structure. These skills are used in written compositions. These skills are developed and applied to college and workplace writing including TAKS/STAAR composition.

Credit type: State English elective credit: 0.5 (PEIMS – 03221300)

# Mullin Oaks Campus Course Guide

**O119 Communications Application** - 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 Speech/English Elective credit: 0.5 (PEIMS – 03242400)

**O120 College Readiness and Study Skills** - High school students that require or request additional honing of the study skills, especially as the students prepare for the demands of college, may enroll in the one semester course College Readiness and Study Skills. In this course, students acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. In all cases, interpretations and understandings will be presented through varying forms, including through use of available technology. Students accomplish many of the objectives through wide reading as well as use of content texts in preparation for post-secondary schooling.

Credit type: State elective English credit: 0.5 (PEIMS – 03270100)

**O918 English I for Speakers of Other Languages A** - This 9th-12th grade college preparatory course is designed to bridge the academic experience for English learner students from ELD classes to grade level, mainstream courses. Specially designed academic instruction in English will be employed to build students' capacity to succeed in future literature and composition courses. An emphasis will be placed on writing and close reading.

Credit type: State English credit: 0.5 (PEIMS – 03200600)

**O919 English I for Speakers of Other Languages B** - This 9th-12th grade college preparatory course is designed to bridge the academic experience for English learner students from ELD classes to grade level, mainstream courses. Specially designed academic instruction in English will be employed to build students' capacity to succeed in future literature and composition courses. An emphasis will be placed on writing and close reading.

Credit type: State English credit: 0.5 (PEIMS – 03200600)

**O920 English II for Speakers of Other Languages A** - This 9th-12th grade college preparatory course is designed to bridge the academic experience for English learner students from ELD classes to grade level, mainstream courses. Specially designed academic instruction in English will be employed to build students' capacity to succeed in future literature and composition courses. An emphasis will be placed on writing and close reading.

Credit type: State English credit: 0.5 (PEIMS – 03200700)

**O921 English II for Speakers of Other Languages B** - This 9th-12th grade college preparatory course is designed to bridge the academic experience for English learner students from ELD classes to grade level, mainstream courses. Specially designed academic instruction in English will be employed to build students' capacity to succeed in future literature and composition courses. An emphasis will be placed on writing and close reading.

Credit type: State English credit: 0.5 (PEIMS – 03200700)

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**O121 Reading I B** - Reading I, II, III offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

State English credit: 0.5 (PEIMS – 03270700)

**O122 Reading I B** – Reading I, II, III offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

State English credit: 0.5 (PEIMS –03270700)

**O123 Reading 2 A** – Reading I, II, III offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

State English credit: 0.5 (PEIMS – 03270800)

**O124 Reading 2 B** – Reading I, II, III offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

State English credit: 0.5 (PEIMS –03270800)

**O125 Reading 3 A** – Reading I, II, III offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

State English credit: 0.5 (PEIMS – 03270900)

**O126 Reading 3 B** – Reading I, II, III offers students reading instruction to successfully navigate academic demands as well as attain life-long literacy skills. Specific instruction in word recognition, vocabulary, comprehension strategies, and fluency provides students an opportunity to read with competence, confidence, and understanding. Students learn how traditional and electronic texts are organized and how authors choose language for effect. All of these strategies are applied in instructional-level and independent-level texts that cross the content areas.

State English credit: 0.5 (PEIMS – 03270900)

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**O907 Business English A** – Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions. The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. In Business English, students enhance communication and research skills by applying them to the business environment, in addition to exchanging information and producing properly formatted business documents using emerging technology. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

State English credit: 0.5 (PEIMS –13011600)

**O908 Business English B** - Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions. The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. In Business English, students enhance communication and research skills by applying them to the business environment, in addition to exchanging information and producing properly formatted business documents using emerging technology. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

State English credit: 0.5 (PEIMS – 13011600)

## **Mathematical Courses**

**O201 Algebra I A** - Algebra I is a study of linear equations and inequalities with an introduction to quadratic functions, inverse variation and exponential growth. Students will be using a graphing calculator TI83 (or equivalent).

Credit type: State math credit: 0.5 (PEIMS – 03100500)

**O202 Algebra I B** - Algebra I is a study of linear equations and inequalities with an introduction to quadratic functions, inverse variation and exponential growth. Students will be using a graphing calculator TI83 (or equivalent).

