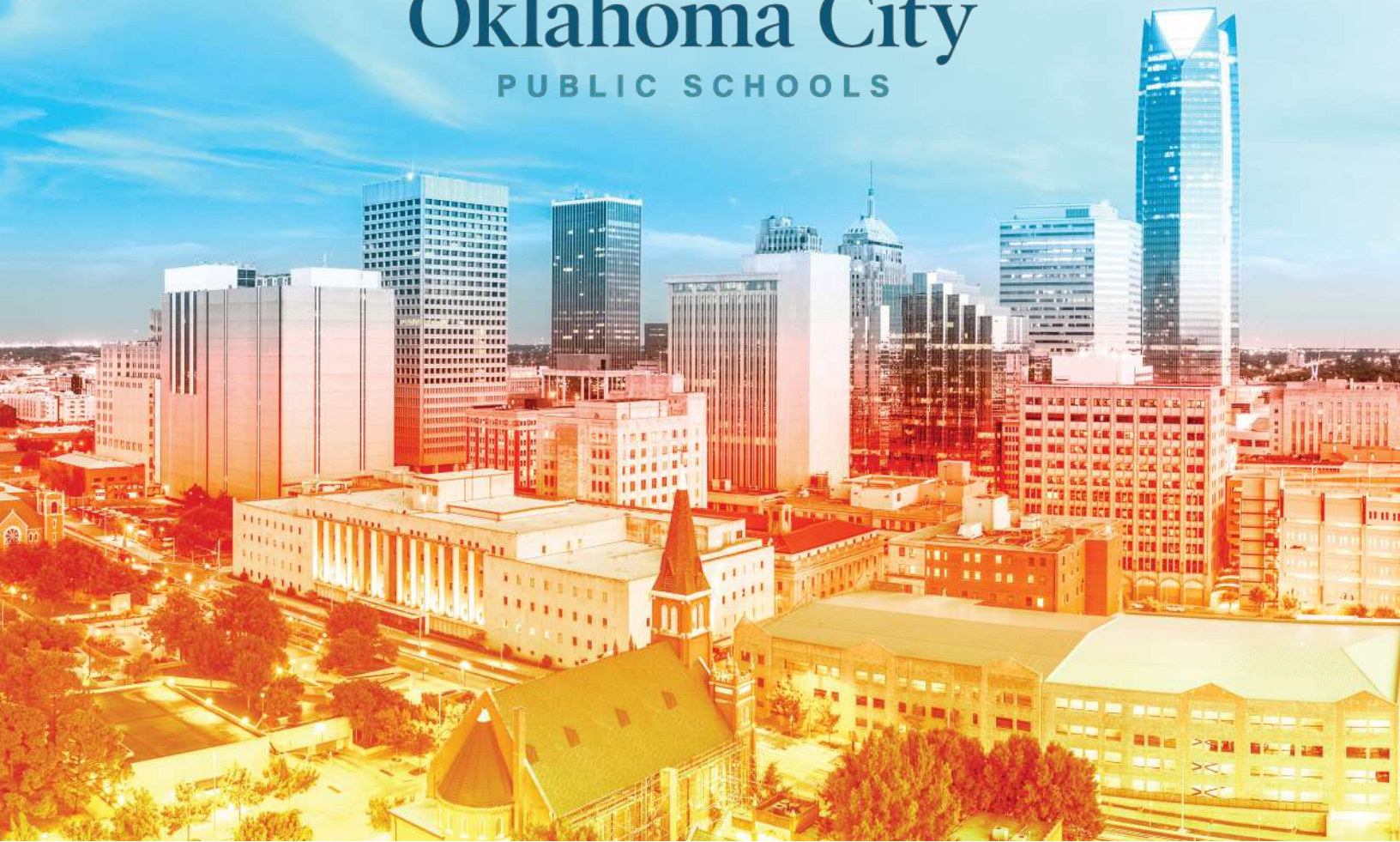




# Oklahoma City

PUBLIC SCHOOLS



Oklahoma City Public Schools

---

## **ACADEMIC PLANNING GUIDE**

---

HIGH SCHOOL



---

# ACADEMIC PLANNING GUIDE

---

## Grades 9th - 12th

This OKCPS Academic Planning Guide contains general information concerning school requirements, courses available for students, and other items for consideration regarding high school planning. The information contained is current and up-to-date at the time of printing/posting. This document should not be considered the final authority on information but should be viewed as a living document. Not all courses in this academic planning guide will be offered at all schools each year; school counselors should be utilized regarding updates and finalization of schedules.

The Oklahoma City Public School District (OKCPS) does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, sexual orientation, genetic information, alienage, veteran, parental, family and marital status in its programs and activities, or in its employment decisions, and provides equal access to the Boy Scouts of America and other designated youth groups.

Copyright © 2020 Oklahoma City Public Schools All rights reserved. This guide or any portion thereof may not be reproduced or used in any manner whatsoever without the express written permission of Oklahoma City Public Schools.



**Dr. Sean McDaniel**  
**Superintendent**  
 superintendent@okcps.org  
 (405) 587-0448

**Vision**

By providing equitable access to a world class education, every Oklahoma City Public Schools student will graduate ready to fulfill their unique purpose in a healthy, vibrant community.

**Mission**

Every day, Oklahoma City Public Schools will ignite a passion for learning in every child, invite families to engage, and inspire respectful and trusting relationships with our diverse community.



**Paula Lewis**  
**School Board Chair**  
 plewis@okcps.org  
 (405) 587-0444

**BOARD OF EDUCATION**

Comprised of seven members and a chair elected by district patrons, the Oklahoma City Public Schools Board of Education enacts policy, performs appraisals of policies and procedures, makes provisions of financial resources, maintains public relations, and continues educational planning and development.



**Charles Henry**  
 District 1  
 cheny@okcps.org



**Rebecca Budd**  
 District 2  
 rl Budd@okcps.org



**Carrie Jacobs**  
 District 3 / Vice Chair  
 ccjacobs@okcps.org



**Mark Mann**  
 District 4  
 mhm Mann@okcps.org



**Ruth Veales**  
 District 5  
 ruthrena@okcps.org



**Gloria Torres**  
 District 6  
 gtorres@okcps.org



**Meg McElhaney**  
 District 7  
 msmcelhaney@okcps.org

**SENIOR STAFF**

**Jason Brown**  
 Deputy Superintendent of Schools  
 (405) 587-0824

**Brad Herzer**  
 Assistant Superintendent of Secondary Schools  
 (405) 587-0049

**Jean Bostwick**  
 Chief Financial Officer  
 (405) 587-0184

**Tracy Skinner**  
 Assistant Superintendent of Academics  
 (405) 587-0115

**Dr. Jamie Polk**  
 Assistant Superintendent of Elementary Schools  
 (405) 587-0049

**Scott Randall**  
 Chief Operations Officer  
 (405) 587-0062

**Rebecca Kaye**  
 Chief of Equity and Accountability  
 (405) 587-0441

**Beth Harrison**  
 Chief of Communications and Community Relations  
 (405) 587-0280

**Jessica Sherrill**  
 General Counsel  
 (405) 587-0350

## SECTION 1



## WELCOME

**H**igh school in Oklahoma City Public Schools (OKCPS) include grades 9th through 12th. The Board of Education believes that every student can learn and is committed to providing the best educational opportunities for all students. OKCPS believes that instructional personnel must maintain high expectations for all students and provide opportunities for them to achieve educational excellence.

# PLANNING FOR HIGH SCHOOL AND BEYOND



The goal of OKCPS is to provide all students with the opportunity to graduate ready to fulfill their unique purpose within a healthy, vibrant community. Every student is expected to leave high school prepared to succeed in college or other post-secondary institutions, the workplace, or both. OKCPS believes it is in the best interest of students to enroll in college- and career-preparatory courses.

All students are encouraged to follow a written four-year curriculum plan, which will prepare them to enter college or other post-secondary programs, enter the work force, or both upon high school graduation.

# TABLE OF CONTENTS

## PLANNING FOR HIGH SCHOOL AND BEYOND

School Contact Information .....	10
High School Entrance Requirements .....	11
Selecting Appropriate Courses .....	11
Valedictorian, Salutatorian, and Honor Graduate .....	12
Diplomas .....	13
Oklahoma Academic Scholar Recognition Program .....	13
Credits, Grades, and Grade Point Average .....	14
Career Academics .....	15
Metro Technology Centers .....	16
Advanced Academics .....	18
Post-Secondary Assessments .....	20
Concurrent Enrollment for High School Students .....	22
Concurrent Enrollment for Dual Credit .....	24
College Admission Standards .....	26
National Collegiate Athletic Association (NCAA) Division I and II .....	28
National Association of Intercollegiate Athletes (NAIA) .....	30
Tuition Free Opportunities .....	31
Oklahoma's Promise .....	33
Individual Career Academic Planning .....	35
Freshman Checklist .....	41
Sophomore Checklist .....	42
Junior Checklist .....	43
Senior Checklist .....	45
How Parents/Guardians Can Help .....	48



## **COURSE DESCRIPTIONS**

Career and Technology Education (CTE).....	50
Competitive Athletics.....	72
Computer Education .....	86
English Language Arts (ELA) .....	74
English Language Development (ELD).....	78
Health and Physical Education.....	80
JROTC.....	81
Mathematics.....	49
Miscellaneous .....	85
Science .....	91
Social Studies.....	95
Visual and Performing Arts.....	100
World Languages.....	118

## **SPECIAL PROGRAMS**

Alternative High Schools .....	124
Online Learning.....	125
Night School .....	126
Homebound Instruction .....	126
Application Schools .....	127
Classen School of Advanced Studies High School at Northeast .....	128



Oklahoma City  
PUBLIC SCHOOLS

---

**PLANNING FOR  
HIGH SCHOOL AND BEYOND**

---

**Grades 9th - 12th**





# School Contact Information



**Capitol Hill  
High School**

500 SW 36th Street  
Oklahoma City, OK 73109  
(405) 587-9000



**Classen School of Advanced  
Studies High School at Northeast**

3100 N Kelley Avenue  
Oklahoma City, OK 73111  
(405) 587-5400



**Douglass  
High School**

900 N MLK Boulevard  
Oklahoma City, OK 73117  
(405) 587-4200



**Emerson North  
High School**

715 N Walker Avenue  
Oklahoma City, OK 73102  
(405) 587-7900



**Emerson South  
High School**

1401 Johnston Drive  
Oklahoma City, OK 73119  
(405) 587-7980



**John Marshall  
High School**

12201 N Portland Avenue  
Oklahoma City, OK 73120  
(405) 587-7200



**Northwest Classen  
High School**

2801 NW 27th Street  
Oklahoma City, OK 73107  
(405) 587-6300



**Putnam Heights  
Academy**

1601 NW 36th Street  
Oklahoma City, OK 73118  
(405) 587-2700



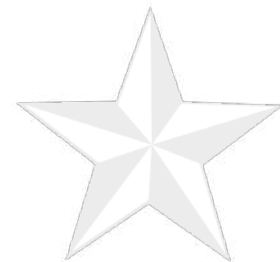
**Southeast  
High School**

5401 S Shields Boulevard  
Oklahoma City, OK 73129  
(405) 587-9600



**Star Spencer  
High School**

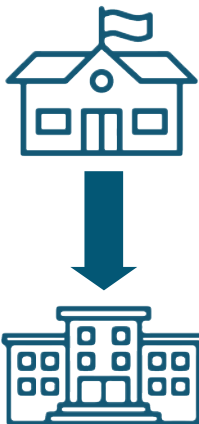
3001 N Spencer Road  
Spencer, OK 73084  
(405) 587-8800



**US Grant  
High School**

5016 S Pennsylvania Avenue  
Oklahoma City, OK 73119  
(405) 587-2200

# High School Entrance Requirements



## REQUIREMENTS

A student entering high school from an accredited middle school must present evidence of successful completion of the eighth grade. In the event that records are not readily available, new students are expected to be accompanied by a parent or legal guardian to be enrolled properly. Final grades and course placement may be adjusted upon receiving official records.

Any senior entering Oklahoma City Public Schools during their senior year may graduate by satisfying the requirements of the State Department of Education. The last four half units must be completed for graduation shall be earned while in attendance at an Oklahoma City Public High School.

# Selecting Appropriate Courses



## OVERVIEW

Oklahoma City Public Schools offers a wide range of academic programs that prepares students for post-secondary aspirations including college, industry certifications, a variety of careers, military service, or participation in the arts. This academic planning guide is provided to parent(s)/guardian(s) and students to become familiar with the courses available. Although many of the courses taken throughout high schools is determined by state graduation requirements, other choices remain for students to make. Course selection should be guided largely by interests and plans for the future.

- Following a curriculum plan will ensure that graduation requirements are met.
- Parent(s)/Guardian(s) involvement is needed throughout a student's high school education to help him/her achieve post-secondary goals. Parent(s)/Guardian(s) are asked to discuss aspirations with their student and assist them in choosing an appropriate high school curriculum plan. A parent or guardian signature is required when the student selects or changes a high school curriculum plan, or wishes to enroll in courses which are NOT part of the selected curriculum plan.
- Students may only enroll in courses for which they have completed the prerequisites. Exceptions require teacher or administrative approval.
- All students must be enrolled in credit-earning courses equal to the maximum number of time blocks available during the school day. Exceptions may be granted by the principal to students who are concurrently enrolled in college courses, who are attending high school for the 5th or 6th year, or who are enrolled in a course at another school that requires transportation during the school day.
- Students will pre-enroll in courses for the upcoming school year in the spring of the current school year. Students are expected to enroll in these courses because a school's master schedules, staffing needs, and textbook orders for the following school year are based on spring pre-enrollment. Requests to change a course, for which a student has requested, require principal and counselor approval, and parental/guardian involvement. Not all courses are available at every school. See a high school counselor for more information.



## Valedictorian



## Salutatorian



## Honor Graduate

### Requirements

Cumulative grade point average through the first semester of a student's senior year will be used to determine the valedictorian. The graduating senior with the highest weighted grade point average will be recognized as a valedictorian. In addition, the following requirements must also be met:

1

The valedictorian must successfully complete English, Mathematics, Science, and Social Studies each year of high school for a minimum of 4 years in each subject area.

2

The valedictorian must be a good steward of the community by volunteering 100 hours in the community by February 1st of a student's senior year.

3

The valedictorian must have completed his/her junior and senior year at an Oklahoma City Public High School.

### Requirements

Cumulative grade point average through the first semester of a student's senior year will be used to determine the salutatorian. The graduating senior with the second highest weighted grade point average will be recognized as a salutatorian. In addition, the following requirements must also be met:

1

The salutatorian must successfully complete English, Mathematics, Science, and Social Studies each year of high school for a minimum of 4 years in each subject area.

2

The salutatorian must be a good steward of the community by volunteering 100 hours in the community by February 1st of a student's senior year.

3

The salutatorian must have completed his/her junior and senior year at an Oklahoma City Public High School.

### Requirements

Cumulative grade point average through the first semester of a student's senior year will be used to determine honor graduates. The graduating seniors with a minimum of a 4.0 weighted grade point average will be recognized as an honor graduate. In addition, the following requirements must also be met:

1

The honor graduate must successfully complete English, Mathematics, Science, and Social Studies each year of high school for a minimum of 4 years in each subject area.

2

The honor graduate must be a good steward of the community by volunteering 100 hours in the community by February 1st of a student's senior year.



# Diplomas

## GRADUATION REQUIREMENTS

Students must have a GPA of 3.25 on a 4.0 scale.



All students, including students following Individual Education Plans (IEPs) and those enrolled at alternative educational facilities, may obtain a high school diploma by completing the units required for graduation.

All qualifying students are encouraged to attend graduation activities, but attendance shall be voluntary. Students will not be permitted to participate in graduation ceremonies if district and state requirements are not fully met. Additionally, a diploma will not be issued until requirements are fulfilled.

## CERTIFICATE OF DISTINCTION

Students who meet the specified requirements will be recognized as graduates of distinction.

- 4 units of English
- 4 units of Mathematics
- 4 units of Social Studies
- 4 units of Science
- 2 units of World Language
- 1 unit of Computer Technology
- 1 unit of Fine Arts
- 1 unit of Activity Elective
- 2 units of Electives

# Oklahoma Academic Scholar Recognition Program



## REQUIREMENTS

[www.sde.ok.gov/academic-scholar-recognition-program](http://www.sde.ok.gov/academic-scholar-recognition-program)

Oklahoma Academic Scholars receive a certificate of recognition from the State Board of Education and the local high school, a gold seal affixed to their diploma, and the honor recorded on their official transcript.

Graduating seniors who meet all of the requirements listed below shall be recognized by the local school district and the State Board of Education as an Oklahoma Academic Scholar:

- Accumulate over Grades 9, 10, 11 and the first semester of Grade 12, a minimum grade point average of 3.7 on a 4.0 scale or be in the top 10% of their graduation class.
- Complete (or will complete) the curricular requirements for a standard diploma.
- Achieve a 27 composite score on the ACT or 1220 combined reading and mathematics score on the SAT. The ACT or SAT must have been taken on a national test date or state administered test date. For students with documented disabilities requiring testing accommodations not available on a national or state administration date, a qualifying score on the ACT or SAT may be demonstrated using alternate administration dates.

# Credits, Grades, and Grade Point Averages



## OVERVIEW

Students will earn a .5 unit for successful completion of a one semester class. Any unit attempted will be given a letter grade of A, B, C, D, or F and all grades will be computed in determining a grade point average (GPA). GPAs are calculated on the following point values:

Grades 9th - 12th ON LEVEL		
A	100-90%	4.0
B	89-80%	3.0
C	79-70%	2.0
D	69-60%	1.0
F	59% and below	0.0

Grades 9th - 12th HONORS		
A	100-90%	4.5
B	89-80%	3.5
C	79-70%	2.5
D	69-60%	1.5
F	59% and below	0.0

Grades 9th - 12th ADVANCED PLACEMENT CONCURRENT ENROLLMENT		
A	100-90%	5.0
B	89-80%	4.0
C	79-70%	3.0
D	69-60%	2.0
F	59% and below	0.0

Grades 9th - 10th		
A	100-90%	4.5
B	89-80%	3.5
C	79-70%	2.5
D	69-60%	1.5
F	59% and below	0.0

Grades 9th - 12th INTERNATIONAL BACCALAUREATE		
A	100-90%	5.0
B	89-80%	4.0
C	79-70%	3.0
D	69-60%	2.0
F	59% and below	0.0

Classification	Units
10th Grade Sophomore	4 units
11th Grade Junior	10 units
12th Grade Senior	16 units

- A mark of "P" is calculated in the GPA as a "D".
- A mark of "NG" or "No Grade" does not calculate in the GPA.
- A mark of "NC" or "No Credit" is calculated as an "F".
- OKCPS' transcripts will reflect a 4.0 grade scale with weighted grades.

# Career Academics

## Capitol Hill High School



The **Academy of Fine Arts** provides students with a solid foundation in the arts through a sequence of academic courses, career exploration opportunities, and inspiring interactions with fellow students, faculty, and professional artists.



The **Academy of Engineering** answers an acute need for engineers in this country by educating high school students in the principles of engineering, and providing content in the fields of electronics, biotech, aerospace, civil engineering, and architecture.

## Northwest Classen High School



The **Academy of Health Sciences** prepares students to successfully pursue degrees in health related career fields. Students will have opportunities to interact with fully licensed health care professionals in organizations providing health related services throughout the community.



The **Academy of Teacher Preparation** prepares students for career opportunities in teaching as a profession, human growth and development, and curriculum and instruction. Classroom instruction will help students understand various cultures and practices that may affect the learning process.

## Douglass High School



The **Academy of Law and Public Safety** provides opportunities for students to explore areas of law and public safety that will result in students making informed choices regarding post-secondary education. Students will study career-specific curricula, participate in work-based learning experiences, and establish relationships with professionals in all fields of law and public safety.

## Southeast High School



The **Academy of Information Technology** prepares students for career opportunities in programming, database administration, web design and administration, digital networks, and other areas in the expanding digital workplace.

## Emerson North Alternative High School



The **Academy of Entrepreneurship** harnesses students' passions, skills, and dreams through learning about the process of entrepreneurship. With the support of community partners, students will redefine their life-trajectory, building entrepreneurial skills and habits through real-life business connections.

## Star Spencer High School



The **Academy of Hospitality and Tourism** helps students chart career paths in one of the world's largest industries, from hotel management to sports, entertainment, and event management, and includes the study of geography, economics, and world cultures.

## John Marshall High School



The **Academy of Finance** connects high school students with the world of financial services, offering a curriculum that covers banking and credit, financial planning, international finance, securities, insurance, accounting, and economics.

## U.S. Grant High School



The **Academy of Health Sciences** prepares students to successfully pursue degrees in health related career fields. Students will have opportunities to interact with fully licensed health care professionals in organizations providing health related services throughout the community.

# Metro Technology Centers



## ABOUT

For more information visit: [www.metrotech.edu](http://www.metrotech.edu)

Metro Technology Centers is a career and technology center with four campuses in the Oklahoma City area. Metro Tech provides full-time career programs for high school and adult students.

1

### Springlake Campus

1900 Springlake Dr,  
Oklahoma City, OK 73111

2

### Aviation Career Campus

Will Rogers World Airport  
5600 S. MacArthur Blvd.  
Oklahoma City, OK 73179

3

### Downtown Business Campus

Corporate Tower  
101 N. Robinson Avenue, Suite 300  
Oklahoma City, OK 73102

4

### South Bryant Campus

4901 S. Bryant Ave.  
Oklahoma City, OK 73129

## FREE TUITION

### Tuition is FREE for juniors and seniors!

Students must have maintained 85% attendance from the previous semester and must have completed core requirements for 9th or 10th grade before enrolling at Metro Tech. High school sophomores, juniors, and seniors may also attend Metro Tech's Biomedical Sciences Academy or the Pre-Engineering Academy tuition FREE. Students must have maintained 85% attendance from the previous semester; have a minimum GPA of 3.0, and must have completed Algebra I with a B or better. There are many benefits to attending Metro Technology Centers, such as: Students receive credit (elective and some academic credits) toward high school graduation. Students can earn trade certifications and/or licenses. Some certifications and/or licenses obtained at Metro Tech may be eligible for college credit towards an associate's degree from an Oklahoma community college. Free bus transportation is provided to and from participating high schools. High school students attend a half day at Metro Tech, either a morning or an afternoon session, and the other half of a day at their home high school. Tuition waivers are available for students under the age of 21 who attended high school in Metro Tech's district.



# Metro Technology Centers



## STEPS TO ENROLL

The following steps are usually done at the student's high school with the guidance of Metro Tech Career Recruiters/Counselors.

Students interested in attending Metro Tech programs should visit with their high school counselor as early as possible to manage all course requirements and save room for their preferred program.

**Step 1** Attend a presentation at your high school.

**Step 2** Complete the career preference survey.

**Step 3** Complete the high school application at: [www.metrotech.edu](http://www.metrotech.edu)

**Step 4** Return all forms to the Metro Tech recruiter for your high school at: [www.portal.metrotech.edu/applynow](http://www.portal.metrotech.edu/applynow)

**Step 5** Visit with a Metro Tech staff member to complete the enrollment process.

Students attending Metro Tech programs will receive a total of 4 units of credit. This may be split between academic courses and the technology course and varies among the different career programs.



**The following career major programs are available for high school students:**

- Accounting and Banking Services
- Aerospace Maintenance Foundations
- Auto Body Repair
- Auto Service
- Biomedical Sciences Academy
- Climate and Energy Control Technologies - HVACR
- Computer Repair and Networking
- Computer Science Academy
- Construction Trades
- Cosmetology
- Culinary Arts
- Digital Cinema and Web Development
- Drafting Technician
- Early Childhood Development
- Electrical Technology
- Entrepreneurship
- Eye Care Technologies
- Firefighter Services
- Graphic Design
- Health Careers Certification
- Law Enforcement Services
- Legal and Administrative Office Services
- Medical Office Technology
- PN Select
- Pre-Engineering
- Welding

# Advanced Academics



## ADVANCED PLACEMENT (AP)

Honors courses are offered to prepare students for the rigor of AP coursework. Curriculum is integrated from grade to grade, culminating in an opportunity to earn college credit after successfully completing an exam at the end of the AP course. Students have the opportunity to earn college credit by obtaining a certain score on the AP exam (determined by each individual college).

AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Many colleges award college credit, advanced placement, or both on the basis of successful AP exam scores. Because the AP program is designed to prepare students for college-level work, the classes proceed at a faster pace. Knowledge and skills needed are more complex and at a higher level of difficulty than those commonly required in regular classes. Homework is frequent and demanding. Most assigned reading and writing is completed outside of class, which may include weekends and holidays. Parent(s)/Guardian(s) and students are encouraged to review all course requirements before enrolling in an honors or AP course. Successful completion of each AP course requires approximately six hours of individual study time per week.

Successful AP students are typically task-oriented, proficient readers who are able to set priorities with regard to time and responsibilities, and are independent workers who are self-motivated and organized. Students who are successful in honors courses will be prepared for the rigorous curriculum of AP coursework where they are expected to reason, analyze, and understand for themselves. Parental/Guardian support also plays a key role in the success of these students. Any student who is willing to commit the time and effort necessary to meet the rigorous requirements of this course is encouraged to enroll.

## Excellence in Education



OKCPS is committed to achieving excellence in education by ensuring that all students receive a strong foundation in core curriculum areas by providing all students with equitable access. The AP program is offered to further enhance students' educational opportunity and to provide students a variety of challenging course options that will prepare them for college and other post-secondary endeavors. Enrollment in honors or AP coursework is "inclusive," meaning it is open to all students who have successfully completed the prerequisite courses, are committed to performing at the level required for success in the rigorous program, and willing to accept the time and learning requirements of a college-level and college-prep class. Additional information regarding the AP program may be obtained by contacting the AP coordinator, counselor, or the principal at the school.

# Advanced Academics



## INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAM

The International Baccalaureate (IB) Diploma Program (DP) is designed for students aged 16 to 19 and offers challenging, comprehensive coursework in the traditional disciplines. In addition, diploma candidates write a four thousand word extended research essay (EE) and complete 150 hours of creativity, activity, and service (CAS). The diploma also requires a Theory of Knowledge (TOK) class that examines the relationship among academic disciplines, investigates how one arrives at knowledge, and further develops reasoning skills.

The IB program promotes organization, time management skills, a facility in oral and written communication, a commitment to community service, and extracurricular activities. Additionally, the proficiency in six demanding areas (English, Foreign Language, Social Science, Science, Math and an elective) provides students an advantage in gaining admission to the college or university of their choice. In recognition of their efforts, students may receive advanced placement or college credit for each IB exam passed.



## PAYING FOR EXAMS

See a counselor to inquire about any associated fees with AP and IB exams.



## THE DIFFERENCE BETWEEN IB AND AP

Although both IB and AP are designed to support college readiness, IB and AP classes tend to differ in teaching method and testing. Some see AP as more focused on rote learning and standardized tests. In contrast, IB classes and assessments tend to involve more research, writing, and hands-on evaluation. A key difference is the final exam. IB exams are set up to challenge students to apply what they've learned in new scenarios, such as analyzing a case study, in an effort to test students' ability to react to new information in a limited period of time. Tests and essays are then sent to one of 6,000 trained international examiners to be graded alongside work from other IB students worldwide.

# Post Secondary Assessments

## 9<sup>TH</sup> GRADE

PSAT  
ACT  
SAT  
AP

## 10<sup>TH</sup> GRADE

PSAT  
SAT  
PreACT  
ACT  
AP

## IB

The **International Baccalaureate (IB)** program offers challenging, comprehensive course work in traditional disciplines and the program is worldwide. Students may receive college credit for each exam passed.

## PSAT NMSQT

The **PSAT/NMSQT** is offered once a year in October. This is the first step in the process of entering the National Merit Scholarship Program. Students are also given an opportunity to participate in the Student Search Service which allows colleges to send students information about educational and financial aid opportunities. Identified 9th and 10th grade students will be encouraged to take the PSAT for practice. Only the score earned in the junior year can be used for the National Merit Scholarship Program. Students shall register in September to take the PSAT.