Credit type: State math credit: 0.5 (PEIMS – 03100500)

**O204 Algebra 2 A** - Algebra II expands on all concepts taught in Algebra I and explores quadratic, rational, logarithmic, and exponential functions. Students will be using a graphing calculator TI83 (or equivalent).

Credit type: State math credit: 0.5 (PEIMS – 03100600)

**O205 Algebra 2 B** - Algebra II expands on all concepts taught in Algebra I and explores quadratic, rational, logarithmic, and exponential functions. Students will be using a graphing calculator TI83 (or equivalent).

Credit type: State math credit: 0.5 (PEIMS – 03100600)

**O207 Geometry A** - Geometry develops the concepts of inductive and deductive reasoning and formal proofs as an approach to mathematics. Real world application of these topics will be emphasized. Students will be using a scientific calculator or graphing calculator TI83 (or equivalent).

Credit type: State math credit: 0.5 (PEIMS – 03100700)

# Mullin Oaks Campus Course Guide

**0208 Geometry B** - Geometry develops the concepts of inductive and deductive reasoning and formal proofs as an approach to mathematics. Real world application of these topics will be emphasized. Students will be using a scientific calculator or graphing calculator TI83 (or equivalent).

Credit type: State math credit: 0.5 (PEIMS – 03100700)

**0210 Math Models with Applications A** - Students will use mathematical models from Algebra and Geometry to solve problems from a wide variety of advanced applications in mathematical situations involving data, patterns, money, probability, and science.

Credit type: State math credit: 0.5 (PEIMS – 03102400)

**0211 Math Models with Applications B** - Students will use mathematical models from Algebra and Geometry to solve problems from a wide variety of advanced applications in mathematical situations involving data, patterns, money, probability, and science.

Credit type: State math credit: 0.5 (PEIMS – 03102400)

**0212 Pre-Calculus A** – Pre-Calculus is the study of trigonometry, elementary analysis, and analytic geometry designed to help students prepare for college mathematics or skilled jobs requiring applications of mathematics. This course is designed for entry into college level courses such as Calculus. Students will be using a graphing calculator TI83 (or equivalent).

Credit type: State math credit: 0.5 (PEIMS – 03101100)

**0213 Pre-Calculus B** – Pre-Calculus is the study of trigonometry, elementary analysis, and analytic geometry designed to help students prepare for college mathematics or skilled jobs requiring applications of mathematics. This course is designed for entry into college level courses such as Calculus. Students will be using a graphing calculator TI83 (or equivalent).

Credit type: State math credit: 0.5 (PEIMS – 03101100)

**0905 Discrete Math A** - In Discrete Mathematics for Problem Solving, students are introduced to the improved efficiency of mathematical analysis and quantitative techniques over trial-and-error approaches to management problems involving organization, scheduling, project planning, strategy, and decision making. Students will learn how mathematical topics such as graph theory, planning and scheduling, group decision making, fair division, game theory, and theory of moves can be applied to management and decision making. Students will research mathematicians of the past whose work is relevant to these topics today and read articles about current mathematicians who either teach and conduct research at major universities or work in business and industry solving real-world logistical problems. Through the study of the applications of mathematics to society's problems today, students will become better prepared for and gain an appreciation for the value of a career in mathematics.

Credit type: State math elective credit: 0.5 (PEIMS – 03580370)

# Mullin Oaks Campus Course Guide

**O905 Discrete Math B** - In Discrete Mathematics for Problem Solving, students are introduced to the improved efficiency of mathematical analysis and quantitative techniques over trial-and-error approaches to management problems involving organization, scheduling, project planning, strategy, and decision making. Students will learn how mathematical topics such as graph theory, planning and scheduling, group decision making, fair division, game theory, and theory of moves can be applied to management and decision making. Students will research mathematicians of the past whose work is relevant to these topics today and read articles about current mathematicians who either teach and conduct research at major universities or work in business and industry solving real-world logistical problems. Through the study of the applications of mathematics to society's problems today, students will become better prepared for and gain an appreciation for the value of a career in mathematics.

Credit type: State math elective credit: 0.5 (PEIMS – 03580370)

## **Science Courses**

**O301 Biology A** - 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.

Credit type: State science credit: 0.5 (PEIMS – 03010200)

**O302 Biology B** - 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.

Credit type: State science credit: 0.5 (PEIMS – 03010200)

**O304 Integrated Chemistry and Physics A** - 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 in a computer-based program.