## ACT

The **ACT** is given multiple times annually on national test dates. All OKCPS students will take the ACT in April of their junior year. College admissions officers usually consider the highest composite score. Designed to assess each student's general educational development and ability to complete college-level work, the ACT is used for college admission, placement, and scholarship purposes.



For all tests, check with a school counselor about any associated fees or fee waivers that may be available.

# Post Secondary Assessments

## 11<sup>TH</sup> GRADE

PSAT/NMSQT

ACT

SAT

ASVAB

AP

## 12<sup>TH</sup> GRADE

ACT

SAT

ASVAB

AP

IB

## ASVAB

The **Armed Services Vocational Aptitude Battery (ASVAB)** is designed to assist students in identifying aptitudes and developing future educational and career plans. It provides students with the necessary tools to help make career decisions. Participating students complete an aptitude test, an interest inventory, and a work values exercise which help students learn more about themselves.

## AP

The **Advanced Placement (AP)** program allows students to pursue college-level studies while still in high school. Most of the nation's colleges and universities, and institutions in more than 30 countries, have an AP policy granting incoming students credit, placement, or both for qualifying AP exam scores. A diverse committee of college faculty and experienced AP teachers develop each course and exam. The AP exams are administered in May.

## SAT

The **SAT** is given multiple times annually to more than two million students every year and is accepted by virtually all colleges and universities. The SAT tests the reading, writing and math skills that are learned in school and that are critical for success in college and beyond. Some colleges may also require the SAT Subject Tests.



Accommodations may be available, but check with each test entity to determine which accommodations are available for that particular exam. Often times the request must be made in advance, so make sure to check the requirements.

# Concurrent Enrollment for High School Students

## CONCURRENT ENROLLMENT REQUIREMENTS

See a school counselor for information about college courses offered at your high school. The following explains the eligibility requirements.



**Option 1**  
24 ACT or  
1160 SAT

**Option 2**  
3.0 overall unweighted  
cumulative GPA and ranking  
in the top 33.3%



**Option 1**  
20 ACT  
or 1030 SAT

**Option 2**  
3.0 overall unweighted  
cumulative GPA and ranking in  
the top 50%



**Option 1**  
24 ACT  
or 1160 SAT

**Option 2**  
3.0 overall unweighted  
cumulative GPA and ranking  
in the top 33.3%



**Option**  
Composite ACT score at the 62nd percentile  
using Oklahoma norms



**Option 1**  
19 ACT  
or 990 SAT

**Option 2**  
3.0 overall unweighted  
cumulative GPA



**Option 1**  
19 ACT  
or 990 SAT

**Option 2**  
3.0 overall unweighted  
cumulative GPA



**Option 1**  
19 ACT  
or 990 SAT

**Option 2**  
3.0 overall unweighted  
cumulative GPA

# Concurrent Enrollment for High School Students



**Option 1**  
20 ACT  
or 1020 SAT

**Option 2**  
3.0 overall unweighted  
cumulative GPA and  
ranking in the top 50%



**Option 1**  
24 ACT  
or 1160 SAT

**Option 2**  
3.0 overall unweighted  
cumulative GPA

All concurrent students must have a signed statement from their high school principal stating that they are eligible to satisfy requirements for graduation from high school, including curricular requirements for college admission, no later than the spring of their senior year. Students must also provide a letter of recommendation from their school counselor and written permission from a parent or legal guardian. A high school student may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 credit hours per semester. For purposes of calculating workload, a .5 high school unit shall be equivalent to three semester credit hours of college work. Each high school junior or senior who meets the eligibility requirements shall be entitled to receive a tuition waiver equivalent to the amount of resident tuition for a maximum of six (6) credit hours per semester. Students are still responsible for any fees or required materials for each course.

## Minimum ACT Subject Scores for Concurrent Enrollment in Courses in Subject Areas

At minimum, concurrent students shall demonstrate college readiness in a particular subject area to be eligible to enroll in a college-level course in the corresponding subject area. A high school student not demonstrating college readiness in science reasoning, mathematics or English will not be permitted enrollment in the corresponding college subject area. A student who is unable to demonstrate college readiness in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics and English). Concurrent enrollment students are prohibited from enrolling in any form of developmental education, including any configuration in which developmental education is embedded within a credit-bearing course. A concurrent student will be eligible to enroll based on the criteria detailed in the chart below.

Curricular Area	English	Math	Reading	Science
ACT Score	19	19	19	19



## HIGH SCHOOL STUDENTS IN TECHNOLOGY PROGRAMS

High school students can complete their high school studies while earning college credit toward an Associate in Applied Science (A.A.S.) degree by successfully completing recognized assessments, and colleges in Oklahoma may award college credit for the successful assessment.

Oklahoma State Regents for Higher Education,  
655 Research Parkway, Suite 200, Oklahoma City, Oklahoma 73104

# Concurrent Enrollment for Dual Credit

The following courses taken through concurrent enrollment have been approved by OKCPS for academic core credit.

English	
English Composition I	1 unit of English Elective
English Composition II	1 unit of English IV* *Students must take English Composition I and II to obtain
Fundamentals of Speech	1 unit of Speech I
Mathematics	
Calculus	1 unit of Calculus
College Algebra	1 unit of Algebra III
Functions and Modeling	1 unit of Algebra III
Introduction to Statistics	1 unit of Statistics
Personal Finance	1 unit of Math of Finance
Pre-Calculus	1 unit of Math Analysis
Social Studies	
American History Survey to 1877	1 unit of US History
American History Survey from 1877	1 unit of US History
American Federal Government	1 unit of Government
Oklahoma History	½ unit of Oklahoma History and ½ Social Studies Elective
World Regional Geography	1 unit of Geography
Early Western Civilization	1 unit of World History
Modern Western Civilization	1 unit of World History
Introduction to Sociology	1 unit of Sociology
Introduction to Psychology	1 unit of Psychology
Introduction to Economics	½ unit of Economics and ½ Social Studies Elective
Introduction to Economics	½ unit of Economics and ½ Social Studies Elective
Science	
General Biology I (Lab Required)	1 unit of Biology
General Chemistry I (Lab Required)	1 unit of Chemistry
Physical Science (Lab Required)	1 unit of Physical Science
Fine Arts	
Music Appreciation	1 unit of Music Appreciation
World Languages	
Elementary Spanish I	1 unit of Spanish I
Elementary Spanish II	1 unit of Spanish II



# Concurrent Enrollment for Dual Credit



## 6 HOURS OF FREE TUITION

Concurrent courses may be taken in the summer or during the school year, and students can take up to six hours of free tuition. However, if arrangements are not made with the counselor, students will be liable for all tuition and fees. Students will be responsible for any applicable fees or books required.

- Any college course taken through concurrent enrollment, but not listed above, is approved by OKCPS for elective credit and will count towards high school graduation requirements. Courses that are one (1) and two (2) hours will be transcribed as a ½ unit for high school credit and courses that are three (3) will receive 1 unit.
- Students may seek approval for academic core credit for courses not listed above. Requests for consideration must be made by a school administrator or counselor. The Graduation Substitution Form will serve as the request, and the form shall be submitted to the Curriculum, Instruction, and Assessment Office no later than ten (10) school days prior to the start of the college course.
- All concurrent college courses, where credit is earned, will be entered on the high school transcript along with the grade earned in the class. Grades placed on the transcript will be used for GPA and class ranking calculations and will be assigned a 5.0 weight on the OKCPS weighted grading scale.
- Students must adhere to the GPA requirements set forth by the college to remain eligible to enroll in any courses for the following semester.
- College course grades will be monitored and used for determining OSSAA eligibility on a weekly basis and students are required to follow the procedures for reporting grades to the high school.
- Students will be required to provide an official transcript with final semester grades for each college course taken concurrently. Transcripts should be submitted to the high school registrar no later than five (5) school days after grades are made available by the higher education institution.
- Although grades lower than a C will be transcribed for high school credit, some colleges may require the course to be repeated in order to fulfill degree requirements.
- Students who withdraw from a course during the semester without enrolling in another college course during the same term are required to notify their high school counselor within one (1) school day. Students will be enrolled in a high school course at that time, which may or may not count for high school credit depending on the date enrolled.
- Students who fail to report grades or to notify their counselor as specified above may receive additional academic and/or disciplinary consequences which may include an F grade assigned for the concurrent course or assigned elective.

# College Admission Standards

## Minimum high school performance criteria for admission

\* Please refer to each college or university's website for additional or new information. Scholarship deadlines from colleges are often in the fall. In order to meet these deadlines, check with the institution early.



*The* UNIVERSITY of OKLAHOMA

### The primary factor in OU's first-year admission decisions is demonstrated academic achievement.

The academic review focuses on three criteria:

- Grade point average (GPA) in core academic courses
- Rigor of course selection, and
- ACT and/or SAT scores



### Students qualify for assured admission if they meet ONE of the following criteria:

- 3.0 GPA or better unweighted cumulative AND top 33.3% rank in high school graduating class, OR
- 3.0 GPA or better in 15-unit core AND 21 ACT/1060 SAT or better, OR
- 24 ACT/1160 SAT or better

At Oklahoma State University, ALL STUDENTS are encouraged to apply because we individually review each application for our holistic and alternative admission programs. We consider many factors, including: high school GPA, ACT or SAT scores, responses to application essays, academic letters of recommendation, leadership experience, community involvement and accomplishments.



### 20 composite score on the ACT or 1030 reading and math combined SAT score;

OR, 2.7 overall non-weighted GPA and ranking in the upper 50% of your graduating class

OR, 2.7 overall GPA in the 15 unit high school core curriculum



### Criteria

1. Maintained an average grade of "C" or above in the four years of high school study (2.7 or higher on a 4.0 scale) and ranked scholastically in the top 50% of the high school graduating class.
2. Attained a composite standard score of 20 on the American College Testing Program or 940 on the Scholastic Aptitude Test (SAT) which would place the applicant among the top 50% of Oklahoma high school seniors.

# College Admission Standards



**Regular admission standards include a 22 ACT or SAT equivalent and a cumulative 3.0 GPA.**

Oklahoma City University recalculates every high school grade point average on a standard 4.0 scale. All Pre-AP, Honors, and AP courses are weighted on a 5 point scale (A=5, B=4, C=3, D=1). A calculation will be used for admission and scholarship purposes.



**Option A:**

15-unit core GPA of 3.0 on a 4.0 scale & ACT=22 or SAT=1100

**Option B:**

GPA of 3.0 on a 4.0 scale & rank in top 25%

**Option C:**

ACT=24 or SAT=1160 & 3.0 or upper 50% of your high school class



All future and recent high school graduates are required to submit an official high school transcript to get admitted.

If you have taken the ACT or SAT, have your scores sent to the Office of Recruitment & Admissions or bring them with you to get admitted. While these scores are not required, they will help an Admissions Outreach Advisor determine whether you need placement testing.



**High School Placement Equivalency**

Reading: Cumulative GPA of 3.0 or higher.

English: English GPA of 3.0 or higher

Math: Math GPA of 3.0 or higher

Science: Science or Math & English GPA of 3.0 or higher



**Admission to Rose State College**

A student must have (a) graduated from an accredited high school and (b) participated in the American College Testing Program or a similar acceptable battery of tests. Students utilizing a test other than ACT will have their scores converted to ACT equivalents. Students must provide an official high school transcript to the Office of Admissions and Records.

# National Collegiate Athletic Association (NCAA)



## WANT TO PLAY COLLEGE SPORTS?

Creating an account is the first step to becoming an NCAA student-athlete.

Take your first step to becoming an NCAA student-athlete at **[eligibilitycenter.org](http://eligibilitycenter.org)**.

---

## ELIGIBILITY REQUIREMENTS

The NCAA Eligibility Center verifies the academic and amateur status of all student-athletes who wish to compete in Division I or II athletics. College-bound student-athletes who want to practice, compete and receive athletically related financial aid during their first year at a Division I or II school need to meet the following requirements:

- Graduate from high school.
- Complete a minimum of 16 core courses for Division I or II.
- Earn at least a 2.3 grade-point average in core courses.
- Earn a qualifying test score on either the ACT or SAT.
- Request final amateurism certification from the NCAA Eligibility Center.
- Meet an increased sliding-scale standard (for example, an SAT score of 820 requires a 2.5 high school core course GPA).
- Successfully complete 10 of the 16 total required core courses before the start of their seventh semester in high school. Seven of the 10 courses must be successfully completed in English, math and science.

Students that earn at least a 2.0 GPA but not a 2.3 GPA and meet the current sliding scale standard (for example, an SAT score of 1,010 requires a 2.025 high school core course GPA) will be eligible for practice in the first term and athletically related financial aid the entire year, but not competition. Freshmen who are academically successful in the first term will earn the ability to continue to practice for the remainder of the year.

Division III colleges and universities set their own admission standards. The NCAA does not set initial eligibility requirements in Division III.

For more information, please visit: **[www.NCAA.org/playcollegesports](http://www.NCAA.org/playcollegesports)**.

# National Collegiate Athletic Association (NCAA)

Division I	Division II
<p>Complete <b>16 core courses</b>:</p> <ul style="list-style-type: none"> <li>• Four years of English</li> <li>• Three years of math (Algebra 1 or higher)</li> <li>• Two years of natural/physical science (including one year of lab science if your high school offers it)</li> <li>• One additional year of English, math or natural/physical science</li> <li>• Two years of social science</li> <li>• Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy</li> <li>• Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.</li> <li>• Earn at least a 2.3 GPA in your core courses.</li> <li>• Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division I sliding scale, which balances the test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.</li> </ul>	<p>Complete <b>16 core courses</b>:</p> <ul style="list-style-type: none"> <li>• Three years of English.</li> <li>• Two years of math (Algebra 1 or higher).</li> <li>• Two years of natural or physical science (including one year of lab science if your high school offers it).</li> <li>• Three additional years of English, math or natural or physical science</li> <li>• Two years of social science</li> <li>• Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy</li> <li>• Earn at least a 2.2 GPA in your core courses.</li> <li>• Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division II sliding scale, which balances the test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.</li> </ul>

## STUDENT SPORTS PARTICIPATION HISTORY



For Certification Accounts, this includes details for any expenses or awards you received, any teams you have practiced or played with or certain events in which you participated, including your high school team. It also includes information about any individuals who have advised you or marketed your skills in a particular sport. This information helps the Eligibility Center certify your amateur status when it is requested by an NCAA school.

# National Association of Intercollegiate Athletes (NAIA)



## GET IN THE GAME TODAY

**PlayNAIA.org** helps future student-athletes discover and connect with NAIA schools, coaches and athletic scholarships. PlayNAIA is also the official clearinghouse for NAIA eligibility. Every student-athlete must register with the NAIA Eligibility Center to play sports at an NAIA college

---

## ELIGIBILITY REQUIREMENTS

The NAIA is tasked with ensuring student-athletes are academically eligible to compete in their sport at an NAIA member institution. Athletes must also provide the correct documentation to the NAIA to show that they meet these requirements. We've listed out the requirements and records students need to provide to the NAIA in order to be academically eligible.

NAIA eligibility requirements for U.S. freshman Incoming U.S. freshmen need to fulfill and provide documentation for two of the following three criteria:

- Athletes must get either an 18 on the ACT or a 970 on the SAT. Athletes must have the testing centers send their scores directly to the NAIA.
- Achieve a minimum overall high school grade point average of 2.0 on a 4.0 scale. Athletes need to send their official transcript to the NAIA, either via the High School Portal or as a hard copy in the mail.
- Graduate in the top half of their high school class. If this information isn't included on the athlete's official transcript, the athlete needs to provide a class rank letter.

### **Why does the NAIA require athletes to fulfill two of three criteria?**

Some students aren't great test takers, some have extremely demanding coursework and other students attend highly competitive high schools, making it difficult to rank in the top 50% of their graduating class. The NAIA created the "two of three" rule to account for student-athletes' various circumstances and to create a fairer environment for athletes who aren't strong in one of the three areas.

<https://play.mynaia.org/>



### OKCGO

Are you graduating from Oklahoma City Public Schools? If so, now is the time to take advantage of OCCC's OKCGo Degree Guarantee Program! As part of a financial aid package, this program has the potential to cover all tuition for the completion of one associate's degree. Fees and books are the responsibility of the student. This unbelievable money saving opportunity is too good to pass up!

#### Details

The OKCGo Program is available to eligible high school graduates from Oklahoma City Public Schools, selected public charter high schools, and Western Heights Public High School. This is part of a financial aid package for the completion of one associate's degree (AAS, AA, or AS) at OCCC with a maximum award of 63 credit hours. The program covers any tuition that is remaining after all other grants, OK Promise, OTAG, and other scholarships are applied to a student's account. Students are responsible for fees and books.

Students must submit the OKCGo application, OCCC admissions application, and complete the Free Application for Federal Student Aid (FAFSA) by the award deadline of July 15th. Students must enter OCCC the Fall semester immediately following high school graduation. Summer courses following high school graduation are not covered by OKCGo.

**Eligible schools are:** ASTEC, Capitol Hill, Centennial, Classen SAS, Dove Science Academy, Douglass, Emerson, Harding Preparatory Charter, Harding Fine Arts Academy, John Marshall, Northeast Academy, Northwest Classen, Pathways, Putnam Heights Academy, Santa Fe South, Southeast, Star Spencer, U.S. Grant, and Western Heights.

#### Eligibility Requirements

- Must be a graduate of an eligible high school.
- Must submit the OKCGo application by mid-summer.
- Must enroll in a minimum of nine (9) credit hours by the first day of classes (16 week semester) for the Fall semester immediately following high school graduation.
- OCCC must be the first, and only, institution of attendance (excluding concurrent enrollment).
- Must complete the Free Application for Federal Student Aid (FAFSA) by mid-summer. \*All Grants, Oklahoma's Promise, and other scholarships/waivers must be accepted prior to receiving OKCGo funding for any remaining tuition.
- Must be a citizen or permanent resident of the United States (no exceptions).

#### Continued Eligibility

- Students must maintain a cumulative retention 2.0 GPA.
- Complete the Free Application for Federal Student Aid (FAFSA) each year by July 15.
- Maintain continuous enrollment of at least nine (9) credit hours per semester (excluding summer).



## TICKET TO ROSE

Sponsored by Rose State College, the Ticket to Rose Program provides an opportunity for high school graduates whose primary family residence is located in the Star Spencer area. Graduates who meet the criteria will have the opportunity to receive financial assistance for tuition and mandatory fees for up to 62 attempted credit hours, or three consecutive years, whichever comes first. In order to qualify, graduates must be a U.S. citizen.

---

### Details

**Questions?** Email: [tickettorose@rose.edu](mailto:tickettorose@rose.edu)

Ticket to Rose is a scholarship program sponsored by Rose State College and local funding from the citizens in our immediate service area for students who will graduate from, or who live in, the Carl Albert, Choctaw, Del City, Midwest City, and Star Spencer school districts. It offers assistance when other scholarships and forms of federal or state financial aid (excluding loans) do not cover the cost of tuition and fees. The need for assistance through the Ticket to Rose program is determined by the student's Free Application for Federal Student Aid (FAFSA). If the student receives assistance from a free source of aid, the amount paid by the Ticket to Rose program may be reduced or eliminated.

Since Ticket to Rose is partially funded through The Technical Area Education District, which is supported by the citizens of our immediate service area, students receiving Ticket to Rose funding will participate in community service programs. These community service programs are a way for our students to give back to the surrounding communities.

<https://www.rose.edu/content/admissions-aid/financial-aid-scholarships/scholarships/ticket-to-rose-scholarship/>





OKLAHOMA STATE REGENTS  
FOR HIGHER EDUCATION

*Improving our future by degrees*

### OVERVIEW

Oklahoma's Promise offers qualified Oklahoma students an opportunity to earn a scholarship for college tuition. Keep in mind, it is only a portion of the total college cost and students will need additional money or scholarships to help pay the remaining portion.

### STUDENT REQUIREMENTS

The family income of the student's parents may not exceed \$55,000 at the time of enrollment in the eighth-, ninth- or 10th grade. In addition, prior to receiving any program benefit in college, the federal adjusted gross income (AGI) of the student's parents (or the income of the student if the student is officially determined to be financially independent of their parents) may not exceed \$100,000. For each year in college, Oklahoma's Promise students will be required to complete a Free Application for Federal Student Aid (FAFSA), which will be used to determine whether the federal adjusted gross income exceeds \$100,000. For any year that the income exceeds \$100,000, the student will not be eligible to receive the program benefit.

Take 17 units of required high school courses to help get ready for college. The Oklahoma's Promise Curriculum Worksheet (XLSX, 23k) can help you record your grades and make sure you have taken the right courses. You can also get more details about what high school courses count toward the Oklahoma's Promise curriculum. [external link, opens in new window](#)

### Other Requirements

- Make a cumulative 2.50 GPA for all courses in grades 9-12.
- Make a cumulative 2.50 GPA or better in the 17-unit OK Promise core curriculum.2
- Do your homework.
- Don't skip school.
- Don't abuse drugs or alcohol.
- Don't commit criminal or delinquent acts.
- Meet with a teacher, counselor or principal to go over your schoolwork and records.
- Provide information when requested.
- Apply for other financial aid during your senior year of high school.
- Take part in Oklahoma's Promise activities that will prepare you for college.
- The student must be a U.S. citizen or lawfully present in the United States at the time they enroll in college in order to receive the scholarship.

### CONTACT

Email: [okpromise@osrhe.edu](mailto:okpromise@osrhe.edu) or call us at 800.858.1840

## CURRICULUM REQUIREMENTS

Units	Courses
4	English (grammar, composition, literature; courses should include an integrated writing component)
3	Lab science (biology, chemistry, physics or any lab science certified by the school district; general science with or without a lab may not be used to meet this requirement)
3	Mathematics (Algebra I, Algebra II, geometry, trigonometry, math analysis, pre-calculus, statistics and probability [must have completed geometry and Algebra II], calculus, Advanced Placement [AP] statistics)
3	History and citizenship skills (including one unit of American history and two additional units from the subjects of history, economics, geography, government, non-Western culture)
2	Foreign or non-English language (two years of the same language) <b>or</b> Computer technology (two units in programming, hardware and business computer applications, such as word processing, databases, spreadsheets and graphics, will qualify; keyboarding or typing classes do <b>not</b> qualify) (1 foreign language and 1 computer course will <b>not</b> meet this requirement.)
1	Additional unit of subjects listed above
1	Fine arts (music, art, drama) OR Speech
<b>17</b>	<b>Total Units</b>

### Maximum Limit on Total Hours Paid by OK Promise

OK Promise students graduating high school in 2018 and thereafter may not receive total award payments for more than 129 semester credit hours during their five years of scholarship eligibility, unless their degree program requires more hours.

### CONTACT

Email: [okpromise@osrhe.edu](mailto:okpromise@osrhe.edu) or call us at 800.858.1840

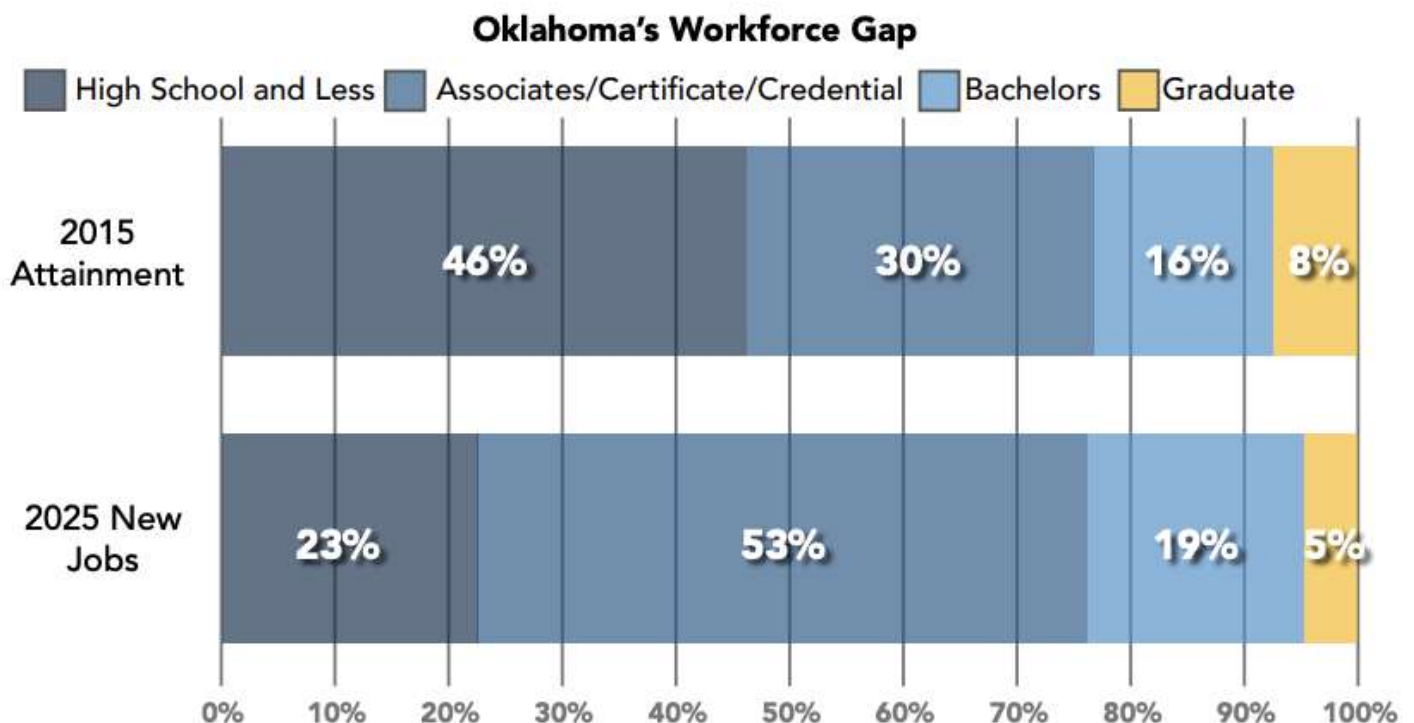


## WHAT IS AN INDIVIDUAL CAREER ACADEMIC PLAN (ICAP)?

An ICAP is a multi-year process that guides students as they explore career, academic and post secondary opportunities. Family, student and educators collaborate to develop the ICAP, which equips students with the awareness, knowledge and skills to create their own meaningful exploration of college and career opportunities. The ICAP is an evolving document that reflects students' changing passions, aptitudes, interests and growth.

## WHY IS AN INDIVIDUAL CAREER ACADEMIC PLAN VALUABLE?

Life beyond high school requires different competencies than in the past, and are ever-changing. By 2025, three of four Oklahoma jobs will require education or training beyond high school. When students complete an ICAP, they discover which pathways fit their unique talents and what kind of academic preparation and experiences will prepare them for in-demand careers, some of which may not even exist when they graduate from high school.



Source: OK Office of Workforce Development EMSI Q2, 2015



## WHAT SHOULD BE INCLUDED IN AN ICAP?

An ICAP identifies student interests, skills, post-secondary and workforce goals and experiences that lead to a meaningful plan that charts the progress needed to prepare students for college, career and life.

### It should include:

- Career and college interest surveys.
  - Written post-secondary and workforce goals and progress toward those goals.
  - Scores on assessments (required state and federal assessments and a college and career ready assessment).
  - Experiences in service learning and/or work environments including apprenticeships, internships, mentorships, job shadowing and others.
  - Intentional sequence of courses that reflects progress toward the post-secondary goal (this may include identified career pathways or career endorsements).
  - Academic progress.
- 

## RESOURCES

Students, families, school counselors, educators and school leaders can access three free online tools to help guide students on their ICAP journey. The Oklahoma Department of Career and Technology Education offers the OK Career Guide, and the Oklahoma State Regents for Higher Education provides OK College Start. UCanGo2 is an initiative of the Oklahoma College Assistance Program, an operating division of the Oklahoma State Regents for Higher Education. It provides resources to help you plan, prepare and pay for college. The Oklahoma State Department of Education is working with these partners to include elements of these tools so students can build a meaningful Individual Career Academic Plan.



**Visit these other websites to investigate the courses needed and type of education required for the intended career path**



[www.OKCareerGuide.org](http://www.OKCareerGuide.org)



[www.UCanGo2.org](http://www.UCanGo2.org)



[www.OKCollegeStart.org](http://www.OKCollegeStart.org)

---



## CAREER EVALUATION

Explore example careers below. Do you see any occupations you want to know more about? If so, those are the careers you might want to research as future occupations.

### Agriculture, and Natural Resources

- Agricultural Engineer
- Agricultural Scientist
- Animal Trainer
- Chef
- Conservation Scientist
- Farm Equipment Mechanic
- Fish and Game Warden
- Forester
- Veterinarian
- Zoologist

### Architecture and Construction

- Architect
- Cabinetmaker
- Carpenter
- Construction Manager
- Electrician
- Civil Engineer
- General Construction Worker
- Highway Maintenance Worker
- Interior Designer
- Sheet Metal Worker
- Surveying and Mapping Technician

### Arts, A/V Technology and Communications

- Actor
- Art Director
- Broadcast Technician
- Camera Operator
- Composer and Music Arranger
- Film and Video Editor
- Cartographer
- News Reporter
- Photographer
- Producer and Director
- Set and Exhibit Designer
- Technical Writer
- Graphic Designer

### Business, Management, and Administration

- Accountant
- Advertising Manager
- Computer Operator
- Court Reporter
- Management Analyst
- Meeting and Convention Planner
- Payroll Clerk
- Property and Real Estate Manager
- Shipping and Receiving Clerk
- Statistician

### Education ,and Training

- Audio/Visual Specialist
- Coach and Sports Instructor
- College/University Administrator
- Teacher/Professor
- Librarian
- Public Health Educator
- Special Education Teacher
- Speech Pathologist

### Finance

- Accounting Clerk
- Appraiser
- Credit Analyst
- Economist
- Financial Counselor
- Insurance Agent /Adjuster/Examiner
- Loan Officer
- Tax Preparer

### Government, and Public Administration

- City Planning Aide
- Construction/Building Inspector
- Interpreter and Translator
- License Clerk
- Occupational Health Specialist
- Tax Examiner

### Health Sciences

- Anesthesiologist
- Athletic Trainer
- Chiropractor
- Dentist
- Emergency Medical Technician
- Physical Therapist
- Occupational Therapist
- Pharmacist
- Physician
- Registered Nurse

### Hospitality, and Tourism

- Chef and Dinner Cook
- Food Service Worker
- Hotel Manager
- Janitor/Housekeeper Supervisor
- Reservation and Ticket Agent
- Restaurant Manager
- Tour Guide
- Travel Agent

### Human Services

- Child Care Worker
- Clergy
- Cosmetologist
- Counselor
- Funeral Director
- Professional Makeup Artist
- Financial Adviser
- Psychologist
- Residential Counselor
- Social Worker

### Information Technology (IT)

- Computer Systems Manager
- Computer Engineer
- Computer Programmer
- Computer Security Specialist
- Computer Support Specialist
- Computer Systems Analyst
- Data Communications Analyst
- IT Mechanic

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

- Coroner
- Corrections Officer
- Court Clerk
- Detective and Investigator
- Firefighter
- Judge
- Lawyer
- Life Guard and Ski Patrolman
- Police Patrol Officer

### Manufacturing (Mechanical/Industrial)

- Chemical Engineer
- Forklift Operator
- Gas and Oil Plant Operator
- Jeweler
- Locksmith
- Metal/Plastic Processing Worker
- Office Machine Repairer
- Power Plant Operator
- Shoe and Leather Worker
- Welder

### Marketing, Sales, and Services

- Advertising Salesperson
- Buyer and Purchasing Agent
- Customer Service Representative
- Floral Designer
- Market Research Analyst
- Public Relations Specialist
- Real Estate Agent
- Sales Manager
- Telemarketer

### Science, Technology, Engineering, and Mathematics

- Aerospace Engineer
- Biologist
- Chemist
- Electrical and Electronics Engineer
- Geographer
- Petroleum Engineer
- Mechanical Engineer
- Meteorologist
- Physicist
- Safety Engineer

### Transportation, Distribution, and Logistics

- Air Traffic Controller
- Airplane Pilot
- Automobile Mechanic
- Flight Attendant
- Motorboat Mechanic
- School Bus Driver
- Subway and Streetcar Operator
- Traffic Technician
- Transportation Agent



## DEVELOPING MY CAREER PLAN



### My career goals


### My skills and interests


### Necessary training to meet my goals


### My plan of action




## PLAN OF STUDY

A plan of study is an individualized and organized outline of the courses to be taken during high school that supports students' post-secondary goals. Students select the courses based on graduation requirements, personal skills, abilities, and interests. By considering rigorous courses to help strengthen abilities and advance learning, students are able to graduate from high school on time and be well-equipped for their future.



**Complete the tables with your selections for each year.**

Freshman	Sophomore
English	English
Math	Math
Science	Science
Social Studies	Social Studies
Electives	Electives
Junior	Senior
English	English
Math	Math
Science	Science
Social Studies	Social Studies
Electives/Concurrent Courses*	Electives/Concurrent Courses*

\*Qualified juniors and seniors may begin taking college courses online or on campus. See the Concurrent Enrollment section for more information.



# STUDENT CHECKLISTS

Freshman, Sophomore, Junior, and Senior



# Freshman Checklist



- **Study Hard.** Build good study habits to keep your grades up.

- **Save money.** Sign up for a college savings account from Oklahoma's 529 college savings plan (OK4Saving.org) or continue to add money to an existing account.

- **Apply for Oklahoma's Promise.** If you didn't apply during 8th grade, visit [okpromise.org](http://okpromise.org) for program requirements and to sign up for this scholarship program. Oklahoma's Promise helps qualified Oklahoma students access to higher education.

- **Talk it up.** Discuss your future plans with your guidance counselor, teachers, family members or other trusted adults.

- **Know high school graduation requirements.**

- **Take the right classes.** To be college-bound, your class schedule should contain at least four college-preparatory classes each year. Some schools recommend you take an extra unit in math, an additional unit in lab science and two units in speech or fine arts (music, art, drama).

- **Check it out.** Investigate college entrance requirements at [OKcollegestart.org](http://OKcollegestart.org).

- **Track it.** Use the High School Planner found at [OKcollegestart.org](http://OKcollegestart.org) to keep track of your courses and grades. Invite your counselor to view your online High School Planner to help keep you on track for success.

- **Plan for credit make-up if needed.** Make-up credits through summer school or online credit recovery.

- **File it away.** Create a "my future" file which should contain the following items:

- Copies of report cards
- List of awards and honors
- List of paid or volunteer school, community or extracurricular activities, or other work experience
- Skill assessment quizzes and results.

- **Volunteer.** Give back to your community by volunteering. In order to be a valedictorian, salutatorian, or honor graduate, a cumulative total of 100 hours is required.

- **Think about it.** Start thinking about the university, college or technology center you'd like to attend. Check out the Explore Colleges section on [OKcollegestart.org](http://OKcollegestart.org) and plan a campus tour.

- **Take it to the next level.** Investigate honors and AP courses to know what's available and if your' eligible to enroll.

- **Consider taking the PSAT for practice only.** Check with your counselor to inquire about any associated costs.

- **Create a high school plan of study.** Develop a high school plan of study that will help prepare you for a career that fits your interests. Carefully choose your 10th grade courses.

*Visit [UCanGo2.org](http://UCanGo2.org) for tools to help you plan, prepare and pay for college!*

# Sophomore Checklist



• **Keep it up.** Build good study habits to maintain good grades.

• **Save money.** Sign up for a college savings account from Oklahoma's 529 college savings plan (OK4Saving.org) or continue to add money to an existing account.

• **Last chance.** Don't miss out on Oklahoma's Promise! If you didn't sign up in the 8th or 9th grade, visit [okpromise.org](http://okpromise.org) for program requirements and to sign up for this scholarship program.

• **Talk it up.** Discuss your future plans with your guidance counselor, teachers, family members or other trusted adults.

• **Know what you need.** Review what courses you'll need to take to satisfy high school graduation requirements.

• **Take it to the next level.** Investigate honors and AP courses to know what's available and if you're eligible to enroll.

• **File it away.** Create a "my future" file which should contain the following items:

- Copies of report cards
- List of awards and honors
- List of paid or volunteer school, community or extracurricular activities, or other work experience
- Skill assessment quizzes and results

• **Be active.** Continue participating in extracurricular activities and volunteer work. Many admissions officers look for students who actively participate in their school and community. In order to be a valedictorian, salutatorian, or honor graduate a cumulative total of 100 volunteer hours is required.

• **Maintain learning.** Stay involved in academic enrichment programs, summer workshops and camps with a special focus such as music, arts, science, etc. Check out the free Summer Academies offered to 8th-12th grade students, which allow you to spend time at an Oklahoma college or university and learn about aeronautics, engineering, forensic science and much more. Visit [OKhighered.org/Summer-Academies](http://OKhighered.org/Summer-Academies) or call 800-858-1840 for more information.

• **Hit the books.** Prepare for and take standardized tests like the ACT and SAT. Visit the Test Prep section at [OKcollegestart.org](http://OKcollegestart.org) for helpful resources. You may also attend preparation classes or workshops.

• **Look into it.** Investigate your concurrent enrollment options. You may be able to enroll in college course as a junior or senior, if you meet certain requirements. Check with your counselor for more information.

• **Jot it down.** Gather information about your post-secondary opportunities such as technology centers, colleges, or the military.

• **Prepare for and take the PSAT.** This test determines eligibility for the National Merit Scholarship Program. Check with your counselor to inquire about any associated fee.

• **Consider career plans.** Review your high school plan of study to ensure it will prepare you for a career that fits your interests. Carefully choose your 11th grade courses.

# Junior Checklist (Fall, Spring, Summer)



## Junior Fall Checklist

- **Keep talking.** Continue your conversations with your guidance counselor, teachers, family members, or other trusted adults about your plans after high school. Talk with family and friends about their educational choices.
- **Take it to the next level.** Enroll in honors and AP courses, if possible.
- **Enroll now.** Sign up for college credit courses while in high school. Discuss concurrent enrollment with your counselor.
- **See for yourself.** Attend a college fair event in your area. These events offer families a chance to talk with school representatives. Visit [UCanGo2.org](http://UCanGo2.org) to find the College Fair Worksheet with great questions to help you at the fair.
- **Add it to your calendar.** Visit [UCanGo2.org](http://UCanGo2.org) to find dates for the ACT, SAT, PSAT and AP or other honors-level exams being offered. These exams are important college preparation steps.
- **Do a thorough review.** Ask for a preview of your academic record and profile and evaluate yourself. Look for gaps or low points, and seek advice from your counselor about ways to improve your profile.
- **Choose an exam.** ACT or SAT? Contact the school you plan to attend and ask which test they prefer. Once you decide which exam to take, sign up and make note of the date, time and location.
- **Get it.** Investigate admission requirements for postsecondary training programs at career and technology schools and/or colleges and universities.

- **Psst...remember the PSAT.** Register and take the PSAT exam offered in October. This score is required for several national scholarships, including the National Merit Scholarship. Fee waivers may be available. Check with your counselor.
- **Pare it down.** Narrow your list of schools based on research you've already completed. Your list will probably include three to five schools.
- **Get aid.** Financial aid, that is. Start researching your grant, scholarship and student loan options by checking out the Are You Looking for Money? Booklet in the Resources section at [UCanGo2.org](http://UCanGo2.org)
- **Talk taxes.** Find tax tips for you and your parent(s) on the Hope Scholarship Tax Credit and Lifetime Learning Tax Credit at [IRS.gov](http://IRS.gov)
- **Volunteer.** Give back to your community by volunteering. In order to be a valedictorian, salutatorian, or honor graduate a cumulative total of 100 hours is required.

## Junior Spring Checklist

- **Start the process.** You and your parent(s) may want to schedule campus visits during summer vacation so you don't miss school. However, some high schools consider a campus visit an excused absence, so check with your counselor. When scheduling your visit, keep in mind that many campuses close for spring break.
- **Repeat testing.** Register for the spring ACT and/or SAT tests. You may want to take the exam again over the summer and/or in the fall of your senior year to boost your score.

# Junior Checklist (Fall, Spring, Summer)



- **Find some money for college.** Continue researching financial options that are the best fit for you and your family.
- **Let it add up.** Continue to contribute to your 529 College Savings Plan (OK4Saving.org) or another savings plan. It's generally best to keep most savings in the parents' name.
- **Keep tabs.** Keep updating your "My future" file, which should contain the following items:
  - Copies of report cards
  - Paid, volunteer, school, community or extracurricular activities, or other work experience
  - Your Tracking My Classes and Achievements worksheet
  - Skill assessment quizzes and results

## Junior Summer Checklist

- **Recruit some ambassadors.** Ask teachers or other community members to write letters of recommendation for your college admission and scholarship applications. Think about what you'd like to include in these letters and politely ask those you respect if they'll help.
- **Extend your stay.** You may have already toured some campuses, but use the summer months to visit friends and family currently attending the school(s) you're interested in. Consider sitting in on classes or staying in the dorms with your pals. Also, call ahead for appointments with the financial aid, admission and academic advisers. All these experiences will help you get a feel for the school to see if it's a good fit for you.
- **Be courteous.** If you go on interviews or visits, don't forget to send thank-you notes to those who helped you.

- **Do it again.** You may want to take the ACT and/or SAT test more than one time in an attempt to boost your score.
- **Practice and evaluate.** Complete online admission applications by filling out rough drafts without submitting them. Focus on the essay portions of these applications and decide how you would like to present yourself. Don't forget to mention your activities outside of school. Ask family or friends to review your applications, especially the essays, and provide feedback.
- **Apply early.** If you have a clear "first choice" school, decide if you're going to apply for early decision or early action. Be aware that if you're accepted for early decision, you may be committing yourself to attend that school.
- **Decide what you like.** Explore careers by taking a summer job or internship in your field of interest. Remember to set some money aside from your paycheck to pay future expenses.
- **Check the mail.** Read your college mail and send reply cards to the schools that interest you.
- **Review graduation requirements.** Develop your 12th grade plan of study.
- **Consider taking the ASVAB.**
- **Tuition Free Opportunities.** Ask your counselor for information on the Ticket to Rose scholarship program and OKC GO 2.0.

# Senior Checklist (Fall, and Spring)



## Senior Fall Checklist

- **Take action now.** Continue to explore opportunities to earn college credit while in high school. Talk to your counselor about concurrent enrollment.
- **Stay on track.** Review courses with your counselor to make sure you're meeting high school graduation and entrance requirements for the schools that interest you.
- **Learn more.** Attend college fairs, college planning sessions, and financial and information sessions for answers to your questions.
- **Get a PIN.** Request a federal Personal Identification Number (PIN) at [PIN.ed.gov](http://PIN.ed.gov). This PIN is used throughout the federal aid process, including for completion of the Free Application for Federal Student Aid (FAFSA).
- **Study.** Keep making the effort to maintain your grades. These habits will come in handy during your college coursework.
- **Keep saving.** Continue to plug money into your Oklahoma 529 College Savings Plan ([OK4Saving.org](http://OK4Saving.org)) or other savings account. It's generally best to keep most savings in the parent's name.
- **Sign up.** Even if you've already taken the ACT or SAT, register for the fall ACT and/or SAT tests, you might boost your score! Find test locations and dates at [UCanGo2.org](http://UCanGo2.org)
- **Narrow your choices.** Many students select three to five schools to apply to, including their dream school, their safety school and two or three other choices.
- **Take a tour.** If you haven't already, visit schools

that are a good match to your abilities and career interests. Use the tools found on [UCanGo2.org](http://UCanGo2.org).

- **Go for free money.** Search and apply for as many grants and scholarships as possible. Check out [UCanGo2.org](http://UCanGo2.org) to search for scholarships by deadline or category. Be sure to check with local civic organizations or employers for additional scholarship sources.
- **Research aid.** Check for specific information about college costs and any other financial aid that may be available at [UCanGo2.org](http://UCanGo2.org) and in the *Are You Looking for Money?* Booklet.
- **Fill it out.** Decide which college(s) you're interested in attending and submit admission and financial aid applications. Be aware of deadlines.
- **Send it in.** If you haven't already done so, make sure your official test scores are being sent to the school(s) to which you're applying.
- **Consider taking the ASVAB.**
- **Ask your counselor** for information on the Ticket to Rose scholarship program and OKC GO 2.0.
- **Volunteer.** Give back to your community by volunteering. In order to be a valedictorian, salutatorian or honor graduate, a cumulative total of 100 hours is required.

## Senior Spring Checklist

- **Talk taxes.** Make sure you and your parent(s) have completed your income tax forms as soon after Jan. 1 as possible in anticipation of completing financial aid applications, some of which have very early deadlines.

# Senior Checklist (Fall, and Spring)



- **Check in.** Contact the admission office at the school(s) you may attend to make sure they've received your information.
- **Look for the SAR.** Review the information provided on your Student Aid Report (SAR), which is sent to you after you file the FAFSA, to ensure accuracy. Any inaccurate items need to be corrected and returned for processing.
- **Call to confirm.** Contact the financial aid office at the school(s) you'd like to attend to make sure they've received your information.
- **Take the test.** You've studied hard, so take the exams for any AP subject.
- **Ask for it.** Request that your high school send your final transcript to the school(s) to which you applied.
- **Keep an eye open.** Watch your mailbox or email for FAFSA results and/or financial and award letters. Many colleges email their award letters. You may want to check with the school you plan to attend and ask how this information will be sent.
- **Sign and send.** Promptly accept your financial award letter, if required. You don't have to accept all loan funds offered to you; borrow only what you need!
- **Decisions, decisions.** If you've been accepted to multiple schools, make a decision and notify the school you plan to attend as soon as possible. You may be required to pay a nonrefundable deposit to secure your spot. Most schools need a decision by May 1st.
- **Waiting game.** You may be placed on a waiting list for an opening at the school. If so, contact the school to let them know you're still interested.
- **Pay attention to the MPN.** If you've been offered a federal student loan and you need it to pay for school, complete the Master Promissory Note (MPN) to accept it. If you have questions, contact your educational institution or the Department of Education's Direct Loan Servicing department at 800-848-0979.
- **Continue to update "my future" file.**

A hand is visible on the left side of the frame, holding a wooden signpost. The signpost has a white arrow pointing to the right. The text "HOW PARENTS OR GUARDIANS CAN HELP" is written in blue, bold, uppercase letters on the white arrow.

## HOW PARENTS OR GUARDIANS CAN HELP

“

Know your student's  
teachers and school counselor  
and communicate with them  
throughout the year.

”

# How Parents or Guardians Can Help

## Freshman

- Know your student's teachers and school counselor and communicate with them throughout the year.
- Know grading periods and when to expect report cards and progress reports.
- Develop a systematic plan of study that will prepare your student for a career that fits his/her interests.
- Obtain information on Oklahoma's Promise, a scholarship program that helps qualified Oklahoma students gain access to higher education. Apply to Oklahoma's Promise if your student qualifies.
- Review and understand the necessary requirements for high school graduation.
- Assist your student in beginning a file on activities, honors, work experience, and community service.
- Review and approve your student's 10th grade plan of study.
- Know opportunities for career and technical education through technology centers, as well as concurrent enrollment.

## Sophomore

- Know your student's teachers and school counselor and communicate with them throughout the year.
- Know grading periods and when to expect report cards and progress reports.
- Review your student's test results and how they relate to his/her plan of study.
- Attend college and career fairs with your student.
- Clarify and reinforce with your student the necessity of making a commitment to post-secondary plans.
- Begin gathering information about career and technology centers, colleges, and the military.
- Know the requirements for post-secondary admissions.
- Review and approve your student's 11th grade plan of study.
- Continue building a file on activities, honors, work experience, and community service.
- Obtain information on Oklahoma's Promise, a scholarship program that helps qualified Oklahoma students gain access higher education. Apply to Oklahoma's Promise before the end of your student's 10th grade year.
- Check out test dates and registration deadlines (PSAT, ACT, SAT, ASVAB).

## Junior

- Know your student's teachers and school counselor and communicate with them throughout the year.
- Know grading periods and when to expect report cards and progress reports.
- Check out test dates and registration deadlines (PSAT, ACT, SAT, ASVAB). Register to take the SAT or ACT.
- Discuss long-term career plans.
- Review specific entrance requirements for post-secondary training programs that your student may want to attend.
- Review graduation requirements and be certain the appropriate courses are being taken.
- Research financial aid and scholarship opportunities.
- Review and approve your student's 12th grade plan of study.
- Attend career and college fairs with your student and discuss career options.
- Take your student on college visits.
- Continue building a file on activities, honors, work experience, and community service.

## Senior

- Know your student's teachers and school counselor and communicate with them throughout the year.
- Know grading periods and when to expect report cards and progress reports.
- Check out test dates and registration deadlines (PSAT, ACT, SAT, ASVAB). Register to take the SAT or ACT.
- Know college admission application deadlines.
- Check due dates on scholarships and other sources of financial aid.
- Re-check graduation requirements.
- Pick up various forms related to obtaining financial aid (scholarships, grants, student loans).
- Complete all financial aid forms as soon as possible.
- Complete the necessary applications as soon as a decision has been reached about which post-secondary training institution your student will attend.
- Check student's completed applications, resume development, and interviewing skills.
- Attend career and college fairs with your student and discuss career options.
- Learn more about OKC GO 2.0 or Ticket to Rose.





Oklahoma City  
PUBLIC SCHOOLS

---

# COURSE DESCRIPTIONS

---

Grades 9th - 12th

# Career and Technology Education (CTE)

Career and Technology programs are designed to lead students toward industry certification and credentials through classroom instruction, laboratory activities, in-depth projects, and industry-based experiences.

## AGRICULTURAL SCIENCE

### **1053S1/71053S2**

#### **Introduction to Agriscience**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Introduction to AgriScience emphasizes science-based approaches to the agricultural industry, natural resources, animal science, plant/horticulture and soil science, agricultural safety, agribusiness and economic principles, careers, and agricultural mechanics.

### **71063S1/71063S2**

#### **Introduction to Agricultural Power and Technology**

Semester(s): 2

Prerequisite: Introduction to Agriscience

Grade Level(s): 10, 11, 12

Introduction to Agricultural Power and Technology develops knowledge and skills in the fundamentals of agricultural mechanics and power equipment. Physical science and mathematics principles will be integrated throughout the course. Major areas of content include the meaning and importance of agricultural mechanics and power, personal and employee safety, identifying, using, and maintaining common hand and power tools, planning and organizing facilities and shops, using measuring devices, selecting and using wood and metal materials, using fasteners and hardware; preparing and using simple project plans, metal fabrication, machinery, and engines.

### **71073S1/71073S2**

#### **Agricultural Power and Technology**

Semester(s): 2

Prerequisite: Introduction to Agricultural Power and Technology

Grade Level(s): 10, 11, 12

Agricultural Power and Technology builds upon the Introduction to Agricultural Power and Technology course. Students develop knowledge and skills in tractors, implements, engines, and related technologies. Major content includes meaning and use of agricultural power, personal and occupational safety, kinds, uses, and maintenance of agricultural tractors, kinds and uses of crop production equipment, internal combustion engine principle, maintenance, and alternative fuels, tractor power trains, electronics, including sensors, controllers, and electric motors.

### **71083S1/71083S2**

#### **Agricultural Structures**

Semester(s): 2

Prerequisite: Introduction to Agriscience

Grade Level(s): 10, 11, 12

Agricultural Structures develops knowledge and skill in planning, constructing, and maintaining agricultural structures. Content includes the importance of structures, personal and occupational safety, sketching, drawing, and plan reading, selection, use, and maintenance of hand and power tools, laying out structures, placing and finishing concrete and masonry units, lumber and other wood building materials, using metal and plastics in structures, framing agricultural buildings, installing plumbing and electrical systems, roofing and ventilation systems, and applying paint and other coatings.

### **71013S1/71013S2**

#### **Introduction to Horticulture**

Semester(s): 2

Prerequisite: Introduction to Agriscience

Grade Level(s): 10, 11, 12

Introduction to Horticulture is the first course in the pathway with a horticultural emphasis. The focus of the course is related to ornamental horticulture, including floristry, landscaping, turf, and greenhouse production. Additionally, species and importance of horticultural plants, plant safety, plants as living organisms, sexual and asexual reproduction, plant growth, and cultural practices, including the use of greenhouses, and other growing structures are explored. Disease and pest management, plant nutrition, and growth regulation are included.

# Career and Technology Education (CTE)

**71023S1/71023S2**

**Greenhouse Production and Floral Design**

Semester(s): 2

Prerequisite: Introduction to Agriscience

Grade Level(s): 10, 11, 12

Greenhouse Production and Floral Design focuses on the role and importance of greenhouse production and floral design, safety, plant anatomy and growth, plant propagation, growing structures, climate control, automation, media and plant nutrition, watering, disease and pest management, and cultural practices with bedding plants, bulbs, corms, tubers, and seed-borne flowering crops. Students learn the history and importance of floral design, care and handling of fresh flowers, principles and practices of design, floral tools and supplies, containers, corsages, boutonnieres, centerpieces, and holiday arrangements.

**71033S1/71033S2**

**Landscape and Nursery Production**

Semester(s): 2

Prerequisite: Introduction to Agriscience

Grade Level(s): 10, 11, 12

Landscape and Nursery Production has a focal point on landscape design and installation, including maintenance, and the production of nursery stock. Content includes the importance of the landscape industry, landscape safety, materials used in landscaping, principles of design, xeriscaping, nursery production in fields and containers, plant selection, disease and pest management, establishing plant materials, landscape plant nutrition and fertilization, irrigation, and pruning and otherwise managing nursery and landscape materials. Fundamentals of landscape and nursery business management are also be included.

**71043S1/71043S2**

**Advanced Biological Plant Science**

Semester(s): 2

Prerequisite: Introduction to Agriscience

Grade Level(s): 10, 11, 12

Advanced Plant Biological Science investigates principles of plant growth, cell structure and functions, heredity and genetics (molecular biology), plant breeding and improvement, hormones and growth regulators, chemical nature of plant life, flower structure and function, seed formation and germination, DNA and biotechnology, and emerging technologies through scientific inquiry.

**71103S1/71103S2**

**Introduction to Natural Resources and Environmental Science**

Semester(s): 2

Prerequisite: Introduction to Agriscience

Grade Level(s): 10, 11, 12

Introduction to Natural Resources and Environmental Science is a study of overall use and stewardship of natural resources and the environment. Course content includes the meaning, kind, and importance of natural resources, issues associated with preservation and conservation, kinds of resource use, human population demands, recycling, reusing, sustainability, ecology, Earth and the solar system, weather and climate, biosecurity, soil, water, air, wildlife, land and land description, energy, minerals, rangeland, owner responsibilities, and waste management.

**70973S1/70973S2**

**Wildlife Science and Management**

Semester(s): 2

Prerequisite: Introduction to Agriscience

Grade Level(s): 10, 11, 12

Wildlife Science and Management examines wildlife and its conservation and ecology as well as enjoying wildlife through sport hunting and fishing. Meaning and importance of wildlife species, history of wildlife conservation, safety with wildlife, species identification, endangered species, wildlife biology and ecology, habitat protection and establishment, protection of wildlife legal regulations, and hunter safety are also explored.

**70983S1/70983S2**

**Forestry**

Semester(s): 2

Prerequisite: Introduction to Agriscience

Grade Level(s): 10, 11, 12

Forestry focuses on forest and tree farm production, management, protection, and harvesting. Also included is the meaning and importance of forestry, history of forestry, tree products and benefits, legal aspects of forestry, forestry safety, kinds of forest land, urban forestry, tree biology and growth, dendrology, tree health and nutrition, fire protection, prescribed burning, tree and wood measurement, land surveying, cruising, remote sensing and geographic information systems, silviculture, reforestation, harvesting, and wood products.