Credit type: State science credit: 0.5 (PEIMS – 03060201)

**O305 Integrated Chemistry and Physics B** - 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 in a computer-based program.

Credit type: State science credit: 0.5 (PEIMS – 03060201)

# Mullin Oaks Campus Course Guide

**O307 Chemistry A** - 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 in a computer-based program

Credit type: State science credit: 0.5 (PEIMS – 03040000)

**O308 Chemistry B** - 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 in a computer-based program

Credit type: State science credit: 0.5 (PEIMS – 03040000)

**O310 Physics A** - Physics. 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 in a computer-based program

Credit type: State science credit: 0.5 (PEIMS – 03050000)

**O311 Physics B** - Physics. 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 in a computer-based program

Credit type: State science credit: 0.5 (PEIMS – 03050000)

**O313 Forensics A** – Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene investigation, questioning, criminal behavior characteristics, a scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, trace evidence collection, ballistics, body fluid collection, and blood spatter analysis. Students will learn the history, legal aspects, and career options available in forensic science.

Credit type: State vocational/science elective credit: 0.5 (PEIMS – 13029500)

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**O314 Forensics B** – Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene investigation, questioning, criminal behavior characteristics, a scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, trace evidence collection, ballistics, body fluid collection, and blood spatter analysis. Students will learn the history, legal aspects, and career options available in forensic science.

Credit type: State vocational/science credit: 0.5 (PEIMS – 13029500)

**O315 Environmental Systems A** - This course addresses the fragile interrelationship of man and his surroundings. Emphasis is placed on ways to improve that coexistence. Topics for study include biotic/abiotic habitats, ecosystems, biomes resources/environmental systems interactions, sources/flow of energy in the environment, and changes in the environment.

Credit type: State science elective credit: 0.5 (PEIMS – 03020000)

**O316 Environmental Systems B** - This course addresses the fragile interrelationship of man and his surroundings. Emphasis is placed on ways to improve that coexistence. Topics for study include biotic/abiotic habitats, ecosystems, biomes resources/environmental systems interactions, sources/flow of energy in the environment, and changes in the environment.

Credit type: State science elective credit: 0.5 (PEIMS – 03020000)

## **Social Studies Courses**

**O401 World Geography A** - This course is a study of major areas of the world, the processes that shape the earth and the relationship between people and their environments.

Credit type: State social studies credit: 0.5 (PEIMS – 03320100)

**O402 World Geography B** - This course is a study of major areas of the world, the processes that shape the earth and the relationship between people and their environments.

Credit type: State social studies credit: 0.5 (PEIMS – 03320100)

**O404 World History A** - This course is a study of the development of civilizations and cultures from the earliest societies to the contemporary world with a focus on the historical perspective of major world events and movements.

Credit type: State social studies credit: 0.5 (PEIMS – 03340400)

**O405 World History B** - This course is a study of the development of civilizations and cultures from the earliest societies to the contemporary world with a focus on the historical perspective of major world events and movements.

Credit type: State social studies credit: 0.5 (PEIMS – 03340400)

**O407 United States History A** - This course is a study of the people, events, and issues that have shaped political, economic, and social institutions of the United States from the period of Reconstruction to the present.

Credit type: State social studies credit: 0.5 (PEIMS – 03340100)

# Mullin Oaks Campus Course Guide

**O408 United States History B** - This course is a study of the people, events, and issues that have shaped political, economic, and social institutions of the United States from the period of Reconstruction to the present.

Credit type: State social studies credit: 0.5 (PEIMS – 03340100)

**O409 United States Government** - This course is a study of the United States Constitution, the three branches of the federal government, the national political system, and state and local government systems

Credit type: State social studies credit: 0.5 (PEIMS – 03330100)

**O410 Economics with Emphasis on the Free Enterprise System and Its Benefits** - This course is a study of the basic principles of the production, distribution, and consumption of goods and services. The students gain competencies in practical, real-world economic situations.