**70993S1/70993S2**

**Pasture and Range Movement**

Semester(s): 2

Prerequisite: Introduction to Agriscience

Grade Level(s): 10, 11, 12

Pasture and Range Movement is offered in communities where pasture and range management is important. Major topics in the course include identification and importance of pasture and range plants, ownership and property, land surveying and description, range ecology, use of rangeland, types of rangeland, rangeland as wildlife habitat, and sustainable range land management practices, and fire prevention.

# Career and Technology Education (CTE)

## BUSINESS AND INFORMATION TECHNOLOGY

**70313S1/70313S2**

### **Fundamentals of Technology**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Fundamentals of Technology provides students with the fundamental concepts, principles, and ideas needed to understand how business is operated and managed in a rapidly changing global environment. This course also includes job-readiness and soft skills that are critical for success in any workplace setting.

**Additional Information:** This course qualifies as a computer technology unit for graduation and OK Promise.

**0323S1/70323S2**

### **Fundamentals of Administrative Technologies**

Semester(s): 2

Prerequisite: Fundamentals of Technology

Grade Level(s): 9, 10, 11, 12

Fundamentals of Administrative Technologies builds on the core business skills and focuses on the concepts, principles, and attitudes needed to understand how an office is operated and managed in a rapidly changing global environment. Personal computing is integrated throughout the course which includes communication tools/email, word processing concepts and page layout, spreadsheet fundamentals, graphics, data entry and manipulation, and presentation creation.

**Additional Information:** This course qualifies as a computer technology unit for graduation and OK Promise.

**70353S1/70353S2**

### **Administrative Technologies II**

Semester(s): 2

Prerequisite: Fundamentals of Administrative Technology

Grade Level(s): 10, 11, 12

Administrative Technologies II builds on the Fundamentals of Administrative Technology course and prepares students with the ability to utilize, analyze and manipulate data through a database application. The integration of multiple applications builds critical thinking skills as students utilize the appropriate applications needed to complete case projects. This is a project-centered course where students work independently and collaboratively on themed projects.

**Additional Information:** This course qualifies as a computer technology unit for graduation and OK Promise.

**70403S1/70403S2**

### **Office Administration and Management**

Semester(s): 2

Prerequisite: Fundamentals of Technology and Administrative Technology

Grade Level(s): 10, 11, 12

Office Administration and Management focuses on higher-level content and strategies necessary to effectively engage students in technology and managerial skills needed for success in competitive business careers. This course is designed to enhance administrative support and management skills needed in the workplace.

**70333S1/70333S2**

### **Accounting I**

Semester(s): 2

Prerequisite: Fundamentals of Technology

Grade Level(s): 9, 10, 11, 12

Accounting I equips students with a strong foundation in generally accepted accounting principles and techniques needed for success in accounting careers or other business related fields.

# Career and Technology Education (CTE)

**70343S1/70343S2**

**Accounting II**

Semester(s): 2

Prerequisite: Accounting I

Grade Level(s): 10, 11, 12

Accounting II builds on the principles introduced in Accounting I and students use microcomputers to complete projects and simulations for departmental and specialized systems accounting. The study of stocks and bonds, accounting control systems, sales and manufacturing, and interpretation of account records for management decisions is also included.

**70303S1/70303S2**

**Computerized Accounting**

Semester(s): 2

Prerequisite: Accounting I

Grade Level(s): 10, 11, 12

Computerized Accounting is designed to integrate accounting principles using computerized accounting system(s). Students continue to strengthen their accounting principles as they work on electronic projects and simulations.

**Additional Information:** This course qualifies as a computer technology unit for graduation and OK Promise.

**71143S1/71143S2**

**Computer Repair and Troubleshooting I**

Semester(s): 2

Prerequisite: Fundamentals of Technology

Grade Level(s): 9, 10, 11, 12

Computer Repair and Troubleshooting I prepares students for positions related to the maintenance of computers and computer-related equipment through hands-on and project-based learning, textbook assignments, and Internet research. The focus of this course revolves around hardware.

**Additional Information:** This course qualifies as a computer technology unit for graduation and OK Promise.

**71183S1/71183S2**

**Computer Repair and Troubleshooting II**

Semester(s): 2

Prerequisite: Computer Repair and Troubleshooting I

Grade Level(s): 10, 11, 12

Computer Repair and Troubleshooting II prepares students for positions related to the maintenance of computers and computer-related equipment through hands-on and project-based learning, textbook assignments, and Internet research. The focus of this course is software and operating systems.

**Additional Information:** This course qualifies as a computer technology unit for graduation and OK Promise.

**71173S1/71173S2**

**Banking Technologies**

Semester(s): 2

Prerequisite: Fundamentals of Technology

Grade Level(s): 10, 11, 12

Banking Technologies provides students with knowledge and skills necessary to provide support in the banking industry. Students will learn office machines, 10-key, Outlook, Word and Excel.

**70383S1/70383S2**

**Business and Personal Finance**

Semester(s): 2

Prerequisite: Fundamentals of Technology

Grade Level(s): 10, 11, 12

Business and Personal Finance equips students with the skills to manage personal finances, identify the characteristics of effective business financial goals, and examine the organization and activities of commercial banks and other financial institutions. Students examine case studies and complete teamwork projects which require critical thinking for the financial aspect of business in banks, other financial institutions, business insurance, and the operations of technology and financial management in the global setting.

# Career and Technology Education (CTE)

**70393S1/70393S2**

**Banking and Financial Services**

Semester(s): 2

Prerequisite: Fundamentals of Administrative Technology or Banking Technologies

Grade Level(s): 10, 11, 12

Banking and Financial Services focuses on the ability to recognize principles and practices of banking and credit in the United States. Students calculate mathematical computations needed in banking and credit practices. Students consider technological advances and their impact on the banking industry. Critical thinking exercises engage students in research and interaction with community financial and solving real business problems with the importance of technology and globalization in the modern practice of finance.

**71193S1/71193S2**

**Customer Assistance**

Semester(s): 2

Prerequisite: Fundamentals of Technologies, Banking and Financial Services, and Banking Technologies

Grade Level(s): 11, 12

Customer Assistance builds interpersonal skills needed for the banking industry. Telephone skills are covered in addition to banking ethics, laws, and regulations.

**71153S1/71153S2**

**BITE Capstone**

Semester(s): 2

Prerequisite: Completion of three business and information technology courses or concurrent enrollment in third course

Grade Level(s): 10, 11, 12

BITE Capstone reinforces the skills obtained within the business and information technology courses, through internships, project-based instruction, and additional industry certifications. Students make final preparations for industry certifications as they master outlined competencies and select from various project options to finalize portfolios that highlight skills and certifications. Students may also undertake special projects, cross-train, or participate in workplace learning opportunities to enhance skills in accordance with industry demands.

**S1/S2**

**Business Information Technology Internship**

Semester(s): 2

Prerequisite: Completion of three business and information technology courses or concurrent enrollment in third course

Grade Level(s): 11, 12

Business Information Technology Internship provides students with an internship that aligns with their program of study.

# Career and Technology Education (CTE)

## COMPUTER GRAPHIC AND VIDEO DESIGN

### 70373S1/70373S2

#### Desktop Publishing and Graphic Design

Semester(s): 2

Prerequisite: Fundamentals of Technology

Grade Level(s): 10, 11, 12

Desktop Publishing and Graphic Design supports students in acquiring skills related to communicating through visual design. Students gain experience using desktop publishing and presentation software to develop communication pieces and visual support materials utilizing elements of design, color, and formatting of brochures, handouts, graphs, newsletters, and reports.

**Additional Information:** This course qualifies as a computer technology unit for graduation and OK Promise.

### 70413S1/70413S2

#### Multimedia and Image Management Techniques

Semester(s): 2

Prerequisite: Fundamentals of Technology

Grade Level(s): 10, 11, 12

Multimedia and Image Management Techniques focuses image creation and management procedures and techniques as they create, revise, optimize, and export graphics for video, print, and web publishing. Legal and ethical issues in electronic productions and communications are covered through the development of projects.

**Additional Information:** This course qualifies as a computer technology unit for graduation and OK Promise.

### 70443S1/70443S2

#### Digital Editing and Production Photography

Semester(s): 2

Prerequisite: Fundamentals of Technology

Grade Level(s): 10, 11, 12

Digital Editing and Production Photography helps students acquire skills in digital photography. Digital photographic equipment, tools, and software is utilized in working through a variety of projects designed to communicate visually through photography. Students learn how to use, care for and troubleshoot related equipment used for project completion.

### S1/S2

#### Non-Linear Digital Editing

Semester(s): 2

Prerequisite: Fundamentals of Technology

Grade Level(s): 10, 11, 12

Non-Linear Digital Editing focuses on real-time editing for professional digital video productions.

### S1/S2

#### Non-Linear Digital Production

Semester(s): 2

Prerequisite: Non-Linear Digital Editing

Grade Level(s): 10, 11, 12

Non-Linear Digital Production fosters students' creativity and innovation while designing motion graphics and visual effects that deliver the desired results.

### S1/S2

#### Advanced Digital Video Tools and Techniques

Semester(s): 2

Prerequisite: Non-Linear Digital Editing and Non-Linear Digital Production

Grade Level(s): 10, 11, 12

Advanced Digital Video Tools and Techniques exposes students to emerging technology as they utilize digital video equipment and software to enhance

# Career and Technology Education (CTE)

**70453S1/70453S2**

## **Digital Media Production**

Semester(s): 2

Prerequisite: Multimedia and Image Management Techniques or Fundamentals of Technology

Grade Level(s): 10, 11, 12

Digital Media Production focuses on students acquiring the skills needed for careers in digital communication. Students develop personal and professional videos applying appropriate certification and copyright standards.

**S1/S2**

## **Computer Science Discoveries**

Semester(s): 2

Prerequisite: Fundamentals of Technology

Grade Level(s): 10, 11, 12

Computer Science Discoveries takes a wide lens on computer science by covering topics such as programming, HTML/CSS, and data. Students engage with computer science as a medium for creativity, problem solving, and fun. The course inspires students as they build their own websites, apps, games, and physical computing devices.

**Additional Information:** This course qualifies as a computer technology unit for graduation and OK Promise.

**70483S1/70483S2**

## **Principles of Animation**

Semester(s): 2

Prerequisite: Fundamentals of Technology

Grade Level(s): 10, 11, 12

Principles of Animation utilizes animation and storyboarding techniques to plan the production of an animation project. Students learn to design production steps from script and storyboard actions in the pre-production planning process.

**70423S1/70423S2**

## **Fundamentals of Web Design**

Semester(s): 2

Prerequisite: Fundamentals of Technology

Grade Level(s): 9, 10, 11, 12

Fundamentals of Web Design helps students acquire fundamental web authoring skills and design strategies through the application of XHTML incorporating Cascading Style Sheets and future trends in web programming/scripting. Students utilize a WYSIWYG editor and/or a graphics application package to produce standards-based web sites.

**Additional Information:** This course qualifies as a computer technology unit for graduation and OK Promise.

**70463S1/70463S2**

## **Web Authoring Languages**

Semester(s): 2

Prerequisite: Fundamentals of Technology

Grade Level(s): 9, 10, 11, 12

Web Authoring Languages introduces students to XHTML, emphasizing semantic use of elements and the benefits of using standards-based, valid code. The use of CSS is discussed to separate content from presentation in order to decrease maintenance time, speed up development, improve download speed, and design capabilities. Students employ web standards concepts to create a website that uses global style sheets.

**70473S1/70473S2**

## **Web Authoring Tools**

Semester(s): 2

Prerequisite: Fundamentals of Technology

Web Authoring Tools develops students' web-authoring skills through the application of authoring and/or scripting languages as they design security-enhanced solutions.



# Career and Technology Education (CTE)

**S1/S2**

## **Google Tools**

Semester(s): 2

Prerequisite: Fundamentals of Technology

Grade Level(s): 9, 10, 11, 12

Google Tools teach students how to effectively use Google products and services. Besides learning how to create a Google account, students practice navigating through the general interface of electronics, networking, security, data analytics, and business. The student-centric approach translates into the students being able to ideate, design, prototype and present an IoT solution for an identified business or society need. In this course, students explore the three basic insights of the Internet of Things: Why do we want to connect everything? What do we want to connect? How do we connect everything?

**Additional Information:** This course qualifies as a computer technology unit for graduation and OK Promise.

**S1/S2**

## **IoT Fundamentals: Connecting Things**

Semester(s): 2

Prerequisite: Fundamentals of Technology

Grade Level(s): 9, 10, 11, 12

IoT Fundamentals provides students with a comprehensive understanding of the Internet of Things (IoT). It develops foundational skills using hands-on lab activities that stimulate students in applying creative problem-solving and rapid prototyping in the interdisciplinary domain of electronics, networking, security, data analytics, and business. The student-centric approach translates into the student being able to ideate, design, prototype and present an IoT solution for an identified business or society need. In this course, students will explore the three basic insights of the Internet of Things: Why do we want to connect everything? What do we want to connect? How do we connect everything?

**Additional Information:** This course qualifies as a computer technology unit for graduation and OK Promise.

**70493S1/70493S2**

## **Math of Finance BITE**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10

Math of Finance BITE provides knowledge of skills in mechanical computations of mathematics that apply to many aspects of business. Principles of mathematics are applied to real business examples to build student understanding of how to determine strategies and procedures for solving business situations.

**71963S1/71963S2**

## **Computer Graphic Design I**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10

Computer Graphic Design I introduces students to computer applications, graphic, and video design. Basic computer skills and graphic applications are used as students explore graphic and video images, equipment operations, career opportunities, the basic use, safety, and appropriate handling of digital cameras, production flow, and safety/first aid. Students are introduced to Digital File Preparation and Digital File Output.

**Additional Information:** This course qualifies as a computer technology unit for graduation and OK Promise.

**71973S1/71973S2**

## **Computer Graphic Design II**

Semester(s): 2

Prerequisite: Computer Graphic Design I

Grade Level(s): 9, 10

Computer Graphic Design II builds upon the skills learned in Computer Graphic Design I. Students begin to learn software applications designed to correct and enhance images in Adobe Photoshop. Students expand the use of Digital File Preparation and Output while being introduced to Image Capture and Color Theory. Students work both independently and in teams as they complete steps in the production flow process. Team work and Interpersonal skills are routinely practiced and reinforced.

**Additional Information:** This course qualifies as a computer technology unit for graduation and OK Promise.

# Career and Technology Education (CTE)

**71983S1/71983S2**

## **Computer Graphic Design III**

Semester(s): 2

Prerequisite: Computer Graphic Design I and II

Grade Level(s): 10, 11, 12

Computer Graphic Design III refines skills learned in previous computer graphic design courses and introduces students to the video production process with emphasis on studio and remote programming. Basic concepts of script writing and on-camera communication skills and production techniques are introduced. Students gain practical experience in camera, audio, lighting, and graphic design, and will learn how to operate the crew positions in a variety of studio lab and field projects. Video and related equipment use, safety, and handling is a key component of this course.

**71993S1/71993S2**

## **Computer Graphic Design IV**

Semester(s): 2

Prerequisite: Computer Graphic Design I, II, and III

Grade Level(s): 11, 12

Computer Graphic Design IV further enhances students' video production experience by combining the basic skills of camera operation and reporting techniques with the introduction of post-production editing methods. The end result contains the elements required for planning, writing, producing, and editing advanced video projects. This course is designed to develop communication and video production abilities, as well as shot composition, aesthetic consideration, and shooting for editing.

## FAMILY AND CONSUMER SCIENCES (F.A.C.S.)

**70700S1/70700S2**

### **FACS Basics**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10

FACS Basics is designed to provide students with basic information and skills needed to function effectively within the family and a changing, complex society. Emphasis is given to the development of competencies related to relationships, communication and conflict resolution, caring for children, designing personal space, basic sewing skills, clothing selection and care, promoting good health and nutrition, food selection and preparation, and career exploration. Students develop basic life skills that promote a positive influence on the quality of life.

**70740**

### **Personal Financial Literacy**

Semester(s): 1

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Personal Financial Literacy focuses on the basic skills and knowledge needed to effectively manage their personal finances. The objectives and learning activities are based on real-world situations and will help to build a foundation for making informed and successful personal financial decisions. The course is comprised of the 14 areas of instruction outlined in the Oklahoma Passport to Financial Literacy Act of 2007.

**70970**

### **Career Orientation**

Semester(s): 1

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Career Orientation equips students with job seeking and retention skills through research and job shadowing activities, to gain soft skills, to explore career options, and to understand the importance of balancing a career and family. Emphasis is placed on acquiring conceptual skills such as planning, communication, and problem solving. The importance of basic academic skills is stressed with job-related, practical application activities throughout the curriculum.

# Career and Technology Education (CTE)

## **70940S1/70940S2**

### **Fashion Design I**

Semester(s): 2

Prerequisite: FACS Basics

Grade Level(s): 10, 11, 12

Fashion Design I is an introductory course that provides students with the most current information about the basic concepts and business aspects of fashion marketing and merchandising. It introduces students to the field of fashion promotion and provides foundational fashion concepts related to economics, textiles, and design. Additionally, basic fashion concepts and marketing terminology, fashion cycles, key components of the fashion industry, retail merchandise categories, and fashion promotion are discussed. Current issues related to industry globalization, social media, and sustainability as well as essential career skills and career opportunities are explored.

## **70930S1/70930S2S2**

### **Fashion Design II**

Semester(s): 2

Prerequisite: Fashion Design I

Grade Level(s): 10, 11, 12

Fashion Design II introduces students to basic apparel design and construction skills. Students examine the elements and principles of design, plan a wardrobe, how to properly care for clothing, select appropriate fabrics for a selected pattern, learn operations of sewing technology and equipment as well as applying basic sewing skills.

## **S1/S2**

### **Fashion Design III**

Semester(s): 2

Prerequisite: Fashion Design I and II

Grade Level(s): 11, 12

Fashion Design III further strengthens and broadens apparel design and production techniques. In this course, students design and construct intermediate to advanced level projects using various construction techniques. Additionally, students identify, analyze and apply design processes and techniques to textiles. Entrepreneurship, service projects, career skills, and career opportunities within the apparel industry will also be explored.

## **70960S1/70960S2**

### **Interior Design I**

Semester(s): 2

Prerequisite: FACS Basics

Grade Level(s): 10, 11, 12

Interior Design I enables students to explore their creativity in the field of interior design. Identification of the elements and principles of design are emphasized. Other topics included are housing needs, influences on the housing industry, furniture arrangement basics, floor plan evaluation, area planning, facility and maintenance management, and careers.

## **70950S1/70950S2**

### **Interior Design II**

Semester(s): 2

Prerequisite: Interior Design I

Grade Level(s): 10, 11, 12

Interior Design II is designed to help students prepare for careers in housing, home furnishings, architectural, and interior design. The course is specialized and designed to prepare students to understand the influences affecting housing decisions. Instruction will focus on the social and psychological aspects of housing, housing trends and issues, the application of design principles to the living environment, home furnishings and equipment, and home care and maintenance.

## **S1/S2**

### **Interior Design III**

Semester(s): 2

Prerequisite: Interior Design I and II

Grade Level(s): 11, 12

Interior Design III provides students the opportunity to develop advanced skills in applying the elements and principles of design to interiors and exteriors. Portfolio projects are integrated throughout the course to provide applications as the students continue their study of floor plans, housing construction, housing systems, exteriors, maintaining a home, security needs, and outdoor living environments. Appropriate computer design programs are used in this course.

# Career and Technology Education (CTE)

**70886S1/70886S2**

**LEAD Oklahoma**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9

LEAD Oklahoma is an exceptional program for students who exemplify both academic and leadership skills. Students learn the responsibilities of school personnel, explore teaching as a career and compare it to other professions in terms of educational commitment and financial compensation. The Lead Oklahoma curriculum is a powerful and compelling resource for students which nurtures leadership potential, encourages academic success, and it builds and reinforces positive relationships.

---

**70790**

**Teaching/Learning in  
Elementary/Secondary/Adult  
Education**

Semester(s): 1

Prerequisite: LEAD Oklahoma

Grade Level(s): 10, 11, 12

Teaching/Learning in Elementary/Secondary/Adult Education explores the preparation, credentials, trends, and assessment strategies influencing education and training. Content also includes the challenges confronting the education settings, the historical background of American Education, global impact, effective teacher attributes, and classroom management techniques.

---

**70833**

**Teach Oklahoma**

Semester(s): 1

Prerequisite: None

Grade Level(s): 10, 11, 12

Teach Oklahoma focuses on the preparation, credentials, trends, and assessment strategies influencing education and training. Content also includes the challenges confronting the education settings, the historical background of American education, global impact, effective teacher attributes, and classroom management techniques.

---

**70820**

**Early Care Professional**

Semester(s): 1

Prerequisite: FACS Basics

Grade Level(s): 10, 11, 12

Early Care Professional prepares students for careers as child-care facility owners, directors, and administrators. The course improves and enhances the knowledge of students entering child-care management.

---

**70813S1/70813S2**

**Early Career in Education Practicum**

Semester(s): 2

Prerequisite: FACS Basics

Grade Level(s): 10, 11, 12

Early Career in Education Practicum prepares students for the Child Care Associate (CDA) certification exam. Students learn about employment in childcare services, preschool, kindergarten, and elementary teaching. Topics included are child development, childcare and guidance, job orientation, Oklahoma standards for day care, and supervised teaching of preschool children.

---

**S1/S2**

**Introduction to Culinary Arts**

Semester(s): 2

Prerequisite: FACS Basics

Grade Level(s): 10, 11, 12

Introduction to Culinary Arts is an entry level course is for students interested in pursuing a career in the food service industry. Emphasis is placed on the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. This course provides insight into the operation of a well-run restaurant, food production skills, various levels of industry management, and hospitality skills.

# Career and Technology Education (CTE)

**70870**

**Culinary Basic Skills**

Semester(s): 1

Prerequisite: FACS Basics

Grade Level(s): 10, 11, 12

Culinary Basic Skills is an introduction to the history of food service and kitchen fundamentals such as safety, sanitation, kitchen equipment and kitchen basics. Nutrition as it relates to food preparation is also covered. The Serv-Safe certification by National Restaurant Association may be taught or obtained during this course. Students learn preparation and quantity food production skills in breakfast foods, sandwiches, salads, garnishes, fruits, vegetables, potatoes, and grains. Proper terminology and use of equipment applicable to the preparation of these foods is explored. The importance of teamwork in the food service environment is also emphasized.

---

**70872S1/70872S2**

**Culinary Advanced Skills**

Semester(s): 2

Prerequisite: FACS Basics

Grade Level(s): 10, 11, 12

Culinary Advanced Skills introduces students to marketing concepts, menu planning principles, sustainability and management of costs. Additional cooking fundamentals are gained in identification and preparation of meat, poultry and seafood, garnishing, and dessert/plate presentation.

---

**S1/S2**

**Culinary Arts Internship**

Semester(s): 2

Prerequisite: Culinary Advanced Skills

Grade Level(s): 10, 11, 12

Culinary Arts Internship integrates academic, career and technical education. It provides more interdisciplinary instruction, and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace. Students learn employability skills to prepare for college and career success, which include job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development.

---

**S1/S2**

**Food Science**

Semester(s): 2

Prerequisite: FACS Basics

Grade Level(s): 10, 11, 12

Food Science is a study of the physical, biological, and chemical makeup of food, the causes of deterioration in food products, the principles underlying food processing, and the improvement of foods for the consuming public. Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving regarding consumable foods.

---

**S1/S2**

**Comprehensive Health**

Semester(s): 2

Prerequisite: FACS Basics

Grade Level(s): 10, 11, 12

Comprehensive Health focuses on current topics such as nutrition, alcohol, tobacco and opioid abuse, and human trafficking. Other topics include sleep, body image, and pregnancy prevention.

# Career and Technology Education (CTE)

**S1/S2**

## **Lifetime Nutrition and Wellness**

Semester(s): 2

Prerequisite: FACS Basics

Grade Level(s): 10, 11, 12

Lifetime Nutrition and Wellness prepares students to use nutrition knowledge to make informed choices to promote lifetime wellness, the importance of healthy eating, and physical activity across the life span. Students learn safe food handling practices, healthy menu planning and food preparation techniques, and how to recognize sources of stress and healthy strategies to reduce the impact of stress on total wellness. Needs of the competitive athlete are also addressed.

**70900S1/70900S2**

## **Introduction to Hospitality and Tourism**

Semester(s): 2

Prerequisite: FACS Basics

Grade Level(s): 10, 11, 12

Introduction to Hospitality and Tourism is designed to give students an overview of careers in the hospitality and tourism industry. Guest speakers and tours to hospitality and tourism facilities are included in this course. Areas of study include food service, lodging, travel and tourism, recreation, and attractions.

**70884S1/70884S2**

## **Leadership and Management**

Semester(s): 2

Prerequisite: FACS Basics

Grade Level(s): 10, 11, 12

Leadership and Management is designed on the concept that leadership abilities can be learned. Students study leadership and management skills to be used in employment, community, and or volunteer settings. Experiential learning provides the opportunity to develop skills such as cooperation, teamwork, communication, trust, decision-making, and creative problem-solving. Students gain skills in the areas of personal leadership, interpersonal leadership, group/organizational, and community/public policy leadership skills.

**70880S1/70880S2**

## **Human Growth and Development**

Semester(s): 2

Prerequisite: FACS Basics

Grade Level(s): 10, 11, 12

Human Growth and Development examine human development across the lifespan. From newborn to older adulthood, people continue to develop and change physically, cognitively, socially, and emotionally. Family trends, cultural diversity, health, and safety are also included.

**70882S1/70882S2**

## **Interpersonal Studies**

Semester(s): 2

Prerequisite: Human Growth and Development

Grade Level(s): 10, 11, 12

Interpersonal Studies examines how relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers.

**S1/S2**

## **Counseling and Mental Health**

Semester(s): 2

Prerequisite: FACS Basics

Grade Level(s): 10, 11, 12

Counseling and Mental Health is designed to improve students' knowledge of mental health literacy, and gain knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students apply knowledge of ethical and legal responsibilities, limitations on their actions and responsibilities, and the implications of their actions. Professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities is stressed.

**S1/S2**

## **ECE Pathway to National Credit**

Semester(s): 2

Prerequisite: FACS Basics

Grade Level(s): 10, 11, 12

ECE Pathway to National Credit provides high quality training for students who want to pursue the national credential of Child Development Associate (CDA). Reflective writing is used as a part of the learning process to expand the knowledge base. It is endorsed by the Oklahoma Child Care Services and aligned to several childcare entities including the Center for Early Childhood Professional Development (CECPD) for licensing regulations.

# Career and Technology Education (CTE)

**70910S1/70910S2**

**School and Community Partnership I**

Semester(s): 2

Prerequisite: ECE Pathway to National Credential

Grade Level(s): 11, 12

School and Community Partnership I is designed to engage community partners with the students to broaden their understanding of providing services within the community. Students have hands-on opportunities both on-site in the business community as well as at the school site. Interpersonal relationships and soft skills are integrated throughout the course.

**S1/S2**

**School and Community Partnership II**

Semester(s): 2

Prerequisite: School and Community Partnership I

Grade Level(s): 12

School and Community Partnership II provides an instructional program designed to further develop employability and customer service skills within the school setting and on-the job training.

**70920S1/70920S2**

**FACS Capstone**

Semester(s): 2

Prerequisite: Completion of all courses required in a career major or may be concurrently enrolled in the last required course

Grade Level(s): 11, 12

FACS Capstone allows students to demonstrate project management skills and strategies they have learned throughout their academic career. Students are required to identify an in-depth project that impacts a community and develop the project from inception to implementation. In this context, community can be defined as a school group, classroom, church, community, town, or city.

## HEALTH CAREERS

**7353S1/77353S2**

**Health Careers I**

Semester(s): 2

Prerequisite: Concurrent enrollment in a laboratory science

Grade Level(s): 9, 10, 11, 12

Health Careers I is designed to introduce students to the broad spectrum of health career opportunities and pathways. Students develop a concept of critical health issues from the perspective of a health consumer as well as a potential health professional. This course emphasizes science and math skills related to the health field.

**77363S1/77363S2**

**Health Careers II**

Semester(s): 2

Prerequisite: Health Careers I

Grade Level(s): 10, 11, 12

Health Careers II focuses on specific health care training in First Aid and CPR as well as completing an intensive Medical Terminology unit. Students continue the exploration of health careers through immersion in health career pathways inclusive of guest speakers, research assignments, and educational externships for specific health programs. This course emphasizes reading and writing related to the health field.

**77373S1/77373S2**

**Health Careers III**

Semester(s): 2

Prerequisite: Health Careers I and II

Grade Level(s): 11, 12

Health Careers III builds on the previous health courses. Students gain an in-depth understanding of health care systems, the culture of health environments, medical ethics and issues related to health and wellness. Students are required to use extensive research skills, teamwork, and problem solving strategies as they complete health related projects.

# Career and Technology Education (CTE)

**77383S1/77383S2**

## **Health Careers Capstone**

Semester(s): 2

Prerequisite: Health Careers I, II, and III, and concurrent enrollment in a laboratory science or biomedical technology class

Grade Level(s): 12

Health Careers capstone is an internship course for high school health programs. It offers students the opportunity to choose intensive theme study areas and complete an internship or mentorship with a health professional or health organization. These may be assigned in class with volunteers or out of class. Students finalize their health portfolio, certification requirements, and transition strategies for college or other educational/training options. Additionally, students complete community outreach projects and expected to present their final projects through an internship/mentorship showcase event.

**77393S1/77393S2**

## **Biomedical Technology**

Semester(s): 2

Prerequisite: Health Careers I, II, III

Grade Level(s): 10, 11, 12

Biomedical Technology challenges students to investigate current medical and health care practices using computerized databases, the Internet, media, and visiting health team professionals. Topics include the world of biomedical technology, the language of medicine, present and evolving biomedical specialties, biomedical ethic, crises and alternatives, and health career development. Work-based learning strategies include service learning, extended classroom experiences, and job shadowing. Skills in science, mathematics, communications, health, and social studies are reinforced in this course.

## MARKETING EDUCATION

**70620**

## **Employment Essentials**

Semester(s): 1

Prerequisite: None

Grade Level(s): 9, 10, 11

Employment Essentials is designed to provide students with fundamental workplace knowledge and skills to succeed in any career. Students develop the soft skills, personality traits, personal management, and basic technology skills desired by employers. Techniques to manage personal life, financial life, and career preparation are also explored.

**70730**

## **Customer Service**

Semester(s): 1

Prerequisite: FACS Basics

Grade Level(s): 10, 11, 12

Customer Service studies basic customer service concepts with an emphasis on exploring elements of the service industry, assessing customer needs, educating customers, selling processes, solving problems, making decisions, leading others, working in teams, applying technology, organizing and planning, building consensus, and setting goals. Students learn competencies required to pass industry certifications and to secure and hold jobs.

**70613S1/70613S2**

## **Marketing Fundamentals**

Semester(s): 2

Prerequisite: Employment Essentials or Fundamentals of Technology

Grade Level(s): 9, 10, 11, 12

Marketing Fundamentals is a course of study in the basic marketing concepts and foundations with an emphasis on the application of technology to perform marketing duties/tasks and software applications including the use of word processing, databases, spreadsheets, and graphics. Course content includes topics related to human relations, math, communication, economics, selling, promotion, risk management, distribution, and marketing trends. Students learn office and job safety, competencies required to secure and hold jobs.

**70633S1/70633S2**

## **Entrepreneurship**

Semester(s): 2

Prerequisite: Fundamentals of Technology

Grade Level(s): 9, 10, 11, 12

Entrepreneurship provides students with the fundamental concepts, principles, and ideas needed to understand the basics of entrepreneurship in business management. Students develop a business plan, identify marketing needs, insurance concepts pertaining to a business, how to market a business, maintain records and accounting processes, manage finances, integrate technology into the business functions, apply legal, ethical and social obligations, and analyze the growth of today's marketplace.



# Career and Technology Education (CTE)

## SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)

**71923S1/71923S2**

### **Introduction to Engineering Design**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10

Introduction to Engineering Design is a course that teaches students problem-solving skills using a design development process. Models of product solutions are created analyzed and communicated using solid modeling computer design software

**Additional Information:** This course qualifies as a computer technology unit for graduation and OK Promise.

**71933S1/71933S2**

### **Principles of Engineering**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Principles of Engineering helps students understand the field of engineering/engineering technology. Students explore various technology systems and manufacturing processes, helping them learn how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit people. This course also includes concerns about social and political consequences of technological change.

**Additional Information:** This course qualifies as a computer technology unit for graduation and OK Promise.

**71953S1/71953S2**

### **Engineering Design and Development**

Semester(s): 2

Prerequisite: Introduction to Engineering Design, Principles of Engineering

Grade Level(s): 11, 12

Engineering Design and Development allows students to identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards.

**71943S1/71943S2**

### **Digital Electronics**

Semester(s): 2

Prerequisite: Introduction to Engineering Design and Principles of Engineering

Grade Level(s): 11, 12

Digital Electronics focuses on applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

**Additional Information:** This course qualifies as a math unit for graduation and OK Promise.

**71903S1/71903S2**

### **Aerospace Engineering**

Semester(s): 2

Prerequisite: Introduction to Engineering Design and Principles of Engineering

Grade Level(s): 11, 12

Aerospace Engineering is a specialty engineering course where students learn through hands-on engineering projects developed with NASA. Students learn about aerodynamics, astronautics, space-life sciences, and systems engineering which includes the study of intelligent vehicles like the Mars rovers Spirit and Opportunity.

**Additional Information:** This course qualifies as a science unit for graduation and OK Promise.

# Career and Technology Education (CTE)

**72063S1/72063S2**

## **Civil Engineering and Architecture**

Semester(s): 2

Prerequisite: Introduction to Engineering

Design and Principles of Engineering

Grade Level(s): 11, 12

Civil Engineering and Architecture provides an overview of the fields of civil engineering and architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use software to solve real-world problems and communicate solutions to hands-on projects and activities. Topics include the roles of civil engineers and architects, project planning, site planning, building design, and project documentation and presentation.

**77443S1/77443S2**

## **Foundations of Technology**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9

Foundations of Technology is designed to prepare students to understand and apply cornerstone technological concepts and processes. Students engage in hands-on problems, creating ideas, developing innovations, and engineering practical solutions.

**77453S1/77453S2**

## **Technology and Society**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10

Technology and Society teaches critical thinking skills as students relate to the creation and use of technology. Through the study of contemporary issues of science and technology, students are introduced to structured methods for assessing technology and science issues as well as developing defensible opinions and positions. Hands-on projects and problem solving opportunities have students engaged in the design process.

**77463S1/77463S2**

## **Technological Design**

Semester(s): 2

Prerequisite: Technology and Society or Foundations of Technology

Grade Level(s): 10, 11

Technological Design focuses on engineering scope, content, and professional practices that are presented through practical applications. In engineering teams, students apply technology, science, and mathematics concepts and skills to solve engineering design problems and innovative designs. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics.

**77473S1/77473S2**

## **Engineering Design**

Semester(s): 2

Prerequisite: Technological Design

Grade Level(s): 11, 12

Engineering Design offers students the opportunity to understand and apply knowledge and skills required to create and transform ideas and concepts into a product that satisfies specific customer requirements. Students experience design engineering in the creation, synthesis, iteration, presentation of design solutions, and coordinate and interact in authentic ways to produce the form, fit, and function documentation, with appropriate models to completely define a product.

**71953S1/71953S2**

## **Computer Integrated Manufacturing**

Semester(s): 2

Prerequisite: Introduction to Engineering Design and Principles of Engineering

Grade Level(s): 11, 12

Computer Integrated Manufacturing applies principles of robotics and automation and builds on computer solid modeling skills developed in Introduction to Engineering Design. Students use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing and design analysis are included.

# Career and Technology Education (CTE)

**71273S1/71273S2**

**Robotics Engineering**

**Semester(s):** 2

**Prerequisite:** None

**Grade Level(s):** 9, 10, 11, 12

Robotics Engineering focuses on tracing the history, development, and influence of automation and robotics. Students learn about mechanical systems, energy transfer, machine automation and computer control systems. They will use Botball or VEX Robotics platforms to design, build and program real world objects. Throughout the course, students use the engineering design process to document, research, develop, experiment and communicate their work progress either individually or in teams. **Additional Information:** This course qualifies as a computer technology unit for graduation and OK Promise.

**71283S1/71283S2**

**Robotics Engineering and Automation**

**Semester(s):** 2

**Prerequisite:** Robotics Engineering

**Grade Level(s):** 9, 10, 11, 12

Robotics Engineering and Automation builds upon the skills learned in Engineering Robotics as students continue to analyze and improve on their designs and implementations. This course focuses on hands-on projects through to design, build and program using VEX or Botball platforms. Other robotic platforms may be introduced throughout the course. Students will use the engineering design process to document, research, develop, experiment and communicate their work progress either individually or in teams.

**77303S1/77303S2**

**Principles of Biomedical Sciences**

**Semester(s):** 2

**Prerequisite:** Biology or concurrent enrollment

**Grade Level(s):** 9, 10, 11, 12

Principles of Biomedical Sciences provides an introduction to the biomedical sciences through exciting hands-on projects and problems. Students work study human medicine, research processes and an introduction to bio-informatics. Investigations of human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases are included. A theme throughout the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts include homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease are embedded in the curriculum. Engineering principles include the design process, feedback loops, fluid dynamics, and the relationship of structure to function are incorporated where appropriate. The course is designed to provide an overview of all the courses in the biomedical sciences program and to lay the scientific foundation necessary for student success in the subsequent courses.

**Additional Information:** This course qualifies as a science unit for graduation and OK Promise.

**76103S1/76103S2**

**Survey of Biotechnology**

**Semester(s):** 2

**Prerequisite:** Biology

**Grade Level(s):** 10, 11, 12

Survey of Biotechnology is designed to introduce students to areas and concepts involved in biotechnology. Students learn to apply scientific inquiry and concepts through research and hands-on experiments. This course strengthens the students' knowledge of science and solidifies their understanding of various biology, chemistry, and botany concepts. Students attend field trips and seminars that reinforce the need for biotechnology in today's workforce and explore the ethics involved concerning biotechnology.

**76113S1/76113S2**

**Biotechnology I**

**Semester(s):** 2

**Prerequisite:** Survey of Biotechnology

**Grade Level(s):** 10, 11, 12

Biotechnology I familiarizes students with common laboratory glassware, utensils, and equipment. They become skillful at using micropipettes, centrifuges, autoclaves, pH meters, and microscopes. Laboratory safety and precision/accuracy with equipment will be emphasized. The course provides students with applicable knowledge of the scientific method, preparation and staining of microscope slides, cell structure and identification, and preparation of chemical solutions. Aseptic technique is covered as well as preparation of culture media and specimen handling protocols. Students maintain a pure cell culture and test for microbial sensitivity. Isolation, amplification, and characterization of DNA and proteins are covered. Throughout the course, advanced math skills will be used for scientific notation, significant figures, conversion factors, percentages, and creating and integrating graphs for laboratory analysis and reporting.

# Career and Technology Education (CTE)

**76123S1/76123S2**

## **Biotechnology II**

Semester(s): 2

Prerequisite: Biology, Chemistry, and Biotechnology I

Grade Level(s): 11, 12

Biotechnology II is an advanced continuation of Biotechnology I. It provides students with practice in invitro DNA synthesis reactions, programming and use of thermal cyclers for PCR reactions, utilization of real-time PCR, southern and western blotting techniques, protein extraction and analysis, ELISA technology, and maintenance of animal cell lines.

**77313S1/77313S2**

## **Human Body Systems**

Semester(s): 2

Prerequisite: Principles of Biomedical Sciences

Grade Level(s): 9, 10, 11, 12

Human Body Systems engages students in the study of basic human physiology, especially in relationship to human health. Students use a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students use LabView software to design and build systems to monitor body functions.

**Additional Information:** This course qualifies as a science unit for graduation and OK Promise.

**77323S1/77323S2**

## **Medical Interventions**

Semester(s): 2

Prerequisite: Principles of Biomedical Sciences and Human Body Systems

Grade Level(s): 10, 11, 12

Medical Interventions focuses on how to support humans in treating disease and maintaining health. Students investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. The design and development of various medical interventions including vascular stents, cochlear implants, and prosthetic limbs is also included. Students study the history of organ transplants and gene therapy as well as read current scientific literature to stay abreast of cutting edge developments. Using 3-D imaging software and current scientific research students design and build a model of a therapeutic protein.

**Additional Information:** This course qualifies as a science unit for graduation and OK Promise.

**77333S1/77333S2**

## **Biomedical Innovation**

Semester(s): 2

Prerequisite: Principles of Biomedical Sciences, Human Body Systems, and Medical Interventions

Grade Level(s): 10, 11, 12

Biomedical Innovation is a capstone course that provides student teams the opportunity to work with a mentor, identify a science research topic, conduct research, write a scientific paper, and defend team conclusions and recommendations to a panel of outside reviewers. Each team is supported by mentor from the scientific and/or medical community to help guide their scientific research.

**Additional Information:** This course qualifies as a science unit for graduation and OK Promise.

**71043S1/71043S2**

## **STEM Capstone**

Semester(s): 2

Prerequisite: None

Grade Level(s): 12

STEM Capstone provides students the opportunity for internships, project-based instruction, and additional industry certifications to reinforce skills obtained from previous coursework. Students make preparations for industry certifications or college as they master competencies and select from various project options to finalize portfolios that highlight skills and/or certifications. Students may also undertake special projects, cross-train, or participate in workplace learning opportunities to enhance skills in accordance with industry demands.

# Career and Technology Education (CTE)

## TECHNICAL AND INDUSTRIAL TRADES

### **71863S1/71863S2**

#### **Construction I**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10

Construction I is an introduction to the construction industry, construction safety, basic construction tools and equipment, processes, and materials. Students are introduced to hand and power tools commonly used in the construction trades. They will learn to properly and safely operate tools while completing individual and group projects. Construction, math, communication skills, and employability skills are addressed during this course. Students apply science, technology, engineering and math skills as they learn concepts and principles in an authentic, problem/project-based environment.

### **71873S1/71873S2**

#### **Construction II**

Semester(s): 2

Prerequisite: Construction I

Grade Level(s): 10, 11

Construction II builds on the skills learned in Construction I. Students are introduced to blueprint reading, rigging, building materials, and related math and materials calculations. Safety is a key component allowing students to conduct laboratory safety inspections and reviewing safe and proper operating procedures for all tools, equipment and appropriate safety gear. Students improve their skills through individual and group projects.

### **71883S1/71883S2**

#### **Construction III**

Semester(s): 2

Prerequisite: Construction I and II

Grade Level(s): 11, 12

Construction III continues building on skills learned in Construction I and II. Students are introduced to a variety of construction specialties (framing, carpentry, roofing, welding, surveying and computer aided drafting). Safety continues to be addressed allowing students to perform mock accident investigations and complete required forms. They will learn to calculate the real cost of accidents and conduct safety meetings. Students continue to refine their skills through individual and group projects.

### **71893S1/71893S2**

#### **Construction IV**

Semester(s): 2

Prerequisite: Construction I, II, and III

Grade Level(s): 12

Construction IV serves as a capstone experience for students. Students will use the knowledge and skills acquired in Construction I, II, and III to complete advanced projects both individually and in teams. They will learn to conduct inventory of materials and calculate material estimates. Students may participate in school-based construction improvements/projects designed to put acquired skills to use. Students will explore post-secondary training opportunities and research labor market information to determine possible careers in the construction industry.

### **71133S1/71133S2**

#### **Manufacturing Trades I**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10

Manufacturing Trades I is designed to introduce the student to the world of manufacturing and establish a foundation for further studies in manufacturing. Students will explore basic manufacturing materials and processes, tools, and techniques used to transform these materials into a product. Students participate in hands-on activities that require them to cut, form, join, and finish materials while safely using the tools and machines located in the production lab. Safe operation of equipment, safe work habits, and safety in the work place are demanded and demonstrated throughout this course. Students will individually construct various projects and learn how to operate machinery commonly used in the industry.

# Career and Technology Education (CTE)

**71223S1/71223S2**

**Manufacturing Trades II**

Semester(s): 2

Prerequisite: Manufacturing Trades I

Grade Level(s): 9, 10

Manufacturing Trades II is designed to expand on the introductory manufacturing course and expose the student to basic design concepts, computer skills, and drawing skills used in product and process design within the field of manufacturing. Additionally, the course is designed to introduce students to a number of interpersonal skills and competencies necessary for a sustained career in manufacturing. Students continue building skills as they work both individually and collaboratively on projects.

---

**71233S1/71233S2**

**Manufacturing Trades III**

Semester(s): 2

Prerequisite: Manufacturing Trades I and II

Grade Level(s): 10, 11

Manufacturing Trades III is designed to provide the student with a hands-on learning experience with the basic tools, equipment, and operations of manufacturing industries. The student will also understand the relationship between manufacturing need, design, materials, processes, as well as tools and equipment. Power systems and use of advanced tools of manufacturing production will be explored. During this course, the student will utilize many of the basic manufacturing processes to produce primary and secondary materials for manufacturing.

---

**71243S1/71243S2**

**Manufacturing Trades IV**

Semester(s): 2

Prerequisite: Manufacturing Trades I, II, and III

Grade Level(s): 12

Manufacturing Trades IV serves as a capstone experience for students and they will use the knowledge and skills acquired in Manufacturing Trades I, II, and III to complete advanced projects both individually and in teams. Students will solve manufacturing challenges that require the use of advanced manufacturing technology systems, design skills, communication skills, and a thorough understanding of manufacturing materials, processes, and techniques.

---

**72003S1/72003S2**

**Mechanical Trades I**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10

Mechanical Trades I introduces the student to a wide variety of career and technical applications associated with welding, metal fabrication, and related construction fields. Topics may include: safety, tool identification, machine operations, measurement, welding processes, layout procedures, employment opportunities, interview and job application skills, and continuing education options. Through hands-on activities, students work both individually and in teams to safely complete projects.

---

**72013S1/72013S2**

**Mechanical Trades II**

Semester(s): 2

Prerequisite: Mechanical Trades I

Grade Level(s): 9, 10

Mechanical Trades II builds on the skills learned in Mechanical Trades I. Students are introduced to technical drawings, industry materials, and related math and materials calculations. Safety is a key component allowing students to conduct laboratory safety inspections, and review safe and proper operating procedures for all tools, equipment and appropriate safety gear. Students improve their skills through individual and group projects. Students are exposed to advanced welding techniques and multiple types of welding.

# Career and Technology Education (CTE)

**72023S1/72023S2**

**Mechanical Trades III**

Semester(s): 2

Prerequisite: Mechanical Trades I, II, and III

Grade Level(s): 11, 12

Mechanical Trades III continues building on skills learned in Mechanical Trades I and II. Students are introduced to a variety of welding types and techniques (SMAW, Oxy-Fuel processes and advanced welding applications). Safety continues to be addressed allowing students to perform mock accident investigations and complete required forms. They will learn to calculate the real cost of accidents and conduct safety meetings. Students continue to refine their skills through individual and group projects.

---

**72033S1/72033S2**

**Mechanical Trades IV**

Semester(s): 2

Prerequisite: Mechanical Trades I, II, and III

Grade Level(s): 12

Mechanical Trades IV serves as a capstone experience for students. Students will use the knowledge and skills acquired in Mechanical Trades I, II, and III to complete advanced projects both individually and in teams. They will learn to conduct inventory of materials and calculate material estimates. Students may participate in school-based metals-based improvements/projects designed to put acquired skills to use. Students will explore post-secondary training opportunities and research labor market information to determine possible careers in the construction industry.

## High Schools

- Capitol Hill High School
- Classen SAS High School at Northeast
- Douglass High School
- John Marshall High School
- Northwest Classen High School
- Putnam Heights Academy
- Southeast High School
- Star Spencer High School
- U.S. Grant High School

Competitive Athletics is open to both male and female students to compete for a position on 9th-grade, junior varsity, or varsity teams. Check with your school for availability, rules, regulations and more details.

### YEAR ROUND SPORTS

#### Basketball

Semester(s): 2  
Prerequisite: none  
Grade Level(s): 9, 10, 11, 12

#### Step

Semester(s): 2  
Prerequisite: none  
Grade Level(s): 9, 10, 11, 12

#### Cheerleading

Semester(s): 2  
Prerequisite: none  
Grade Level(s): 9, 10, 11, 12

#### Swimming

Semester(s): 2  
Prerequisite: none  
Grade Level(s): 9, 10, 11, 12

#### Pom

Semester(s): 2  
Prerequisite: none  
Grade Level(s): 9, 10, 11, 12

#### Wrestling

Semester(s): 2  
Prerequisite: none  
Grade Level(s): 9, 10, 11, 12

#### Rowing

Semester(s): 2  
Prerequisite: none  
Grade Level(s): 9, 10, 11, 12

### FALL SPORTS

#### Cross Country

Semester(s): 1 (Fall)  
Prerequisite: none  
Grade Level(s): 9, 10, 11, 12

#### Football

Semester(s): 1 (Fall)  
Prerequisite: none  
Grade Level(s): 9, 10, 11, 12

#### Softball

Semester(s): 1 (Fall)  
Prerequisite: none  
Grade Level(s): 9, 10, 11, 12

#### Volleyball

Semester(s): 1 (Fall)  
Prerequisite: none  
Grade Level(s): 9, 10, 11, 12

### SPRING SPORTS

#### Baseball

Semester(s): 1 (Spring)  
Prerequisite: none  
Grade Level(s): 9, 10, 11, 12

#### Golf

Semester(s): 1 (Spring)  
Prerequisite: none  
Grade Level(s): 9, 10, 11, 12

#### Soccer

Semester(s): 1 (Spring)  
Prerequisite: none  
Grade Level(s): 9, 10, 11, 12

#### Tennis

Semester(s): 1 (Spring)  
Prerequisite: none  
Grade Level(s): 9, 10, 11, 12

#### Track

Semester(s): 1 (Spring)  
Prerequisite: none  
Grade Level(s): 9, 10, 11, 12



# Computer Education

## **80303S1/80303S2**

Computer Applications I  
Semester(s): 2  
Prerequisite: None  
Grade Level(s): 9, 10, 11, 12

Computer Applications I focuses on comprehensive training in business skills using integrated software programs which allows students to enhance their computer skills and to problem solve utilizing word processing, database, spreadsheet applications, computer presentations and Internet tools. Ethical issues in the workplace are studied.

## **80313S1/80313S2**

**Computer Applications II**  
Semester(s): 2  
Prerequisite: Computer Applications I  
Grade Level(s): 10, 11, 12

Computer Applications II focuses on personal computing and business skills including: word processing, electronic spreadsheets, database management, desktop publishing, computer presentations, information processing, and other skills needed by successful business professionals.

## **41103S1/41103S2**

**Computer Programming I**  
Semester(s): 2  
Prerequisite: Fundamentals of Technology  
Grade Level(s): 9, 10, 11, 12

Computer Programming I is designed to provide students with the fundamental concepts and terminology of software application development as well as develop skills in designing and writing simple computer programs. This includes the fundamental concepts of software programming, the use of pseudo code, flowcharts, statement sequencing, conditional statements, loop structures, procedural versus object oriented programming structures and input/output. Students solve complex problems using computer programming.

## **41133S1/41133S2**

**AP Computer Science A**  
Semester(s): 2  
Prerequisite: Computer Programming I  
Grade Level(s): 10, 11, 12

AP Computer Science A introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.

## **41123S1/411123S2**

**AP Computer Science Principles**  
Semester(s): 2  
Prerequisite: Computer Programming I  
Grade Level(s): 10, 11, 12

AP Computer Science Principles focuses on computational thinking skills vital for success across all disciplines, such as using computational tools to analyze study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop based on their interests. Effective communication and collaboration skills by working individually and collaboratively to solve problems is stressed. Students discuss and write about the impacts these solutions could have on their community, society, and the world.

The following Career and Technology Education (CTE) courses qualify as a computer unit for graduation and OK Promise.

- Computer Graphic Design I
- Computer Graphic Design II
- Computer Repair and Troubleshooting I
- Computer Repair and Troubleshooting II
- Computerized Accounting
- Computerized Science Discoveries
- Desktop Publishing and Graphic Design
- Fundamentals of Administrative Technologies
- Fundamentals of Administrative Technologies II
- Fundamentals of Technology
- Fundamentals of Web Design
- Google Tools
- Introduction to Engineering Design
- IoT Fundamentals: Connecting Things
- Multimedia and Image Management Techniques
- Principles of Engineering
- Robotics Engineering

# English Language Arts (ELA)

COLLEGE-PREPARATORY/ WORK-READY PROGRAM	ADVANCED PLACEMENT ACADEMIC PROGRAM
<b>9th Grade</b> English I	<b>9th Grade</b> Honors English I
<b>10th Grade</b> English II	<b>10th Grade</b> Honors English II
<b>11th Grade</b> English III	<b>11th Grade</b> AP English Language and Composition
<b>12th Grade</b> English IV	<b>12th Grade</b> AP English Literature and Composition

**E10113S1/10113S2**  
**English I**

Semester(s): 2  
Prerequisite: None  
Grade Level(s): 9

English I helps students to evaluate, interpret, and respond to a variety of fiction and nonfiction texts from varying cultures and genres. Students will write for a variety of purposes and audiences with a strong controlling thesis and development of ideas while using correct grammar and mechanics. In addition to reading and writing, students will expand their skills in listening and speaking.

**10213S1/10213S2**  
**Honors English I**

Semester(s): 2  
Prerequisite: None  
Grade Level(s): 9

Honors English I focuses on students demonstrating and improving their critical thinking skills by writing a number of expository, descriptive, persuasive, and interpretive essays about characters, theme, point of view, as well as producing a longer, research-based essay on a selected literary work. Oral and written language skills, such as standard usage, accurate vocabulary, and correct mechanics, are necessary for success in this course. With emphasis on the genres (novels, poetry, drama, nonfiction), students read and write about the works of major American, English, and world authors.

**10123S1/10123S2**  
**English II**

Semester(s): 2  
Prerequisite: English I  
Grade Level(s): 10

English II focuses on evaluating, interpreting, and responding to a variety of fiction and nonfiction texts specific to World Literature. Students will write for a variety of purposes and audiences in well-developed essays using correct grammar and mechanics. Students will also expand their skills in listening and speaking.

**10223S1/10223S2**  
**Honors English II**

Semester(s): 2  
Prerequisite: English I  
Grade Level(s): 10

Honors English II continues the study of important works of American, English, and World Literature. Literary works and writing tasks will increase in difficulty, length, and number; writing assignments will include not only all four essay modes, but also creative pieces, such as short story, dialogues, and poetry. At least two research-based essays on longer works of literature will be required.

**10133S1/10133S2**  
**English III**

Semester(s): 2  
Prerequisite: English I and II  
Grade Level(s): 11

English III focuses on refining writing skills in well-developed essays using correct grammar and mechanics while still developing their skills in listening and speaking. Emphasis is placed on American Literature in a study of works by major American writers, their time periods, and the nation's changing philosophical beliefs.

# English Language Arts (ELA)

**10243S1/10243S2**

## **AP English Language and Composition**

Semester(s): 2

Prerequisite: English I and II

Grade Level(s): 11

AP English Language and Composition is a rhetoric and writing course which requires students to develop evidence-based analytic and argumentative essays. Students evaluate, synthesize, and cite research to support their arguments. Grammar is incorporated into the editing phase of the writing process and selected concepts are reviewed and/or extended. Written work includes a variety of essay types. Through this course, students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts as well as skilled writers who compose for a variety of purposes.

**10143S1/10143S2**

## **English IV**

Semester(s): 2

Prerequisite: English I, II, and III

Grade Level(s): 12

English IV focuses on reading, discussing, and writing about the literary works of major British authors. Students will write a culminating research paper to demonstrate all of the skills learned in previous English courses as well as to develop an argument with evidence. Students will continue practicing listening and speaking skills.