Credit type: State economics credit: 0.5 (PEIMS – 03310300)

**O410 Personal Financial Literacy** – This course is a study of the understanding interest, avoiding and eliminating credit card debt, understanding the rights and responsibilities of renting or buying a home, managing money to make the transition from renting a home to home ownership, starting a small business, being a prudent investor in the stock market and using other investment options, beginning a savings program and planning for retirement, bankruptcy, the types of bank accounts available to consumers and the benefits of maintaining a bank account, balancing a check book, the types of loans available to consumers and becoming a low-risk borrower, understanding insurance, charitable giving, completing the application for federal student aid provided by the United States Department of Education , and methods of paying for college.

Credit type: State social studies elective credit: 0.5 (PEIMS – 03380082)

## **Computer Science Courses**

**O412 Computer Science 1 A** - Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.

Credit type: State computer science credit: 0.5 (PEIMS – 03580200)

**O413 Computer Science 1 B** - Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts.

Credit type: State computer science credit: 0.5 (PEIMS – 03580200)

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**O414 Computer Science 2 A** - Computer Science II will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computer science through the study of technology operations, systems, and concepts.

Credit type: State computer science credit: 0.5 (PEIMS – 03580300)

**O415 Computer Science 2 B** - Computer Science II will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computer science through the study of technology operations, systems, and concepts.

Credit type: State computer science credit: 0.5 (PEIMS – 03580300)

**O417 Fundamentals of Computer Science A** – Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts.

Credit type: State computer science credit: 0.5 (PEIMS – 03580140)

**O418 Fundamentals of Computer Science B** – Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts.

Credit type: State computer science credit: 0.5 (PEIMS – 03580140)

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**O419 Computer Science 3 A** – Computer Science III will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of advanced computer science data structures through the study of technology operations, systems, and concepts.

Credit type: State computer science credit: 0.5 (PEIMS – 03580350)

**O420 Computer Science 3 B** - Computer Science III will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of advanced computer science data structures through the study of technology operations, systems, and concepts.

Credit type: State computer science credit: 0.5 (PEIMS – 03580350)

## **Elective Courses**

### **Fine Arts**

**O529 Art Appreciation A** – Exploration of purposes and processes in the visual arts including evaluation of selected works.

Credit type: State fine arts credit: 0.5 (PEIMS – 03500110)

**O530 Art Appreciation B** – Exploration of purposes and processes in the visual arts including evaluation of selected works.

Credit type: State fine arts credit: 0.5 (PEIMS – 03500110)

**O531 Music Appreciation A** – Understanding music through the study of cultural periods, major composers, and musical elements; illustrated with audio recording and/or live performance.

Credit type: State fine arts credit: 0.5 (PEIMS – 03155600)

# Mullin Oaks Campus Course Guide

**O532 Music Appreciation B** – Understanding music through the study of cultural periods, major composers, and musical elements illustrated with audio recording and/or live performance.

Credit type: State fine arts credit: 0.5 (PEIMS – 03155600)

## **Other Languages**

**O517 Spanish 1 A** – Spanish I is the introductory course in the Spanish language and culture. During this course, the students will develop speaking, writing, reading, and listening skills in Spanish around topics related to the everyday life of a student. The students will learn conversational responses and work with the grammar items essential for understanding. The students will use conversation and vocabulary in the interpersonal, interpretive, and presentational modes as the basis for meeting the TEKS. The expected outcome of this course is developing Novice mid-high proficiency.

Credit type: State other language credit: 0.5 (PEIMS – 03440100)

**O518 Spanish 1 B** – Spanish I is the introductory course in the Spanish language and culture. During this course, the students will develop speaking, writing, reading, and listening skills in Spanish around topics related to the everyday life of a student. The students will learn conversational responses and work with the grammar items essential for understanding. The students will use conversation and vocabulary in the interpersonal, interpretive, and presentational modes as the basis for meeting the TEKS. The expected outcome of this course is developing Novice mid-high proficiency.

Credit type: State other language credit: 0.5 (PEIMS – 03440100)

**O519 Spanish 2 A** – Spanish II is the intermediate course in the Spanish language. The students will integrate the conversation skills, vocabulary, and grammar items learned in the first two courses as they begin to study the Spanish language, literature, and culture in depth. Emphasis is placed on expanding basic vocabulary and improving the listening, reading, speaking, and writing skills. Both students and teachers are expected to use their speaking skills as much as possible in the classroom. Students will continue to use conversation to meet the TEKS goals of communication, cultures, connections, comparisons, and communities. The expected outcome of this course is developing Intermediate-low to Intermediate-mid proficiency.

Credit type: State other language credit: 0.5 (PEIMS – 03440200)

**O520 Spanish 2 B** – Spanish II is the intermediate course in the Spanish language. The students will integrate the conversation skills, vocabulary, and grammar items learned in the first two courses as they begin to study the Spanish language, literature, and culture in depth. Emphasis is placed on expanding basic vocabulary and improving the listening, reading, speaking, and writing skills. Both students and teachers are expected to use their speaking skills as much as possible in the classroom. Students will continue to use conversation to meet the TEKS goals of communication, cultures, connections, comparisons, and communities. The expected outcome of this course is developing Intermediate-low to Intermediate-mid proficiency.

Credit type: State other language credit: 0.5 (PEIMS – 03440200)

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**O523 Spanish 3 A** – Spanish III is the intermediate course in the Spanish language. The students will integrate the conversation skills, vocabulary, and grammar items learned in the first two courses as they begin to study the Spanish language, literature, and culture in depth. Emphasis is placed on expanding basic vocabulary and improving the listening, reading, speaking, and writing skills. Both students and teachers are expected to use their speaking skills as much as possible in the classroom. Students will continue to use conversation to meet the TEKS goals of communication, cultures, connections, comparisons, and communities. The expected outcome of this course is developing Intermediate-low to Intermediate-mid proficiency.

Credit type: State other language credit: 0.5 (PEIMS – 03440300)

**O524 Spanish 3 B** – Spanish III is the intermediate course in the Spanish language. The students will integrate the conversation skills, vocabulary, and grammar items learned in the first two courses as they begin to study the Spanish language, literature, and culture in depth. Emphasis is placed on expanding basic vocabulary and improving the listening, reading, speaking, and writing skills. Both students and teachers are expected to use their speaking skills as much as possible in the classroom. Students will continue to use conversation to meet the TEKS goals of communication, cultures, connections, comparisons, and communities. The expected outcome of this course is developing Intermediate-low to Intermediate-mid proficiency.

Credit type: State other language credit: 0.5 (PEIMS – 03440300)

## **Health**

**O527 Health Education** - In health education, 9<sup>th</sup> -10<sup>th</sup> 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. This course also offers a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives. This course also offers a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives.

Credit type: State health education credit: 0.5 (PEIMS – 03810100)

**O528 Advanced Health** – 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 Advanced Health, students are provided opportunities for researching, discussing, and analyzing health issues. This higher level of involvement provides students with experiences designed to reinforce positive health behaviors. Students are given the opportunity to learn more about technology, how it affects health, and how to use electronic technology to gain health information. The emphasis in this course is less related to learning facts and more related to providing students with the skills necessary to access their own health information and services and become health literate.

Credit type: State health education credit: 0.5 (PEIMS – 03810200)

# Mullin Oaks Campus Course Guide

## Technology Applications

**O533 Digital Audio and Video Design A** – The technology applications curriculum has six strands based on the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts.

Credit type: State tech app credit: 0.5 (PEIMS – 03580700)

**O534 Digital Audio and Video Design B** – The technology applications curriculum has six strands based on the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts.

Credit type: State tech app credit: 0.5 (PEIMS – 03580700)

## Career Preparation

**O901 Career Preparation 1 A** - Career Preparation I provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Credit type: State vocational elective credit: 0.5 (PEIMS – 12701300)

**O902 Career Preparation 1 B** - Career Preparation I provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Credit type: State vocational elective credit: 0.5 (PEIMS – 12701300)

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**O903 Career Preparation 2 A** - Career Preparation II develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved business and industry training area. Students will develop skills for lifelong learning, employability, leadership, management, work ethics, safety, and communication as a group; however, each student will have an individual training plan that will address job-specific knowledge and skills. Approved training sponsors will provide paid occupational training for a student. The training sponsor will assist the teacher in providing the necessary knowledge and skills for the student's specific career preparation.

Credit type: State vocational elective credit: 0.5 (PEIMS – 12701400)

**O904 Career Preparation 2 B** - Career Preparation II develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved business and industry training area. Students will develop skills for lifelong learning, employability, leadership, management, work ethics, safety, and communication as a group; however, each student will have an individual training plan that will address job-specific knowledge and skills. Approved training sponsors will provide paid occupational training for a student. The training sponsor will assist the teacher in providing the necessary knowledge and skills for the student's specific career preparation.