**10253S1/10253S2**

## **AP English Literature and Composition**

Semester(s): 2

Prerequisite: English I, II, and III

Grade Level(s): 12

AP English Literature and Composition engages students in the close reading and critical analysis of literature and develops their ability to write about it effectively from varied perspectives and under differing conditions. Students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone as they read. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

## ENGLISH LANGUAGE ARTS ELECTIVES

**10470S1/10470S2**

## **Advanced Writing**

Semester(s): 2

Prerequisite: English I, II, and III

Grade Level(s): 12

Advanced Writing is an introduction to college-level essay-writing and focuses on student utilization of higher-level thinking and writing skills to produce a variety of essays, such as comparison/contrast, classification, definition, argument, and persuasion. There will be further emphasis on diction, individual style, and techniques in revising. Students will engage in real-world, practical writing activities which include gathering, reviewing, and synthesizing information, followed by communicating results in both written and oral form.

**10490S1/10490S2**

## **Creative Writing**

Semester(s): 2

Prerequisite: English I and II

Grade Level(s): 9, 10, 11, 12

Creative writing helps students to write short stories and plays, poetry, and autobiographical essays, refining their own skills and critiquing and revising both their own work and that of peers.

**10363S1/10363S2**

## **Journalism**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Journalism explores various journalistic styles and media. Students study journalism terminology and the formats and content of newspapers and magazines. Beginning skills in news writing are emphasized as students will write a number of news stories and features.

# English Language Arts (ELA)

**10461S1/10461S2**

**Advanced Reading I**

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 11, 12

---

Advanced Reading I places an emphasis on more advanced reading strategies and the reading of more complex works of fiction and nonfiction.

**10462S1/10462S2**

**Advanced Reading II**

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 11, 12

---

Advanced Reading II is more individualized and includes advanced reading techniques, refinement of English usage and mechanics, and practice in reading above-grade level material.

**10303S1/10303S2**

**Debate I**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

---

Debate I is an introductory course that covers a variety of styles of public speaking and formal debate. Through research and practice students will become familiar with these styles through instruction, research, and practice introduces students to the fundamentals of argumentation and debate. Students will begin to develop skills in extemporaneous speaking and oratory.

**10313S1/10313S2**

**Debate II**

Semester(s): 2

Prerequisite: Debate I

Grade Level(s): 10, 11, 12

---

Debate II develops and refines skills in argumentation and debate. Students will begin to develop skills in extemporaneous speaking and oratory.

**10323S1/10323S2**

**Debate III**

Semester(s): 2

Prerequisite: Debate I and II

Grade Level(s): 11, 12

---

Debate III develops and refines skills in theoretical and practical processes in communication, counterpoint, logic, analysis of issues, argumentation, case construction, audience analysis, and attitude change.

**10333S1/10333S2**

**Debate IV**

Semester(s): 2

Prerequisite: Debate I, II, and III

Grade Level(s): 12

---

Debate IV develops and refines the skills and knowledge required to engage in competitions. This course builds on the skills acquired in Debate I, Debate II and Debate III.

# English Language Arts (ELA)

**10443S1/10443S2**

**Humanities**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Humanities investigates the literature, art, philosophy, religion, music, and architecture of Western civilization from Ancient Greece to modern times from Homer and Sophocles to Camus and Sartre. A multi-media approach using films, filmstrips, and musical recordings will help students understand relationships between historical events, philosophies, and art forms. Emphasis will be on developing an appreciation for art, music, literature, and philosophy as universal expressions of the human condition.

---

**10533S1/10533S2**

**Newspaper**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Newspaper focuses on students writing a newspaper for school/community and website distribution. Students will learn to interpret world, national, and local school-related issues and offer discussion and debate concerning them. Students develop skills in leadership, interviewing, copy writing, desktop publication, layout /design, advertising, and marketing sales.

---

**10423S1/10423S2**

**Yearbook**

Semester(s): 2

Prerequisite: Journalism and/or Teacher

Approval

Grade Level(s): 10, 11, 12

Yearbook focuses on the principles of magazine design, copywriting and layout. The purpose of the class is to select a theme and produce a yearbook containing photos of students and events. Students learn skills of meeting deadlines, handling orders and sales, and maintaining a working relationship with a publisher.

---

**10483S1/10483S2**

**Film Study**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Film Study focuses on analyzing theoretical approaches to film making and exploring the boundaries of what makes a "good" film. This course provides students with an introduction to the history, social and cultural impact, and aesthetic nature of film in the United State and internationally as it has developed throughout the twentieth and twenty-first century. Emphasizing how films produce meaning for viewers, this course will examine the ways that editing, mise-en-scene, sound, color, shot composition and camera movement, along with such elements as performance, directorial style, and genre, shape our experience of movies.

---

**10153S1/10153S2**

**English Enhancement**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

English Enhancement focuses on reading and writing while still working on listening and speaking. This course is for students to refine their literacy skills with extra time to support the English curriculum. An emphasis is placed on fluency, comprehension, and vocabulary

# English Language Development (ELD)

**89013S1/89013S2**

**ELD I Language Arts**

Semester(s): 2

Prerequisite: Level I Newcomer English Learner

Grade Level(s): 9, 10, 11, 12

ELD I Language Arts develops basic listening, speaking, reading, and writing skills for level I newcomer English learners. This course focuses on development of communication skills and social language with a push toward beginning-level academic language. Fiction and non-fiction texts are used to build vocabulary, syntax, and pragmatics. **Additional Information:** This course is taken along with ELD I Language Arts Enhancement and ELD I Foundations.

---

**89113S1/89113S2**

**ELD I Language Arts Enhancement**

Semester(s): 2

Prerequisite: Level I Newcomer English Learner

Grade Level(s): 9, 10, 11, 12

ELD I Language Arts Enhancement develops basic listening, speaking, reading, and writing skills for level I newcomer English learners. This course focuses on development of foundational reading skills through a transition from phonemes to words, sentences, and connected text with the integration of speaking, listening, and writing. **Additional Information:** This course is taken along with ELD I Language Arts and ELD I Foundations.

---

**89113S1/89113S2**

**ELD I Foundations**

Semester(s): 2

Prerequisite: Level I Newcomer English Learner

Grade Level(s): 9, 10, 11, 12

ELD I Foundations develops basic listening, speaking, reading, and writing skills for level I newcomer English learners. This course also focuses on the development of reading skills. **Additional Information:** This course is taken along with ELD I Language Arts and ELD I Language Arts Enhancement.

---

**89023S1/89023S2**

**ELD I Foundations Enhancement**

Semester(s): 2

Prerequisite: Level I Newcomer English Learner

Grade Level(s): 9, 10, 11, 12

ELD I Foundations Enhancement is for level I newcomer English learners who need additional support in order to master level I skills. **Additional Information:** This course may be taken in addition to the three core English language development classes for level I newcomers. Students are placed in this course based on teacher recommendation.

---

**89223S1/89223S2**

**ELD II Language Arts**

Semester(s): 2

Prerequisite: Level II Newcomer English Learner

Grade Level(s): 9, 10, 11, 12

ELD II Language Arts continues the development of academic language through guided reading with support on strategies for comprehending literature. English learners will read and respond to a variety of texts as well as write expository, argumentative, narrative, and research compositions with support.

# English Language Development (ELD)

**89213S1/89213S2**

**ELD II Enhancement**

Semester(s): 2

Prerequisite: Level II Newcomer English Learner

Grade Level(s): 9, 10, 11, 12

ELD II Enhancement builds upon and refines reading, decoding, and comprehension, skills while working toward listening, speaking and writing proficiently in English. Students will listen for sounds in words and sentences, and respond by writing sounds in words and sentences. The course also focuses on reading English words in phrases, sentences and paragraphs. **Additional Information:** This course may be taken in addition to ELD II Language Arts for additional reading support. Students are placed in this course based teacher recommendation.

---

**89303S1/89303S2**

**Literacy and Writing 9**

Semester(s): 2

Prerequisite: WIDA Literacy Score

Grade Level(s): 9

Literacy and Writing 9 develops advanced literacy and writing skills through short stories, novels, and other text. **Additional Information:** This course is offered for long-term English language learners who have not yet demonstrated English proficiency in listening, speaking, reading, and writing.

---

**89313S1/89313S2**

**Advanced Literacy and Writing**

Semester(s): 2

Prerequisite: English Learner

Grade Level(s): 10, 11, 12

Advanced Literacy and Writing develops advanced literacy and writing skills through short stories, novels, and other text.

---

**89413S1/89413S2**

**Advanced ELD**

Semester(s): 2

Prerequisite: English Learner

Grade Level(s): 9, 10, 11, 12

Advanced ELD supports English learners to refine skills in listening, speaking, reading, and writing with work in linguistic complexity, language forms and conventions, as well as the use of academic vocabulary. **Additional Information:** This course is offered for level III and IV English learners who may need additional support. Students are placed in this course based teacher recommendation.

---

**S1/S2**

**ELD III Enhancement**

Semester(s): 2

Prerequisite: Level III Newcomer English Learner

Grade Level(s): 9, 10, 11, 12

ELD III Enhancement is for second year ELL students to continue development of academic language through guided reading with support on strategies for comprehending literature.

# Health and Physical Education

*For students who are medically exempt from participating in a physical activity course, this requirement may be met by completing one unit of Health, FACS Basics, or Life Skills.*

**80413**  
**Physical Education**  
Semester(s): 1  
Prerequisite: None  
Grade Level(s): 9, 10, 11, 12

Physical Education introduces students to physical fitness evaluation and activities, basic sport skills, lifetime sports, and leisure time activities. Students will participate in a variety of games, sports, and rhythmic activities representing various multicultural backgrounds.

**80420**  
**Health**  
Semester(s): 1  
Prerequisite: None  
Grade Level(s): 9, 10, 11, 12

Health is designed to increase health and safety literacy, instill responsible health and safety behavior, and promote health and safety advocacy. The course will guide students in making healthy lifestyle choices.

**81530**  
**Aerobics**  
Semester(s): 1  
Prerequisite: None  
Grade Level(s): 9, 10, 11, 12

Aerobics is a class designed to enhance personal fitness level through a variety of exercise activities. Activities will include both low and high impact aerobics.

**81533**  
**Weightlifting**  
Semester(s): 1  
Prerequisite: None  
Grade Level(s): 9, 10, 11, 12

Weightlifting provides a knowledge of exercise physiology and body mechanics. This course focuses primarily on mastering skills and techniques taught and the identification of muscle groups involved. Emphasis is on lifting concepts, maintenance of muscle tone, and endurance.

**81503**  
**Individual Sports**  
Semester(s): 1  
Prerequisite: None  
Grade Level(s): 10, 11, 12

Individual Sports is designed for athletes to participate in a sport that may not be offered.

**81553**  
**Physical Trainer**  
Semester(s): 1  
Prerequisite: Biology  
Grade Level(s): 11, 12

Physical Trainer instructs students in the appropriate care and prevention of athletic injuries. Students will learn the proper terminology of muscular and skeletal groups of the body, and experience the responsibilities of a college trainer. Students will be responsible for interacting with the competitive athletic teams and meeting their prevention and treatment needs. This course may require students to participate in activities that may be after school.

*The following visual and performing arts courses will satisfy the physical activity graduation requirement. One course qualifies either as a physical activity or fine arts, not both.*

- Ballet I - VII
- Dance I - VI
- Modern Dance I - VII

- Tap I-II
- Concert Band I - IV

- Musical Theatre
- Show Choir



# Junior Reserve Officers Training Corps (JROTC)

*Check with a school counselor to determine which branch, if any, is offered.*

**83713S1/83713S2**

## **Citizenship and Leadership Training and Application (JROTC)**

Semester(s): 2

Prerequisite: Enrolled in JROTC and hold a certificate of completion from any first year JROTC program.

Grade Level(s): 10, 11, 12

Citizenship and Leadership Training and Application (JROTC) requires a minimum of 80 hours, with emphases on citizenship and leadership techniques and application, conducted at various military installations. JROTC cadets will practice leadership in an unfamiliar environment, participate in citizenship-building exercises, experience living with and interacting with their peers in a military setting, and receive instruction on and participate in various confidence building exercises.

**83723S1/83723S2**

## **JROTC Color Guard/Drill Team/Marksanship**

Semester(s): 2

Prerequisite: Must be enrolled in JROTC academic courses

Grade Level(s): 9, 10, 11, 12

JROTC Color Guard/Drill Team/Marksanship students will attend required practice sessions established by each school. Student participation in competitive marksmanship matches or drill competitions may be required. These may occur outside of the school day.

## **AIR FORCE**

**83733S1/83733S2**

## **Aerospace Science I (AF-JROTC)**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Aerospace Science I is designed to acquaint the student with the historical development of flight and the role of the military in history. Over half of the available classroom hours are spent reviewing the development of flight from ancient legends to the space shuttle. Additionally, the role of the military throughout the history of the US is identified and discussed. The second half of the course describes the makeup of the aerospace community and the US Air Force. Many of the sixty hours dedicated to leadership studies relate directly to the academic subject matter, with instruction on good study habits and time management. Additionally, wearing of the uniform, Air Force customs and courtesies, and basic drill skills are introduced.

**83743S1/83743S2**

## **Aerospace Science II (AF-JROTC)**

Semester(s): 2

Prerequisite: First course of a JROTC program

Grade Level(s): 10, 11, 12

Aerospace Science II is designed to acquaint students with the aerospace environment, principles of flight and navigation, and the human limitations off flight. The course begins with a discussion of the atmosphere and weather. The study is expanded to include the planets and space beyond our solar system. After developing an understanding of the environment, how that environment affects flight is introduced. Discussions include the forces of lift, drag, thrust, and weight. Students also learn basic navigation including map reading, course plotting, and the effects of the wind. The portion on the Human Requirements of Flight is a survey course on human physiology. This portion of the course focuses on the human circulatory system, the effects of acceleration and deceleration, protective equipment, and the space environment. Leadership hours stress communications skills and cadet corps activities. Written reports and speeches compliment academic materials. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects.

# Junior Reserve Officers Training Corps (JROTC)

**83753S1/83753S2**

**Aerospace Science III (AF-JROTC)**

Semester(s): 2

Prerequisite: First two courses of a JROTC program

Grade Level(s): 11, 12

Aerospace Science III discusses principles of propulsion systems, fundamentals of rocketry and its application to spacecraft, principles underlying space travel, and various aspects of space exploration. This course is the most technical. Turbojet, turbofan, rocket, reciprocating engines, and a detailed examination of propulsion systems are explained. Rocketry and spacecraft portions cover rocket propulsion, guidance and control, and orbits. The space travel section further discusses the development, use, and future of artificial earth satellites and interplanetary probes. Leadership hours emphasize managing others, stress and finances, citizenship, and ethics. Third year cadets put these skills into practice by holding key leadership positions in the cadet corps.

**83763S1/83763S2**

**Aerospace Science IV (AFJ-ROTC)**

Semester(s): 2

Prerequisite: First three courses of a JROTC program

Grade Level(s): 12

Aerospace Science IV cadets, under the supervision of their military instructors, run the entire Corps during the fourth year. This hands-on experience affords cadets the opportunity to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision-making are done by the cadets. Students will be introduced to career planning, scholarship preparation, vo-tech, college, and world of work characteristics.

## ARMY

**83773S1/83773S2**

**Military Science I (A-JROTC)**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Military Science I focuses on the rights and responsibilities of U.S. citizenship and the Bill of Rights. Additionally, organization, structure, history, ranks, and awards of the Army JROTC program will be discussed. Furthermore, traditions, customs and courtesies of the military, respect for the flag and anthem, appreciation of planning, goal setting and time management, importance of civilian and military career planning, and knowledge of basic military skills are covered.

**83783S1/83783S2**

**Military Science II (A-JROTC)**

Semester(s): 2

Prerequisite: First course of a JROTC program

Grade Level(s): 10, 11, 12

Military Science II contains ongoing instruction regarding the following topics: leadership theory, written and oral communications, physical fitness, drill and ceremonies in progressively more responsible positions of authority proficiency in first aid techniques, knowledge of drug abuse prevention, advanced map reading techniques, US military history from World War II to present, the role of the US Army both active and reserve, technology awareness, career opportunities, the values of citizenship, and the importance of the constitution.

**83793S1/83793S2**

**Military Science III (A-JROTC)**

Semester(s): 2

Prerequisite: First two courses of a JROTC program

Grade Level(s): 11, 12

Military Science III cadets are involved in leadership roles with junior cadets and must develop and demonstrate proficiency in subject skills. Advanced leadership situations requiring organizational skills and planning are presented. Additional topics include: military history from 1865 to World War II, the importance of the Constitutional basis for the Federal Judicial System, the mission of the Department of Defense, and the history, mission, and organization of the various branches of the other services.

# Junior Reserve Officers Training Corps (JROTC)

**83803S1/83803S2**

## **Military Science IV (A-JROTC)**

Semester(s): 2

Prerequisite: First three courses of a JROTC program

Grade Level(s): 12

Military Science IV continues instruction of Military Science III topics but at a progressively higher level. Cadets are responsible for the daily administration and perform as staff officers and commanders. They assist as basic course instructors under the supervision of the Senior Army Instructor. As unit staff officers and commanders, they develop and plan special unit events such as the military ball or the awards banquet.

## MARINE CORPS

**83813S1/83813S2**

## **Leadership Education I (MCJROTC)**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Leadership Education I focuses on the rights and responsibilities of US citizenship, organization, structure, history, and rank structure of the US Marine Corps JROTC program, the traditions, customs, and courtesies of the military, respect for the flag and anthem, appreciation of planning, goal setting, and time management, importance of career exploration, and knowledge of basic military skills.

**83823S1/83823S2**

## **Leadership Education II (MC-JROTC)**

Semester(s): 2

Prerequisite: First course of a JROTC program

Grade Level(s): 10, 11, 12

Leadership Education II continues instruction in leadership theory, written and oral communications, physical fitness, drill, and ceremonies in progressively more responsible positions of authority, proficiency in first aid techniques, career opportunities, and advanced marksmanship training.

**83833S1/83833S2**

## **Leadership Education III (MC-JROTC)**

Semester(s): 2

Prerequisite: First two courses of a JROTC program

Grade Level(s): 11, 12

Leadership Education III focuses on leadership theory at advanced levels and cadets serve in leadership roles. Also, increased reading and writing requirements involving planning and organization of Cadet Corps activities, continued practical application in drill, ceremonies, physical training, marksmanship, and related military subjects are emphasized. Career planning, scholarship preparation, college, and world of work characteristics is explored.

**83843S1/83843S2**

## **Leadership Education IV (MC-JROTC)**

Semester(s): 2

Prerequisite: First three courses of a JROTC program

Grade Level(s): 12

Leadership Education IV further focuses on leadership theory at advanced levels. Cadets' leadership roles with junior cadets will increase and they are expected to prepare and present formal color guard demonstrations, and plan, organize, and conduct public performances involving the unit. Additionally, increased leadership and management theory as well as practice will prepare students for career choices after graduation. Cadets will review, plan, and prepare for specific vocations to include resume, job applications, post-secondary applications, and scholarship requests.

# Junior Reserve Officers Training Corps (JROTC)

## NAVY

**83853S1/83853S2**

**Naval Science I (N-JROTC)**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Naval Science I is an introduction to the N-JROTC program. Topics covered include leadership theory, principles of health education, discussion of the nation in relation to the Navy and sea power, history of maritime events and American maritime heritage from ancient Greece through 1815, introduction to ships, seamanship, navigation, and maritime geography. Activities include basic individual, squad, and company close-order drill.

---

**83863S1/83863S2**

**Naval Science II (N-JROTC)**

Semester(s): 2

Prerequisite: First course of a JROTC program

Grade Level(s): 10, 11, 12

Naval Science II includes ongoing instruction in leadership theory, career planning, citizenship in the United States and other countries, and maritime history from 1815 through 1930. Furthermore, cadets are introduced to oceanography, navigation fundamentals, and naval weapons. Cadets will gain proficiency in basic individual, squad, and company close-order drill, commands and ceremonies, rotation of command, physical fitness training, regular personnel inspections, and parade in company review.

---

**83873S1/83873S2**

**Naval Science III (N-JROTC)**

Semester(s): 2

Prerequisite: First two courses of a JROTC program

Grade Level(s): 11, 12

Naval Science III focuses on leadership and discipline, international law, national strategy, and maritime history from 1930 to the present. Cadets are introduced to meteorology, astronomy, and basic electricity. Activities in drill, command and ceremonies will continue.

---

**83883S1/83883S2**

**Naval Science IV (N-JROTC)**

Semester(s): 2

Prerequisite: First three courses of a JROTC program

Grade Level(s): 12

Naval Science IV focuses on practical leadership problems as well as continued practical application in drill, ceremonies, and command.

# Mathematics

COLLEGE-PREPARATORY/ WORK-READY PROGRAM
<b>9th Grade</b> Algebra I
<b>10th Grade</b> Geometry
<b>11th Grade</b> Algebra II
<b>12th Grade</b> AP Statistics or Algebra III

ADVANCED PLACEMENT ACADEMIC PROGRAM
<b>9th Grade</b> Honors Geometry
<b>10th Grade</b> Honors Algebra II
<b>11th Grade</b> Honors Mathematics Analysis
<b>12th Grade</b> AP Calculus

OPTIONAL PROGRAM
<b>9th Grade</b> Algebra I
<b>10th Grade</b> Geometry
<b>11th Grade</b> Intermediate Algebra
<b>12th Grade</b> Algebra II

## 40123S2/40123S2

### Algebra I

Semester(s): 2  
Prerequisite: None  
Grade Level(s): 9

Algebra I establishes the foundation for higher mathematics courses. Students are introduced to the basic language of algebra: the study of linear equations and inequalities, polynomials, radical expressions, systems of equations and inequalities, as well as quadratic functions. Students will develop problem solving and critical thinking skills as they make sense of and solve problems throughout the course.

## 40173S1/40173S2

### Honors Algebra I

Semester(s): 2  
Prerequisite: None  
Grade Level(s): 9

Honors Algebra I covers all the topics of Algebra I with a more in-depth approach to problem solving. Additional content and rigor demand a faster pace for instruction and learning.

## 40133S1/40133S2

### Geometry

Semester(s): 2  
Prerequisite: Algebra I  
Grade Level(s): 9, 10

Geometry covers basic concepts and principles of Euclidean geometry and practice formal deductive reasoning skills, an essential component to critical thinking. Topics include angles, parallel and perpendicular lines, congruence, polygons, areas, volumes, geometric constructions and coordinates. Students will learn how to develop geometric proofs and solve problems by applying geometric skills.

## 40213S1/40213S2

### Honors Geometry

Semester(s): 2  
Prerequisite: Algebra I  
Grade Level(s): 9, 10

Honors Geometry covers all the topics in Geometry, with a more in-depth approach to problem solving. Additional content and rigor demand a faster pace for instruction and learning.

## 40143S1/40143S2

### Algebra II

Semester(s): 2  
Prerequisite: Algebra I and Geometry  
Grade Level(s): 10, 11, 12

Algebra II extends the content of Algebra I and Geometry by advancing the development of the real and complex number systems and expands students' repertoire of functions to include polynomials, rational, radical, exponential, and logarithmic. Additional topics include matrices, statistical analysis, as well as sequences and series.

## 40223S1/40223S2

### Honors Algebra II

Semester(s): 2  
Prerequisite: Algebra I and Geometry  
Grade Level(s): 9, 10, 11, 12

Honors Algebra II covers all the topics of Algebra II with a more in-depth approach to problem solving. Additional content and rigor demand a faster pace for instruction and learning.

# Mathematics

**40183S1/40183S2**

**Algebra III**

Semester(s): 2

Prerequisite: Algebra I,  
Geometry, and Algebra II

Grade Level(s): 11, 12

---

Algebra III focuses on key concepts in a traditional college algebra course. These concepts include solving and graphing functions linear, polynomial, rational, quadratic, and radicals.

**Additional Information:** This course is not recommended for students who plan on taking AP Calculus or who have already taken Honors Mathematics Analysis.

**40193S1/40193S2**

**Statistics**

Semester(s): 2

Prerequisite: Algebra I,  
Geometry, and Algebra II

Grade Level(s): 11, 12

---

Statistics is designed to introduce students to the methods used in the field of applied statistics. Emphasis is given to basic concepts and techniques such as central tendency (mean, median, mode, and range), variability, random sampling, sampling distribution, and standard deviation for collecting and analyzing data to draw conclusions or make predictions.

**40243S1/40243S2**

**AP Statistics**

Semester(s): 2

Prerequisite: Algebra I,  
Geometry, and Algebra II

Grade Level(s): 10, 11, 12

---

AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The four themes of the course include exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

**40233S1/40233S2**

**Honors Mathematics Analysis**

Semester(s): 2

Prerequisite: Algebra I,  
Geometry, and Algebra II

Grade Level(s): 11, 12

---

Honors Mathematics Analysis includes the study of the unit circle trigonometry, analytic trigonometry, sequences, series, vectors, and parametric functions. Other topics include the study of a variety of functions and their graphs: linear, absolute, square root, greatest integer, polynomial, rational, exponential, logarithmic, and trigonometric. This course will prepare students for an AP Calculus course.

**40253S1/40253S2**

**AP Calculus AB**

Semester(s): 2

Prerequisite: Algebra I,  
Geometry, Algebra II, and  
Honors Mathematics Analysis

Grade Level(s): 11, 12

---

AP Calculus AB is devoted to topics in differential and integral calculus. The course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. Students learn to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, to make connections among these representations. Technology is used to help solve problems, experiment, interpret results, and support conclusions.

**40263S1/40263S2**

**AP Calculus BC**

Semester(s): 2

Prerequisite: Algebra I,  
Geometry, Algebra II, and  
Honors Mathematics Analysis

Grade Level(s): 12

---

AP Calculus BC extends the content learned in AB to different types of equations and introduces the topic of sequences and series. Topics include differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. Students learn to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections among these representations. Technology is used to help solve problems, experiment, interpret results, and support conclusions.

# Mathematics

## NON-COLLEGE PREPARATORY MATHEMATICS

**40153S1/40153S2**

### **Math of Finance**

Semester(s): 2

Prerequisite: Algebra I and Geometry

Grade Level(s): 11, 12

---

Math of Finance is designed for students to learn to use mathematics as a tool to make decisions about personal and family finances. Topics studied include checking accounts, credit cards, income tax, housing, transportation, and budgets.

**40163S1/40163S2**

### **Intermediate Algebra**

Semester(s): 2

Prerequisite: Algebra I

Grade Level(s): 10, 11, 12

---

Intermediate Algebra builds on the conceptual algebra skills to solve practical mathematical problems in order to further prepare students for Algebra II. This course is intended for students who struggled in Algebra I as the course strengthens their algebra skills as they bridge to Algebra II.

## MATHEMATICS ELECTIVES

**40103S1/40103S2**

### **Fundamentals of Algebra**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9

---

Fundamentals of Algebra helps students prepare for Algebra I. Topics include basic numerical operations and number sense, integer operations, rational expressions, simplifying and evaluating algebraic expressions, solving one- and two-step equations in one variable, and simplifying polynomials.

**40113S1/40113S2**

### **Math Enhancement**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

---

Math Enhancement is designed to support students by reinforcing and enriching their conceptual and procedural knowledge. This innovative approach gives students the opportunity to receive individualized attention thus maximizing learning.

**40197S1/40197S2**

### **College Career Math Ready**

Semester(s): 2

Prerequisite: Algebra I, Geometry, and Algebra II

Grade Level(s): 12

---

College Career Math Ready is designed to support students who intend to go to college, but do not have an adequate ACT Math subject score to meet college entrance requirements.