Credit type: State vocational elective credit: 0.5 (PEIMS – 12701400)

## **PE Courses**

Grade Level: 9-12

Credit: 1.0

Term: year

**O508 PE 1** - 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. **This course also offers** a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives. **This course also offers** a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives.

Credit type: State PE credit: 1.0 (PEIMS – PES00001)

**O509 PE 2** - 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. **This course also offers** a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives. **This course also offers** a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives.

Credit type: State PE credit: 1.0 (PEIMS – PES00001)

# Mullin Oaks Campus Course Guide

**O510 PE 3** - 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. **This course also offers** a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives. **This course also offers** a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives.

Credit type: State PE credit: 1.0 (PEIMS – PES00002)

**O511 PE 4** - 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. **This course also offers** a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives. **This course also offers** a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives.

Credit type: State PE credit: 1.0 (PEIMS – PES00004)

**O528 Outdoor/Adventure Sports A** – 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. This course also offers a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives. This course also offers a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives.

Credit type: State PE credit: 1.0 (PEIMS – PES00053)

**O528 Outdoor/Adventure Sports B** – 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. This course also offers a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives. This course also offers a CPR component that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives.

Credit type: State PE credit: 1.0 (PEIMS – PES00053)

# Mullin Oaks Campus Course Guide

## Dual Credit Courses –

**D101 English 1301 A** – REQUIRED: English II, TSI Reading score of 351 Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Dual Credit through Navarro College.

Credit type: State Dual English credit: 3.0 (PEIMS – 03221800)

**D118 English 1301 B** – REQUIRED: English II, TSI Reading score of 351 Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Dual Credit through Navarro College.

Credit type: State Dual English credit: 3.0 (PEIMS – 03221800)

**D103 Math 1314 A** – PREREQUISITE: two years of high school algebra TSI math score of 350 Study of Quadratics; polynomial, rational, logarithmic, and exponential functions; systems of equations; progressions; sequences and series; conic sections; and matrices and determinants. Dual Credit through Navarro College.

Credit type: State Dual Math credit: 3.0 (PEIMS – 03102540)

**D124 Math 1314 B** – PREREQUISITE: two years of high school algebra TSI math score of 350 Study of Quadratics; polynomial, rational, logarithmic, and exponential functions; systems of equations; progressions; sequences and series; conic sections; and matrices and determinants. Dual Credit through Navarro College.

Credit type: State Dual Math credit: 3.0 (PEIMS – 03102540)

**D110 Art Appreciation A** – Exploration of purposes and processes in the visual arts including evaluation of selected works. Dual Credit through Navarro College.

Credit type: State Dual fine arts credit: 3.0 (PEIMS – 03500110)

**D133 Art Appreciation B** – Exploration of purposes and processes in the visual arts including evaluation of selected works. Dual Credit through Navarro College.

Credit type: State Dual fine arts credit: 3.0 (PEIMS – 03500110)

**D134 Music Appreciation A** – Understanding music through the study of cultural periods, major composers, and musical elements; illustrated with audio recording and/or live performance. Dual Credit through Navarro College.

Credit type: State Dual fine arts credit: 3.0 (PEIMS – 03155600)

**D143 Music Appreciation B** - Understanding music through the study of cultural periods, major composers, and musical elements; illustrated with audio recording and/or live performance. Dual Credit through Navarro College.

Credit type: State Dual fine arts credit: 3.0 (PEIMS – 03155600)

# Mullin Oaks Campus Course Guide

## Non-credit courses

Grade Level: 9-12

Credit: 0.0

Term: year

**O514 Study Hall** – This course is designed to give students time to catch up on courses they are behind on or to allow for extra focus on courses still in progress when other courses are completed.

Credit type: Local elective credit: 0.0 (PEIMS – 85000XXX)

**O900 STAAR Preparation** – Instruction in this course will focus on skills/concepts and processing skills related to the STAAR objectives.

Credit type: Local elective credit: 0.0 (PEIMS – 85000XXX)

# Mullin Oaks Campus Course Guide

Discipline	Foundation HSP	*MHSP	*RHSP	*DAP
<b>English Language Arts</b>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>An advanced English course: English IV, Creative Writing, Practical Writing,</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV or approved alternate course</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV</li> </ul>
<b>Mathematics</b>	<b>Three credits:</b> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Geometry</li> <li>An advanced math course: Algebra II, Math Models w/Applications, Pre-Calculus, Discrete Math, Money Matters,</li> </ul>	<b>Three credits:</b> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Geometry</li> <li>SBOE approved math course</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Algebra II</li> <li>Geometry</li> <li>An additional math credit</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Algebra II</li> <li>Geometry</li> <li>An additional math credit</li> </ul>
<b>Science</b>	<b>Three credits:</b> <ul style="list-style-type: none"> <li>Biology</li> <li>IPC or an advanced science course</li> <li>An advanced science course: Chemistry, Physics, Environmental Systems, Forensic Science</li> </ul>	<b>Two credits:</b> <ul style="list-style-type: none"> <li>Biology</li> <li>IPC or Chemistry and Physics (one of the two serves as an academic elective)</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>An additional science credit</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>An additional science credit</li> </ul>
<b>Social Studies</b>	<b>Three credits</b> <ul style="list-style-type: none"> <li>U.S. History</li> <li>U.S. Government (one-half credit)</li> <li>Economics (one-half credit)</li> <li>World History or World Geography</li> </ul>	<b>Three credits:</b> <ul style="list-style-type: none"> <li>U.S. History (one credit)</li> <li>U.S. Government (one-half credit)</li> <li>Economics (one-half credit)</li> <li>World History (one credit) or World Geography (one credit)</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>U.S. History (one credit)</li> <li>U.S. Government (one-half credit)</li> <li>Economics (one-half credit)</li> <li>World History (one credit)</li> <li>World Geography (one credit)</li> </ul>	<b>Four credits:</b> <ul style="list-style-type: none"> <li>U.S. History (one credit)</li> <li>U.S. Government (one-half credit)</li> <li>Economics (one-half credit)</li> <li>World History (one credit)</li> <li>World Geography (one credit)</li> </ul>
<b>Physical Education</b>	<b>One credit</b>	<b>One credit</b>	<b>One credit</b>	<b>One credit</b>
<b>Languages Other Than English</b>	<b>Two credits in the same language</b> Two credits from Computer Science I, II, and III (other substitutions)	<b>None</b>	<b>Two credits in the same language</b>	<b>Three credits in the same language</b>
<b>Fine Arts</b>	<b>One credit</b>	<b>One credit</b>	<b>One credit</b>	<b>One credit</b>
<b>Speech</b>	<b><a href="#">Demonstrated proficiency in speech skills or Communications Applications</a></b>	<b>One-half credit from either of the following:</b> <ul style="list-style-type: none"> <li>Communication Applications</li> <li>Professional Communications (CTE)</li> </ul>	<b>One-half credit from either of the following:</b> <ul style="list-style-type: none"> <li>Communication Applications</li> <li>Professional Communications (CTE)</li> </ul>	<b>One-half credit from either of the following:</b> <ul style="list-style-type: none"> <li>Communication Applications</li> <li>Professional Communications (CTE)</li> </ul>
<b>Electives</b>	<b>Five credits</b>	<b>Seven and one half credits (one must be an academic elective)</b>	<b>Five and one-half credits</b>	<b>Four and one-half credits</b>
<b>Total Credits</b>	22	22	26	26

# Mullin Oaks Campus Course Guide

<b>Endorsements</b>	<p>A student may earn an endorsement by successfully completing</p> <ul style="list-style-type: none"> <li>• curriculum requirements for the endorsement</li> <li>• a total of four credits in mathematics</li> <li>• a total of four credits in science</li> <li>• two additional elective credits</li> </ul>
<b>Multidisciplinary Studies</b>	<p>A coherent sequence or series of courses selected from one of the following:</p> <ul style="list-style-type: none"> <li>• Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence</li> <li>• Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics</li> <li>• Four credits in AP, IB, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts</li> </ul>
	<p><b>Total Credits w/endorsement - 26</b></p>
<b>Distinguished Level of Achievement</b>	<ul style="list-style-type: none"> <li>• A total of four credits in math, including credit in Algebra II</li> <li>• A total of four credits in science</li> <li>• Completion of curriculum requirements for at least one endorsement</li> </ul>