*The following Career and Technology Education (CTE) course qualifies as a mathematics unit for graduation and OK Promise.*

**Course: Digital Electronics**

# Miscellaneous

**80933S1/80933S2**

**AVID I (Advancement Via Individual Determination)**

Semester(s): 2

Prerequisite: Prior AVID enrollment or Application from Site Coordinator

Grade Level(s): 9, 10, 11, 12

AVID I is an academic elective course that prepares students for college readiness and success. Students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, participate in tutorial style study groups, and engage in motivational activities and academic success skills. Activities incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth.

**Additional Information:** Students are required to enroll in at least one rigorous, higher-level course (Honors or AP) in addition to the AVID elective.

**80943S1/80943S2**

**AVID II (Advancement Via Individual Determination)**

Semester(s): 2

Prerequisite: AVID I or Site Coordinator Approval

Grade Level(s): 10, 11, 12

AVID II is an academic elective course that prepares students for college readiness and success. Students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID, participate in tutorial style study groups, and engage in motivational activities, and academic success skills. Activities incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth.

**Additional Information:** Students are required to enroll in at least one rigorous, higher-level course (Honors or AP) in addition to the AVID elective.

**80953S1/80953S2**

**AVID III (Advancement Via Individual Determination)**

Semester(s): 2

Prerequisite: AVID II or Site Coordinator Approval

Grade Level(s): 11, 12

AVID III is an academic elective course that prepares students for college readiness and success. Students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID, participate in tutorial style study groups, and engage in motivational activities, and academic success skills. Activities incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Students continue their rigorous college preparatory curriculum, as well as focusing on college goals and success in a four-year college or university. They explore successful testing strategies for college entrance exams such as the PSAT and ACT. The college application process with a focus on completing college applications, writing entrance essays, financial aid registration, scholarship research, and career studies is stressed.

**Additional Information:** Students are required to enroll in at least one rigorous, higher-level course (Honors or AP) in addition to the AVID elective.

**80963S1/80963S2**

**AVID IV (Advancement Via Individual Determination)**

Semester(s): 2

Prerequisite: AVID III or Site Coordinator Approval

Grade Level(s): 12

AVID IV is an academic elective course that prepares students for college readiness and success. Students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, participate in tutorial style study groups, and engage in motivational activities and academic success skills. Activities incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Students continue their rigorous college preparatory curriculum, as well as focusing on college goals and success in a four-year college or university. They explore successful testing strategies for college entrance exams such as the PSAT and ACT. The college application process with a focus on completing college applications, writing entrance essays, financial aid registration, scholarship research, and career studies is stressed.

**Additional Information:** Students are required to enroll in at least one rigorous, higher-level course (Honors or AP) in addition to the AVID elective.



# Miscellaneous

**80801S1/80801S2**

**Service Learning**

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 11, 12

Service learning is a form of experiential learning where students apply academic knowledge and critical thinking skills to address genuine community needs. The class is designed to help students gain an understanding of human psychology, community life, civic responsibility, government, career options, and human diversity.

---

**80833S1/80833S2**

**Leadership Training**

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 9, 10, 11, 12

Leadership Training introduces students to the basics of leadership. Areas studied are leadership styles, characteristics and self-concept of leaders, functions that a leader fulfills, and development of individual leadership traits.

---

**80913S1/80913S2**

**Link Crew**

Semester(s): 2

Prerequisite: Teacher approval

Grade Level(s): 9, 10, 11, 12

Link Crew is a service-oriented leadership class that focuses on increasing sense of community, improving school climate, and successfully transitioning new students. This class is full of activities, discussion, and strategies to tap the potential and maximize the benefits of the Link Crew Program and student leaders. Team and school climate building, organization, leadership, communication, facilitation, and personal development are explored.

---

**80850S1/80850S2**

**Library Science**

Semester(s): 2

Prerequisite: Librarian Approval

Grade Level(s): 11, 12

Library Science focuses on how materials are organized in a library and the role of the library in the community. Students locate, examine, evaluate, and use library resources to practice basic research skills and complete exercises assigned to them.

---

**80810**

**ACT, SAT, PSAT/NMQT Preparation**

Semester(s): 1

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

ACT, SAT, PSAT/NMQT Preparation focuses on test-taking skills needed for the PSAT/NMQT, SAT, and the ACT. In addition to those testing formats, the course covers general skills covered in the course are applicable to most test-taking situations and include optimal use of time, eliminating illogical answers, following directions, marking answer sheets, and for some students, handling test anxiety.

---

**80820S1/80820S2**

**Senior Seminar**

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 12

Senior Seminar assists students in meeting their post-secondary goals such as gainful employment, post-secondary education or training, independent living, or military service. Job shadowing and work experience, community service, training and instructional sessions, and presentations with a reflection of learning are explored.

# Miscellaneous

**80843**

**Ethics**

Semester(s): 1

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Ethics is an introduction to the philosophical study of morality, including the theory of right and wrong behavior, the theory of value, and the theory of virtue and vice.

Besides providing familiarity with the primary questions addressed within moral philosophy and the most influential answers given by well-known philosophers, this course is designed to help students develop their abilities to read, explicate, analyze, and evaluate philosophical literature, write and express themselves well about their own ethical positions, and think critically and analytically about ethical issues.

**70513S1/70513S2**

**Employment Practicum**

Semester(s): 2

Prerequisite: Alignment with career major six-year plan of study;

Documentation of pre-employment skills and approval is required

Grade Level(s): 10, 11, 12

Employment Practicum will provide students with career-related shadowing, work-based learning or work-based apprenticeship. A written plan of study for paid or non-paid employment based experiences covering all aspects of an industry will be followed by both work place mentors and school based personnel. A minimum of 150 hours of placement and/or project time are required per semester.

**90197S1/90197S2**

**Life Skills**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Life Skills teaches post-secondary independent skills including goal setting, health and self-care, household skills, career skills, and daily living skills. Students develop an awareness of their responsibilities to society and their roles in the community.

**90318S1/90318S2**

**Personal Development Vocational Rehab Lab**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Personal Development Vocational Rehab Lab requires an approved application through the Oklahoma Department of Rehabilitation Services in order to participate in work study. Students will develop employable skills through employment experiences.

**91267S1/91267S2**

**Personal Development Community Transition**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Personal Development Community Transition teaches students basic life skills through community-based experiences such as accessing public facilities, applying monetary exchange practices, and utilizing transportation systems. This course provides a realistic transition from school to the world-of-work by combining school experience with on-the-job training and/or work experiences.

**Additional Information:** A maximum of 18 credits may be earned in this course and it may be taken for one credit during each semester in the 9th and 10th grades if the student will reach age 16 during that time or is in a Vocational Rehab OJT Program, 3 credits may be earned during each semester of 11th grade, and for 4 credits during each semester of 12th grade.

# Science

COLLEGE-PREPARATORY/ WORK-READY PROGRAM	ADVANCED PLACEMENT ACADEMIC PROGRAM	OPTIONAL PROGRAM
<b>9th Grade</b> Biology Physical Science	<b>9th Grade</b> Honors Biology	<b>9th Grade</b> Physical Science
<b>10th Grade</b> Chemistry Physical Science Physics	<b>10th Grade</b> Honors Chemistry Honors Physics	<b>10th Grade</b> Biology
<b>11th and 12th Grade</b> Chemistry Physics Environmental Science Anatomy/Physiology Botany/Zoology	<b>11th and 12th Grade</b> AP Chemistry AP Physics AP Environmental Science Anatomy/Physiology Botany/Zoology	<b>11th and 12th Grade</b> Chemistry Environmental Science Anatomy/Physiology Botany/Zoology

## LIFE SCIENCE

### 30113S1/30113S2 Biology

Semester(s): 2  
 Prerequisite: None  
 Grade Level(s): 9, 10

Biology surveys structure and interrelationships of living organisms. Areas of study include cellular biology, the molecular basis of heredity, inheritance and adaptation, interdependence of organisms, matter, energy, and organization of living things, and biological responses from molecules to organisms. Emphasis is placed on the science and engineering practices through laboratory investigations and problem-based projects.

### 30213S1/30213S2 Honors Biology

Semester(s): 2  
 Prerequisite: None  
 Grade Level(s): 9, 10

Honors Biology features an expanded curriculum and more in depth laboratory investigations wherein students will explore the structure and interrelationships of living organisms. Areas of study include cellular biology, the molecular basis of heredity, inheritance and adaptation, interdependence of organisms, matter, energy, and organization of living things, and biological responses from molecules to organisms. Emphasis is placed on the science and engineering practices through laboratory investigations, problem-based projects, and collaborative grouping.

### 30243S1/30243S2 AP Biology

**Semester(s):** 2  
 Prerequisite: Biology and Chemistry  
 Grade Level(s): 10, 11, 12

AP Biology cultivates cultivates students' understanding of biology through inquiry-based investigations as they explore the following topics evolution, cellular processes-energy and communication, genetics, information transfer, ecology, and interactions. Hands-on laboratory work with an emphasis on inquiry-based investigations provide students with opportunities to apply the science practices.

### 30130 Botany

Semester(s): 1  
 Prerequisite: Biology  
 Grade Level(s): 11, 12

Botany is a course of advanced study of the plant kingdom. This lab-based course is a study of major plant phyla, plant organ systems and their functions, and plant classification.

# Science

**30140**

**Zoology**

Semester(s): 1

Prerequisite: Biology

Grade Level(s): 11, 12

Zoology is a course of advanced study of the Animal Kingdom. This lab-based course is a study of vertebrates and invertebrates. Classification, structures, functions, and behavior is stressed.

**30173S1/30173S2**

**Anatomy/Physiology**

Semester(s): 2

Prerequisite: Biology and Chemistry

Grade Level(s): 11, 12

Anatomy/Physiology is a lab-based course that studies the structures and functions of the human body. Study begins at the cellular level and continues through the body's organ systems. Dissections for comparisons may be part of the course.

**Additional Information:** Students in courses with dissection requirements also have the option to use one of the many humane alternatives available.

## PHYSICAL SCIENCE

**30123S1/30123S2**

**Physical Science**

Semester(s): 2

Prerequisite: Algebra I or concurrent enrollment

Grade Level(s): 9

Physical Science investigates the basic principles of chemistry and physics and how they apply to areas of earth and life science. Embedded standards for inquiry, engineering technology, and mathematics are taught through activities, labs, projects, and cooperative groups.

**30163S1/30163S2**

**Chemistry**

Semester(s): 2

Prerequisite: Biology and Algebra I

Grade Level(s): 10, 11, 12

Chemistry is a lab-based course that studies the fundamental concepts of matter, its structure, properties composition, and the changes that matter undergoes. Topics include atomic structure, bonding, kinetic molecular theory, thermo-chemistry, and reaction types (including acid-base and reduction-oxidation). Laboratory experiments are used to help introduce and clarify topics and a major emphasis is placed on problem-solving.

**30223S1/30223S2**

**Honors Chemistry**

Semester(s): 2

Prerequisite: Biology and Algebra I

Grade Level(s): 10, 11, 12

Honors Chemistry features an expanded curriculum and more in-depth laboratory investigations. Students explore the fundamental concepts in the study of matter, its structure, properties, composition, and the changes that matter undergoes. Topics include atomic structure, bonding, kinetic molecular theory, thermo-chemistry, and reaction types (including acid-base and reduction-oxidation).

**30253S1/30253S2**

**AP Chemistry**

Semester(s): 2

Prerequisite: Chemistry and Algebra II

Grade Level(s): 11, 12

AP Chemistry serves as a foundation to support future advanced coursework in chemistry. Through inquiry-based learning, students develop critical thinking and reasoning skills as well as cultivate their understanding of chemistry and science practices as they explore topics such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

# Science

## **30183S1/30183S2**

### **Physics**

Semester(s): 2

Prerequisite: Biology and Algebra I

Grade Level(s): 10, 11, 12

Physics is a lab-based course that utilizes mathematics and investigative science laboratory activities to describe the relationships between matter and energy. The topics covered include mechanics, heat, wave motion, optics, electricity, and nuclear physics.

## **30233S1/30233S2**

### **Honors Physics**

Semester(s): 2

Prerequisite: Biology and Algebra I

Grade Level(s): 10, 11, 12

Honors Physics features an expanded curriculum and more in-depth laboratory activities that utilizes mathematics and investigative science laboratory activities to describe the relationships between matter and energy. The topics covered include mechanics, heat, wave motion, optics, electricity, and nuclear physics.

## **30273S1/30273S2**

### **AP Physics I**

Semester(s): 2

Prerequisite: Algebra II

Grade Level(s): 11, 12

AP Physics I is an algebra-based physics course that explores topics such as Newtonian mechanics, work, energy, and power, mechanical waves and sound, and simple circuits. Through inquiry-based learning, students develop scientific critical thinking and reasoning skills. Hands-on laboratory work with an emphasis on inquiry-based investigations provide students with opportunities to apply the science practices.

## **30283S1/30283S2**

### **AP Physics II**

Semester(s): 2

Prerequisite: AP Physics I

Grade Level(s): 11, 12

AP Physics II is an algebra-based course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory, PV diagrams and probability, electrostatics, electrical circuits with capacitors, magnetic fields, electromagnetism, physical and geometric optics, and quantum, atomic, and nuclear physics. Hands-on laboratory work with an emphasis on inquiry-based investigations provide students with opportunities to apply the science practices.

## **EARTH AND SPACE SCIENCE**

## **30153S1/30153S2**

### **Environmental Science**

Semester(s): 2

Prerequisite: Biology

Grade Level(s): 10, 11, 12

Environmental Science is a lab course that uses an ecosystem approach to develop the major ecological concepts, environmental complexities and relevant, and up-to-date environmental issues. On completion of this course, the students should have a thorough conceptual understanding of how natural systems work and how they are sustained. Students will also be aware of how environmental degradation is the direct result of human actions, which are contrary to natural systems.

## **30263S1/30263S2**

### **AP Environmental Science**

Semester(s): 2

Prerequisite: Biology

Grade Level(s): 11, 12

AP Environmental Science engages students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

# Science

## **30133S1/30133S2**

### **Geology**

Semester(s): 2

Prerequisite: Biology and Physical Science or Chemistry

Grade Level(s): 11, 12

Geology is an in-depth study of how the Earth is constructed and the processes that continue to change the Earth's surface. Topics include the understanding of the formation and identification of rocks and minerals, the types of volcanoes and how and why they erupt, the weathering of rocks and their effects on Earth's surface and human populations, rivers and groundwater and the ecological impacts of humans on water sources, glaciers, deserts, beaches, and the ocean floor, earthquakes and their relationships to plate tectonics and the effects on humans, how mountains form, and fossils and their relationships to Earth's past.

---

## **30143S1/30143S2**

### **Astronomy**

Semester(s): 2

Prerequisite: Biology and Physical Science or Chemistry

Grade Level(s): 11, 12

Astronomy enables students to develop and apply knowledge of the universe and compare the conditions, properties, and motions of bodies in space. Emphasis is placed on concepts basic to Earth which includes materials, processes, history, and the environment. This course will provide the students with a study of the universe and the conditions, properties, and motions of bodies in space. Historical astronomy, astronomical instruments, the celestial sphere, the solar system, the earth as a system in space, the earth/moon system, the sun as a star, and stars are also explored.

---

*The following Career and Technology Education (CTE) courses qualify as a science unit for graduation and OK Promise.*

- **Aerospace Engineering**
- **Biomedical Innovation**
- **Human Body Systems**
- **Principles of Biomedical Science**

# Social Studies

COLLEGE-PREPARATORY/ WORK-READY PROGRAM	ADVANCED PLACEMENT ACADEMIC PROGRAM
<b>9th Grade</b> Oklahoma History/Civics	<b>9th Grade</b> Honors Oklahoma History/Civics
<b>10th Grade</b> World History	<b>10th Grade</b> AP World History
<b>11th Grade</b> United States History	<b>11th Grade</b> AP United States History
<b>12th Grade</b> United States Government	<b>12th Grade</b> AP United States Government

**20385**

**Civics**

Semester(s): 1

Prerequisite: None

Grade Level(s): 9

Civics focuses on informing students of the political process and empowering them to be active participants in our democracy. Students will study the structure of government at the federal, state, and local level and evaluate the impact of citizens on law and policy. By the end of this course, students will understand how they, as active citizens, can impact the civic and political processes.

**20120**

**Oklahoma History**

Semester(s): 1

Prerequisite: None

Grade Level(s): 9

Oklahoma History focuses on the geographical, social, political, economic, and historical foundations of Oklahoma from prehistoric times to the twenty-first century. Students will examine important political and ideological movements, as well as economic, cultural, and political accomplishments of state, national, and world significance.

**20220**

**Honors Oklahoma History**

Semester(s): 1

Prerequisite: None

Grade Level(s): 9

Honors Oklahoma History focuses on the geographical, social, political, economic and historical foundations of Oklahoma from prehistoric times to the twenty-first century. Students will examine important political and ideological movements, as well as economic, cultural, and political accomplishments of state, national, and world significance.

**20133S1/20133S2**

**World History**

Semester(s): 2

Prerequisite: None

Grade Level(s): 10

World History is a survey course, covering the ancient world to the problems of today. This course focuses on concepts throughout history and learn how they have affected the world today.

**20243S1/20243S2**

**AP World History**

Semester(s): 2

Prerequisite: None

Grade Level(s): 10, 11, 12

AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance provide areas of historical inquiry for investigation throughout the course and they are environment, cultures, state-building, economic systems, and social structures. The course encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

# Social Studies

20253S1/20253S2

## AP European History

Semester(s): 2

Prerequisite: None

Grade Level(s): 10, 11, 12

AP European History course examines cultural, economic, political, and social developments. These focus areas provide context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, as well as the evolution of current forms of artistic expression and intellectual discourse.

**Additional Information:** This course will satisfy the world history course graduation requirement.

20143S1/20143S2

## United States History

Semester(s): 2

Prerequisite: None

Grade Level(s): 10, 11

United States History builds upon previous courses and emphasizes economic trends, foreign policy, development of American political institutions, and contributions of various ethnic groups. Students analyze historical events and explore historical problems using analytical social science and critical thinking skills through the use of primary source materials, research, and discussion.

20263S1/20263S2

## AP United States History

Semester(s): 2

Prerequisite: None

Grade Level(s): 10, 11, 12

AP United States History focuses on the development of the following historical thinking skills: chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, as well as interpreting and synthesizing historical narrative. The objectives are organized around seven themes and has an increased focus on early and recent American history and decreased emphasis on other areas. The course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present.

20163S1/20163S2

## United States Government

Semester(s): 2

Prerequisite: None

Grade Level(s): 12

United States Government examines basic American political values, the political structure of the United States, the Constitution, the roles of important political leaders, and the structure and functions of state and local governments. Students study and analyze political decisions and decision-making processes on the federal, state, and local levels. Additionally, basic economic concepts and the historical development of the capitalist system, major concepts of the market economy, relationship between management and labor, other economic systems and an analysis of current economic trends are featured. Emphasis is placed on the information of various charts and graphs related to economics.

20293S1/20293S2

## AP United States Government and Politics

Semester(s): 2

Prerequisite: None

Grade Level(s): 12

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.



# Social Studies

**20110**

**Human Geography**

Semester(s): 1

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Human Geography is the study of spatial patterns of the human and physical dimensions of the world. Students will explore, describe, analyze, and seek to understand the spatial arrangement of objects and people on Earth's surface. Students will use the skills and tools of geography to examine the world and its inhabitants from a spacial perspective, solve problems of geographic dimensions, and make informed decisions based upon solid research.

---

**20273S1/20273S2**

**AP Human Geography**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

---

**20363S1/20363S2**

**AP Psychology**

Semester(s): 2

Prerequisite: None

Grade Level(s): 11, 12

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

---

**20300**

**AP Macroeconomics**

Semester(s): 1

Prerequisite: None

Grade Level(s): 11, 12

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

---

**20299**

**AP Microeconomics**

Semester(s): 1

Prerequisite: None

Grade Level(s): 11, 12

AP Microeconomics focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

---

**20320**

**Asian History**

Semester(s): 1

Prerequisite: None

Grade Level(s): 11, 12

Asian History examines the historical roots of the Asian American people in their various countries of origin and in the United States. Connections will be made between the culture in the country of origin and the Asian American culture in the United States. Included in this course will be an examination of the contributions Asian Americans have made to the American culture.

# Social Studies

**20310**

**Black History**

Semester(s): 1

Prerequisite: None

Grade Level(s): 11, 12

Black History examines historical foundations in Africa, conditions of servitude, discrimination, and the Civil Rights movement in the United States. Included in the course is an examination of the literature and culture of African Americans.

**00000**

**LatinX History**

Semester(s): 1

Prerequisite: None

Grade Level(s): 11, 12

LatinX History examines Latin American culture, history, society, and geography. Students will study the cultural and ethnic distinctions that exist between Latin American countries, both historical and contemporary. Connections will be made between the culture in Latin American countries and the LatinX culture in the United States. This course emphasizes critical thinking, writing, and analysis. Current events and issues in the Latin American world will be incorporated.

**20370**

**History of Religion**

Semester(s): 1

Prerequisite: None

Grade Level(s): 11, 12

History of Religion examines a variety of religions being practiced today. The major teachings, ceremonies, origins, and concepts of Judaism, Buddhism, Catholicism, Protestantism, Islam, Hinduism, and a variety of religions inside and outside the Christian spectrum are discussed.

**20350**

**American Indian Studies**

Semester(s): 1

Prerequisite: None

Grade Level(s): 11, 12

American Indian Studies the foundations of the Native American people using the tribes of Oklahoma as a basic foundation. Language and culture will be explored as a part of the study of diversity among Native Americans. Native Americans' contributions to American culture and to the current form of government will be explored.

**20340**

**World Cultures**

Semester(s): 1

Prerequisite: None

Grade Level(s): 11, 12

World Cultures examines historical foundations, cultural diversity and assimilation, literature, and art of ethnic groups that have fashioned the culture of the United States.

## NON-COLLEGE PREPARATORY SOCIAL STUDIES

**20360**

**Psychology**

Semester(s): 1

Prerequisite: None

Grade Level(s): 11, 12

Psychology examines the processes of sense perception, response to stimuli, emotions and motivations, personality, human development, mental disorders and the interaction of an individual. This course provides an understanding of the intricacies of the mind and the nervous system.

# Social Studies

**20380**

**Sociology**

Semester(s): 1

Prerequisite: None

Grade Level(s): 11, 12

---

Sociology focuses on important sociological concepts including culture, group behavior, social institutions, methods of social control and the processes of social change.

**20393S1/20393S2**

**Consumer Law**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

---

Consumer Law focuses on the rights and responsibilities of consumers in the modern economy. Some of the topics included are relationships of borrowers and lenders as well as the relationships of merchants and their consumers.

**20413S1/20413S2**

**Law and Criminal Justice**

Semester(s): 2

Prerequisite: None

Grade Level(s): 11, 12

---

Law and Criminal Justice examines the relationship between the law and the individual. This course deals with the students' personal relationship with the law, contracts, school law, and consumer law.

**20403S1/20403S2**

**Pre-Law**

Semester(s): 2

Prerequisite: None

Grade Level(s): 10, 11, 12

Pre-law focuses on the history of American legal principles and traditions through selected court cases. Students will also study the Constitution and its amendments, state and local court systems, and law enforcement.

# Visual and Performing Arts

## DANCE

*All dance courses may be taken for a credit in Fine Arts or Physical Activity.*

### 60223S1/60223S2

#### Dance I

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Dance I is for students who have an interest in a variety of dance forms. Students learn multiple styles of dance and dance techniques including dance exercises, fundamental locomotor activities, and movement exploration exercises. Students increase dance knowledge with history and short dances of various genres including ballet, tap, modern, jazz, ballroom, musical theatre, and world dances. Students may be required to perform in a dance production or showcase in order to receive credit. These performances may be outside of the school day.

### 60233S1/60233S2

#### Dance II

Semester(s): 2

Prerequisite: Dance I or

Teacher Approval

Grade Level(s): 9, 10, 11, 12

Dance II focuses on the refinement of skills in one or more dance forms. It emphasizes the study of various dance forms and individual creativity in analyzing tempo patterns and combinations of movement. This course focuses on the expression of ideas through movement. Students are required to participate in at least one dance performance per year at school or in the community. Dance genre is selected by the dance director.

### 60243S1/60243S2

#### Dance III

Semester(s): 2

Prerequisite: Dance I and II or

Teacher Approval

Grade Level(s): 9, 10, 11, 12

Dance III focuses on continued refinement of skills in one or more dance forms. Areas of concentration may include ballet, tap, modern, jazz, ballroom, musical theatre, and world dances. Students will create and perform their own choreography in a production using advanced techniques, knowledge of performance, costuming, and stage production.

### 60244S1/60244S2

#### Dance IV

Semester(s): 2

Prerequisite: Dance I, II and

III or Teacher Approval

Grade Level(s): 9, 10, 11, 12

Dance IV focuses on continued refinement of skills in one or more dance forms. Areas of concentration may include ballet, tap, modern, jazz, ballroom, musical theatre, and world dances. Students will create and perform their own choreography in a production using advanced techniques, knowledge of performance, costuming, and stage production.

### 65313S1/65313S2

#### Dance Company Ensemble

Semester(s): 2

Prerequisite: Dance I and II or

Teacher Approval

Grade Level(s): 9, 10, 11, 12

Dance Company Ensemble provides an opportunity for students at the advanced level to explore multiple styles of dance and aspects that are part of being a performer. This includes choreography, advanced technique, performing, costuming, make-up, and stage production. Students have the opportunity to perform for the community in a variety of venues and they develop leadership and good citizenship through this performing arts class.

### 65114S1/65114S2

#### Tap I

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Tap I is a beginning course that will build the student's technical foundations and required skills needed for tap dance. This includes the traditional etiquette of dance class, history of tap, physical conditioning, nutrition, and the knowledge of human anatomy as it relates to the tap dancer. Class exercises will develop the dancer's strength, coordination, balance, and the comprehension of music with a strong focus on rhythms.

# Visual and Performing Arts

## **65124S1/65124S2**

### **Tap II**

Semester(s): 2

Prerequisite: Tap I

Grade Level(s): 10, 11, 12

Tap II is an intermediate level course that will further develop the student's technical foundations and required skills needed for tap dance. This includes the traditional etiquette of dance class, history of tap, physical conditioning, nutrition, and the knowledge of human anatomy as it relates to the tap dancer. Class exercises will develop the dancer's strength, coordination, balance, and the comprehension of music with a strong focus on rhythms.

## **65113S1/65113S2**

### **Ballet I**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Ballet I will begin building the foundation for developing ballet technique. The concept of turnout is taught. Basic barre work is introduced as well as simple exercises in the center that develop balance and coordination. Arm positions and feet positions are introduced. Daily participation in class is required in order to develop strength and stamina.

## **65213S1/65213S2**

### **Ballet II**

Semester(s): 2

Prerequisite: Ballet I or

Teacher Approval

Grade Level(s): 9, 10, 11, 12

Ballet II will build and develop the student's technical and artistic foundations for classical dancing. In-class exercises develop the dancer's alignment, strength, flexibility, musicality, and line. Movement phrases performed at barre and in center will increase understanding and execution of steps from the beginning to intermediate ballet vocabulary. Releve will be emphasized to prepare students for turns. Daily participation in class is required in order to develop strength and stamina.

## **65133S1/65133S2**

### **Ballet III**

Semester(s): 2

Prerequisite: Ballet I and II or

Teacher Approval

Grade Level(s): 9, 10, 11, 12

Ballet III will build and develop the student's technical and artistic foundations for classical dancing. In-class exercises develop the dancer's alignment, strength, flexibility, musicality, and line. Movement phrases performed at barre and in center will increase understanding and execution of steps from the beginning to intermediate ballet vocabulary. Releve will be emphasized to prepare students for turns. Daily participation in class is required in order to develop strength and stamina.

## **65143S1/65143S2**

### **Ballet IV**

Semester(s): 2

Prerequisite: Ballet I, II, and III  
or Teacher Approval

Grade Level(s): 9, 10, 11, 12

Ballet IV will strengthen and refine the student's technical foundations for classical dancing. In-class exercises develop the dancer's alignment, strength, flexibility, musicality, line, and balance. Musicality is further emphasized in this class as well as a refined use of the head and epaulement. More complex center combinations will be introduced. Beating of the legs in petit allegro will be introduced. Daily participation in class is required in order to develop strength and stamina.

## **65144S1/65144S2**

### **Ballet V**

Semester(s): 2

Prerequisite: Ballet I, II, III, and  
IV or Teacher Approval

Grade Level(s): 9, 10, 11, 12

Ballet V will strengthen and refine the student's technical foundations for classical dancing. In-class exercises develop the dancer's alignment, strength, flexibility, musicality, line, and balance. Musicality is further emphasized in this class as well as a refined use of the head and epaulement. More complex center combinations will be introduced. Beating of the legs in petit allegro will be introduced. Daily participation in class is required in order to develop strength and stamina.

## **65145S1/65145S2**

### **Ballet VI**

Semester(s): 2

Prerequisite: Ballet I, II, III, IV,  
and V or Teacher Approval

Grade Level(s): 9, 10, 11, 12

Ballet VI offers a concentrated study of advanced ballet technique designed to build the skills necessary to progress a dancer to higher levels of artistry and professionalism. Emphasis is placed on the integration of artistic elements such as musicality, dynamics, and special awareness to the mechanics of execution. Phrases become more complex and individual style is further developed. Daily participation in class is required in order to develop strength and stamina.

# Visual and Performing Arts

## **65146S1/65146S2**

### **Ballet VII**

Semester(s): 2

Prerequisite: Ballet I, II, III, IV, V,  
and VI or Teacher Approval

Grade Level(s): 9, 10, 11, 12

Ballet VII offers a concentrated study of advanced ballet technique designed to build the skills necessary to progress a dancer to higher levels of artistry and professionalism. Emphasis is placed on the integration of artistic elements such as musicality, dynamics, and special awareness to the mechanics of execution. Phrases become more complex and individual style is further developed. Daily participation in class is required in order to develop strength and stamina.

---

## **65203S1/65203S2**

### **Modern Dance I**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Modern Dance I builds and develops the student's technical foundations and required skills needed for classical modern dance at a beginning level. This includes the traditional etiquette of a dance class, history of modern dance, required skills, physical conditioning and nutrition of the modern dancer, and the knowledge of human anatomy and how it relates to the modern dancer. In-class exercises develop the dancer's alignment, strength, flexibility and line. Daily participation in class is required in order to develop strength and stamina. Students may be required to perform in a dance production or showcase in order to receive credit. These performances may be outside of the school day.

---

## **65213S1/65213S2**

### **Modern Dance II**

Semester(s): 2

Prerequisite: Modern Dance I or  
Teacher Approval

Grade Level(s): 9, 10, 11, 12

Modern Dance II builds and develops the student's technical foundations and required skills needed for classical modern dance at a beginning level. This includes the traditional etiquette of a dance class, history of modern dance, required skills, physical conditioning and nutrition of the modern dancer, and the knowledge of human anatomy and how it relates to the modern dancer. In-class exercises develop the dancer's alignment, strength, flexibility and line. Daily participation in class is required in order to develop strength and stamina. Students may be required to perform in a dance production or showcase in order to receive credit. These performances may be outside of the school day.

---

## **65223S1/65223S2**

### **Modern Dance III**

Semester(s): 2

Prerequisite: Modern Dance I  
and II or Teacher Approval

Grade Level(s): 9, 10, 11, 12

Modern Dance III builds and develop the student's technical foundations and required skills needed for classical modern dance at a beginning level. This includes the traditional etiquette of a dance class, history of modern dance, required skills, physical conditioning and nutrition of the modern dancer, and the knowledge of human anatomy and how it relates to the modern dancer. In-class exercises develop the dancer's alignment, strength, flexibility, and line. Daily participation in class is required in order to develop strength and stamina. Students may be required to perform in a dance production or showcase in order to receive credit. These performances may be outside of the school day.

---

## **65233S1/65233S2**

### **Modern Dance IV**

Semester(s): 2

Prerequisite: Modern Dance I, II,  
and III or Teacher Approval

Grade Level(s): 9, 10, 11, 12

Modern Dance IV will build and develop the student's technical foundations and required skills needed for classical modern dance at an intermediate level. This includes the traditional etiquette of a dance class, history of modern dance, required skills, physical conditioning and nutrition of the modern dancer, and the knowledge of human anatomy and how it relates to the modern dancer. In-class exercises develop the dancer's alignment, strength, flexibility, and line. Daily participation in class is required in order to develop strength and stamina. Students will also be given at least one required performance opportunity.

# Visual and Performing Arts

**65234S1/65234S2**

**Modern Dance V**

Semester(s): 2

Prerequisite: Modern Dance I, II, III, and IV or Teacher Approval

Grade Level(s): 9, 10, 11, 12

Modern Dance V builds and develops the student's technical foundations and required skills needed for classical modern dance at an intermediate level. This includes the traditional etiquette of a dance class, history of modern dance, required skills, physical conditioning and nutrition of the modern dancer, and the knowledge of human anatomy and how it relates to the modern dancer. In-class exercises develop the dancer's alignment, strength, flexibility, and line. Daily participation in class is required in order to develop strength and stamina. Students may be required to perform in a dance production or showcase in order to receive credit. These performances may be outside of the school day.

**65235S1/65235S2**

**Modern Dance VI**

Semester(s): 2

Prerequisite: Modern Dance I, II, III, IV, and V or Teacher Approval

Grade Level(s): 9, 10, 11, 12

Modern Dance VI builds and develops the student's technical foundations and required skills needed for classical modern dance at an advanced level. This includes the traditional etiquette of a dance class, history of modern dance, required skills, physical conditioning and nutrition of the modern dancer, and the knowledge of human anatomy and how it relates to the modern dancer. In-class exercises develop the dancer's alignment, strength, flexibility, and line. Daily participation in class is required in order to develop strength and stamina. Students may be required to perform in a dance production or showcase in order to receive credit. These performances may be outside of the school day.

**65236S1/65236S2**

**Modern Dance VII**

Semester(s): 2

Prerequisite: Modern Dance I, II, III, IV, V, and VI or Teacher Approval

Grade Level(s): 9, 10, 11, 12

Modern Dance VII builds and develops the student's technical foundations and required skills needed for classical modern dance at an advanced level. This includes the traditional etiquette of a dance class, history of modern dance, required skills, physical conditioning and nutrition of the modern dancer, and the knowledge of human anatomy and how it relates to the modern dancer. In-class exercises develop the dancer's alignment, strength, flexibility, and line. Daily participation in class is required in order to develop strength and stamina. Students may be required to perform in a dance production or showcase in order to receive credit. These performances may be outside of the school day.

**65283S1/65283S2**

**Dance Theory**

Semester(s): 2

Prerequisite: Modern Dance I, II, III, IV, V, VI, and VII or Teacher Approval

Grade Level(s): 12

Dance Theory is the culmination to the dancer's experience. College applications and portfolios for auditions and admissions are completed. Elements of choreography and production of dance as a performing art are studied in depth. Final studies result in the choreography and production of solo and group dances in a performance.

## DRAMA/THEATRE

**10403S1/10403S2**

**Speech I**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Speech I focuses on the basic skills and techniques of effective oral communication: speaking, listening, verbal and non-verbal message sending as well as small- and large-group presentations of different types of speeches (informative, persuasive, and impromptu). In addition to informative and persuasive speeches, students will engage in original or oral interpretation, and duet acting. Students in this class may choose to participate in speech competitions.

# Visual and Performing Arts

## **10413S1/10413S2**

### **Speech II**

Semester(s): 2

Prerequisite: Speech I

Grade Level(s): 10, 11, 12

---

Speech II focuses on advanced training in standard oratory, oral interpretation, extemporaneous speaking, persuasive speaking, and duet acting to prepare students for speech competitions.

## **10513S1/10513S2**

### **Speech III**

Semester(s): 2

Prerequisite: Speech I and II

Grade Level(s): 11, 12

---

Speech III focuses on advanced training in standard oratory, oral interpretation, extemporaneous speaking, persuasive speaking, and duet acting to prepare students for speech competitions.

## **10523S1/10523S2**

### **Speech IV**

Semester(s): 2

Prerequisite: Speech I, II,  
and III

Grade Level(s): 12

---

Speech IV focuses on advanced training in standard oratory, oral interpretation, extemporaneous speaking, persuasive speaking, and duet acting to prepare students for speech competitions.

## **60253S1/60253S2**

### **Drama/Theatre I**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

---

Drama/Theatre I is a basic exploration of acting and the theatre. Students will be exposed to voice and diction research, history of theatre, acting terminology, stage movement and blocking. This performance class will allow students to develop a concept of theatre as an art form and a means of communication by developing their own talents and sense of aesthetic awareness. Students will study oral interpretation of prose and poetry, techniques of pantomime and improvisation, and one act plays.

## **60263S1/60263S2**

### **Drama/Theatre II**

Semester(s): 2

Prerequisite: Drama/Theatre I

Grade Level(s): 10, 11, 12

---

Drama/Theatre II is an intermediate level course provides experiences for students to review basic performing skills, techniques, and terminology. This provides second year students an opportunity to deliver a public performance and grow in their knowledge of the theatre. The course may require after school rehearsals and area workshops.

## **60273S1/60273S2**

### **Drama/Theatre III**

Semester(s): 2

Prerequisite: Drama/Theatre I  
and II

Grade Level(s): 11, 12

---

Drama/Theatre III focuses on developing advanced theatre techniques in stage movement, character interpretation, and stage diction. Aesthetic and practical considerations of costuming and makeup are developed. Students begin a study of specialized acting styles and techniques with an analysis of play structure. Students in their third year perform and undertake special projects in areas such as production management, script writing, scene design, and lighting. Students perform and compete in dramatic competitions.

## **60323S1/60323S2**

### **Drama/Theatre IV**

Semester(s): 2

Prerequisite: Drama/Theatre I,  
II, and III

Grade Level(s): 12

---

Drama/Theatre IV develops advanced theatre techniques in stage movement, character interpretation, and stage diction. Aesthetic and practical considerations of costuming and makeup are developed. Students begin a study of specialized acting styles and techniques with an analysis of play structure. Students perform and undertake special projects in areas such as production management, script writing, scene design, and lighting. Students perform and compete in dramatic competitions.



# Visual and Performing Arts

**65463S1/65463S2**

## **Musical Theatre**

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 9, 10, 11, 12

Musical Theatre is designed for the student who is pursuing a professional career in musical theatre. The course further enhances and utilizes student's acting, singing, and dancing skills through intensive and specialized work. Students will explore basic jazz dance, singing, acting, and choreography and will participate and assist in the production of a Broadway style production. The appropriate use of technology is an integral part of this course. Training includes acting, music, voice and speech, and one-on-one vocal training, and coaching. The student will also be exploring musical theatre technique, focusing on musical theatre composers through solo and group singing, and scene work from musical theatre scripts.

**Additional Information:** Can be taken for credit in Fine Arts or Physical Activity

**65028S1/65028S2**

## **Acting/Playwriting**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10

Acting/Playwriting is an introduction to the techniques of basic acting and the craft of playwriting, an exploration of the creative art of the playwright. The approach includes analysis of works of significant playwrights and a creative writing curriculum where the student experiences the process of the playwright through exercises and the creation of short plays using basic acting and performance techniques.

**65029S1/65029S2**

## **Theatre History**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10

Theatre History is a review of different periods of theatrical history, including cultural perspectives, plays, acting styles, staging convention, costuming, and playwrights. Students will study the history of the theatre and the role the theatre has played in the development of civilization as well as its value as the embodiment of all art forms and its role in society. Students will continue to learn the terminology and vocabulary of the theatre and some of the basic history of man's search for expression.

**65030S1/65030S2**

## **Acting Styles**

Semester(s): 2

Prerequisite: Acting/Playwriting and Theatre History

Grade Level(s): 11, 12

Acting Styles is designed to acquaint the actor with the fundamentals of acting styles. This course explores the physical, vocal, emotional, and technical aspects of the actor's craft in various styles. Students learn the techniques of acting in verse plays and the styles required for various genres and different acting techniques such as The Method, Meisner, Chekhov, and acting for the camera.

**65031S1/65031S2**

## **Directing**

Semester(s): 2

Prerequisite: Acting/Playwriting and Theatre History

Grade Level(s): 11, 12

Directing is structured in a workshop format. The intent of the course is to study the principles, procedures, practices of stage blocking and motivation, and the process of directing for the stage. Studio exercises develop skills in interpretation of form and artistic intent, perception and sensibility in rehearsal, effective communication with actors, and balancing the interplay between action and text. Students stage scenes from non-verbal, verbal, and physical theatre categories. Special emphasis is placed on the role of dramaturgical understanding in the creation of meaningful stage action.

**65303S1/65303S2**

## **Costume Design**

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 10, 11, 12

Costume Design teaches the techniques of costume construction and make-up design for the performance media. Areas of study includes costume shop organization, basic sewing skills, measurements, pattern and fabric selection, special sewing problems, budgeting and buying, sources of supplies, fitting and draping, make-up techniques, and costume plotting for production.

# Visual and Performing Arts

**60283S1/60283S2**

**Stagecraft I**

Semester(s): 2

Prerequisite: None

Grade Level(s): 10, 11, 12

Stagecraft I is an introduction to basic stage terminology, fundamentals of play production, history of theatre, and technical aspects of lighting, sound, construction, stage rigging, curtains, scenery changing systems, painting, assembly, and building techniques used in theatre. Students learn to use stage equipment as well as drawing floor plans and lighting diagrams, constructing scale model sets, and recognizing artistic principles used in quality theatre.

**60293S1/60293S2**

**Stagecraft II**

Semester(s): 2

Prerequisite: Stagecraft I

Grade Level(s): 11, 12

Stagecraft II provides advanced skills and technique studies in technical theatre. Students work on a sound, light, or set construction crew. Practical application of theoretical knowledge of sound, light, and set construction is learned by using stage tools, lighting and sound instruments, and paint materials. Students continue to plan and produce a light or sound plot or a set design for the public performance of a play, dance recital, or similar activity. Students may also act as crew chiefs to put the plan or design into effect.

**60303S1/60303S2**

**Stagecraft III**

Semester(s): 2

Prerequisite: Stagecraft I and II

Grade Level(s): 12

Stagecraft III provides advanced skills and technique studies in technical theatre. Students work on a sound, light, or set construction crew. Practical application of theoretical knowledge of sound, light, and set construction is learned by using stage tools, lighting and sound instruments, and paint materials. Students continue to plan and produce a light or sound plot or a set design for the public performance of a play, dance recital, or similar activity. Students may also act as crew chiefs to put the plan or design into effect.

## GENERAL MUSIC

**60313S1/60313S2**

**Music Appreciation**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Music Appreciation is an introduction to music through the study of European, American, and world music and composers. Language of music, music history and culture, music expression, and music appreciation will be covered. The emphasis will be on listening and understanding the music and compositional styles of composers from the various time periods of music and world cultures.

**65533S1/65533S2**

**Music Theory I**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

'Music Theory I introduces students to musicianship, theory, music materials, and procedures. Students develop basic skills through the study of music theory and composition. Emphasis will be placed on musicianship skills such as diction, listening skills, sight singing, key signatures, major and minor key, and intervals. Students learn about composing music and incorporating a variety of musical elements to include the grand staff, pitch notation, music symbols, scale, and interval structure and relationships.

**65543S1/65543S2**

**Music Theory II**

Semester(s): 2

Prerequisite: Music Theory I

Grade Level(s): 10, 11, 12

Music Theory II studies musical basics along with melodic and harmonic dictation, sight-singing, chord structure, chords in keys, basic form and analysis, and beginning part-writing.

**60553S1/60553S2**

**AP Music Theory**

Semester(s): 2

Prerequisite: Music Theory I and II

Grade Level(s): 11, 12

AP Music Theory introduces students to musicianship, theory, musical materialism, and procedures.

# Visual and Performing Arts

## INSTRUMENTAL MUSIC

### 60503S1/60503S2

#### Instrumental Ensemble

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 9, 10, 11, 12

Instrumental Ensemble provides advanced instruction in ensemble performance. Special ensembles may vary in size and include any combination of woodwind, brass, and percussion. Emphasis will be on skill development and performance of music incorporating a variety of styles and cultures. Students will perform in concert activities for designated public appearances and competitive events.

### 66103S1/66103S2

#### Instrumental Pedagogy

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 11, 12

Instrumental Pedagogy develops leadership skills and more advanced instrument development through teaching younger, novice students, individually and in groups. Additionally, learning the techniques and discipline involved in playing a variety of instruments is also emphasized.

### 66163S1/66163S2

#### Guitar I

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Guitar I provides beginning to intermediate instruction in ensemble and solo guitar performance. Ensembles may range from duets to large guitar orchestras. Emphasis is on skill development, reading and interpreting music notation, and performance of music incorporating a variety of styles and cultures. Students will perform in concert activities, that may be outside of the school day, for public appearances and competitive events.

### 66173S1/66173S2

#### Guitar II

Semester(s): 2

Prerequisite: Guitar I or Teacher Approval

Grade Level(s): 9, 10, 11, 12

Guitar II provides intermediate to advanced instruction in ensemble and solo guitar performance. Ensembles may range from duets to large guitar orchestras. Emphasis is on advanced skill development, application of reading and interpreting advanced music notation, and performance of music incorporating a variety of styles and cultures. Students will perform in concert activities, that may be outside of the school day, for public appearances and competitive events.

### 66183S1/66183S2

#### Guitar III

Semester(s): 2

Prerequisite: Guitar I and II or Teacher Approval

Grade Level(s): 9, 10, 11, 12

Guitar III provides intermediate to advanced instruction in ensemble and solo guitar performance. Ensembles may range from duets to large guitar orchestras. Emphasis is on advanced skill development, application of reading and interpreting advanced music notation, and performance of music incorporating a variety of styles and cultures. Students will perform in concert activities, that may be outside of the school day, for public appearances and competitive events.

### 66193S1/66193S2

#### Guitar IV

Semester(s): 2

Prerequisite: Guitar I, II, and III or Teacher Approval

Grade Level(s): 9, 10, 11, 12

Guitar IV provides intermediate to advanced instruction in ensemble and solo guitar performance. Ensembles may range from duets to large guitar orchestras. Emphasis will be on advanced skill development, application of reading and interpreting advanced music notation, and performance of music incorporating a variety of styles and cultures. Students will perform in concert activities, that may be outside of the school day, for public appearances and competitive events.

# Visual and Performing Arts

## **66194S1/66194S2**

### **Guitar V**

Semester(s): 2

Prerequisite: Guitar I, II, III, and IV or Teacher

Approval

Grade Level(s): 9, 10, 11, 12

Guitar V is large and small ensembles that perform pieces requiring advanced technique and reading. Pieces are written for guitar ensemble or arranged from classic works.

---

## **66195S1/66195S2**

### **Guitar VI**

Semester(s): 2

Prerequisite: Guitar I, II, III, IV, and V or Teacher

Approval

Grade Level(s): 9, 10, 11, 12

Guitar VI will continue to build on the skills learned in previous guitar courses.

---

## **66196S1/66196S2**

### **Guitar VII**

Semester(s): 2

Prerequisite: Guitar I, II, III, IV, V, and VI or

Teacher Approval

Grade Level(s): 9, 10, 11, 12

Guitar VII will continue to build on the skills learned in previous guitar courses.

---

## **66313S1/66313S2**

### **Piano I**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Piano I focuses on learning to read traditional piano music, majoring and minor pentascales, and be introduced to augmented and diminished triads. Students will begin learning individual solo and ensemble repertoire, sight reading, and technique. Performances or recitals may be required.

---

## **66323S1/66323S2**

### **Piano II**

Semester(s): 2

Prerequisite: Piano I or Teacher Approval

Grade Level(s): 9, 10, 11, 12

Piano II focuses on learning augmented and diminished triads, two-octave major scales, and harmonic function in major keys. Students will continue learning individual solo and ensemble repertoire, sight reading, and technique. Performances or recitals may be required.

---

## **66333S1/66333S2**

### **Piano III**

Semester(s): 2

Prerequisite: Piano I and II or Teacher Approval

Grade Level(s): 9, 10, 11, 12

Piano III focuses on learning minor scales, harmonic function in minor keys, and an introduction to seventh chords. Students will continue progressing in individual solo and ensemble repertoire, sight reading, and technical facility. Performances or recitals may be required.

---

## **66343S1/66343S2**

### **Piano IV**

Semester(s): 2

Prerequisite: Piano I, II, and III or Teacher

Approval

Grade Level(s): 9, 10, 11, 12

Piano IV focuses on learning seventh chords, triad inversions, Sonata Form, and an introduction to secondary harmonies. Students will continue progressing in individual solo and ensemble repertoire, sight reading, and technical facility. Performances or recitals may be required.

# Visual and Performing Arts

**66353S1/66353S2**

**Piano V**

Semester(s): 2

Prerequisite: Piano I, II, III, and IV or

Teacher Approval

Grade Level(s): 9, 10, 11, 12

---

Piano V focuses on learning secondary harmonies, musical periods, theme and variations, and an introduction to modulation. Students will continue progressing in individual solo and ensemble repertoire, sight reading, and technical facility. Performances or recitals may be required.

**66363S1/66363S2**

**Piano VI**

Semester(s): 2

Prerequisite: Piano I, II, III, IV, and V  
or Teacher Approval

Grade Level(s): 9, 10, 11, 12

---

Piano VI focuses on learning modulation, three-part form, rondo form, and an introduction to augmented sixth chords. Students will continue progressing in individual solo and ensemble repertoire, sight reading, and technical facility. Performances or recitals may be required.

**66373S1/66373S2**

**Piano VII**

Semester(s): 2

Prerequisite: Piano I, II, III, IV, V, and  
VI or Teacher Approval

Grade Level(s): 9, 10, 11, 12

---

Piano VII focuses on augmented sixth chords, other scale structures, and an introduction to jazz and blues musical structures. Students will continue progressing in individual solo and ensemble repertoire, sight reading, and technical facility. Performances or recitals may be required.

**66300S1/66300S2**

**Accompanying**

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 11, 12

---

Accompanying is a study of typical vocal and instrumental repertoire and the reading skills necessary to successfully accompany solo voice, string, woodwind, and brass instrumentalists. Students will gain experience through score study of assigned music, listening to experienced collaborative pianists, reading exercises selected for each student's sight-reading level, and collaborating with soloists.

**66301S1/66301S2**

**Piano Pedagogy**

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 11, 12

---

Piano Pedagogy is a basic study of beginning piano methods and the teaching skills necessary to successfully teach beginning piano for all ages and class environments (private or group lesson). Students will gain experience through student teaching and by examining successful teachers and their methods, teaching philosophies, learning styles, games, websites, apps, and classroom technology.

**66413S1/66413S2**

**Strings I**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

---

Strings I teaches the fundamentals of string playing with an emphasis on counting, reading, listening skills, and performance. Students receive instruction in string technique and performance skills. Music materials will include selections from standard orchestral literature of many styles and periods as well as contemporary works. Opportunities to perform include school assemblies, evening concerts, public appearances, and competitive events. Out-of-school rehearsals and performances may be required. Attendance, participation, and performance will constitute a major portion of the grade.

# Visual and Performing Arts

## **66443S1/66443S2**

### **Strings II**

Semester(s): 2

Prerequisite: Strings I or Teacher Approval

Grade Level(s): 9, 10, 11, 12

Strings II continues student's development of fundamental skills, technical fluency, advanced musicianship, as well as responsibility, and reliability and preparation. Music materials will include selections from standard orchestral literature of many styles and periods as well as contemporary works. Students participate in the large ensemble and have the opportunity to participate in various other groups. Opportunities to perform include school assemblies, evening concerts, public appearances, and competitive events. Out-of-school rehearsals and performances may be required. Attendance, participation, and performance will constitute a major portion of the grade.

---

## **66423S1/66423S2**

### **Strings III**

Semester(s): 2

Prerequisite: Strings I and II or Teacher Approval

Grade Level(s): 9, 10, 11, 12

Strings III focuses on developing a high-level of fundamental skills, technical fluency, advanced musicianship, as well as responsibility, and reliability and preparation. Music materials will include selections from standard orchestral literature of many styles and periods as well as contemporary works. Students participate in the large ensemble and have the opportunity to participate in various other groups. Opportunities to perform include school assemblies, evening concerts, public appearances, and competitive events. Out-of-school rehearsals and performances may be required. Attendance, participation, and performance will constitute a major portion of the grade.

---

## **66433S1/66433S2**

### **Strings IV**

Semester(s): 2

Prerequisite: Strings I, II, and III or Teacher Approval

Grade Level(s): 9, 10, 11, 12

Strings IV continues to develop a high-level of fundamental skills, technical fluency, advanced musicianship, as well as responsibility, and reliability and preparation. Music materials will include selections from standard orchestral literature of many styles and periods as well as contemporary works. Students participate in the large ensemble and have the opportunity to participate in various other groups. Opportunities to perform include school assemblies, evening concerts, public appearances, and competitive events. Out-of-school rehearsals and performances may be required. Attendance, participation, and performance will constitute a major portion of the grade.

---

## **66453S1/66453S2**

### **Strings V**

Semester(s): 2

Prerequisite: Strings I, II, III, and IV or Teacher Approval

Grade Level(s): 9, 10, 11, 12

Strings V focuses on building the skills essential for play a string instrument well in an orchestral ensemble, while nurturing self-confidence, discipline, team work, tradition and morale.

---

## **66454S1/66454S2**

### **Strings VI**

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 9, 10, 11, 12

Strings VI is focused on the continued development of advanced high school string musicians. This ensemble is very competitive both as a chamber ensemble as well as individually. The music and technique taught in this class prepares the students for college and professional orchestral performing.

---

## **66455S1/66455S2**

### **Strings VII**

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 9, 10, 11, 12

Strings VII is focused on the continued development of advanced high school string musicians. This ensemble is very competitive both as a chamber ensemble as well as individually. The music and technique taught in this class prepares the students for college and professional orchestral performing.

# Visual and Performing Arts

**66463S1/66463S2**

## **Strings Pedagogy**

Semester(s): 2

Prerequisite: Strings I, II, III, IV, V, VI, and VII or Teacher Approval

Grade Level(s): 11, 12

---

Strings Pedagogy develops leadership skills and more advanced orchestra development through teaching younger, novice students, individually and in groups. Additionally, students learn the techniques and discipline involved in playing all the string instruments in the orchestra.

**60583S1/60583S2**

## **Full Orchestra**

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 9, 10, 11, 12

---

Full Orchestra focuses on building the skills essential for playing well in an orchestral ensemble, while nurturing self-confidence, discipline, team work, tradition, and morale.

**60533S1/60533S2**

## **Concert Band I**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

---

Concert Band I emphasizes fundamental skills for beginning band students who are learning to play an instrument and perform basic repertoire. Students learn necessary skills to perform on brass, woodwind, or percussion instruments. Instruction will be offered at the beginning to intermediate levels. Marching band activities will occur during the first semester. This is a performance class and students are required to attend all performances including concerts, school assemblies, small ensembles, and band practice. Student participation in special ensembles is made available with teacher approval. Out-of-school rehearsals and performances may be required. Attendance, participation, and performance will constitute a major portion of the grade.

**Additional Information:** Can be taken for credit in Fine Arts or Physical Activity.

---

**60543S1/60543S2**

## **Concert Band II**

Semester(s): 2

Prerequisite: Concert Band I or Teacher Approval

Grade Level(s): 9, 10, 11, 12

---

Concert Band II focuses on advanced instruction for mastery of technical and performance skills. This is a continuation of Concert Band I for students who demonstrate a high-level of fundamental skills, technical fluency, advanced musicianship, as well as responsibility, reliability and preparation. Individual and group performance is emphasized using a wide variety of repertoire for small and large ensemble experience. Students will perform in marching and concert activities for designated public appearances and competitive events. Out-of-school rehearsals and performances may be required. Attendance, participation, and performance will constitute a major portion of the grade.

**Additional Information:** Can be taken for credit in Fine Arts or Physical Activity.

---

**60603S1/60603S2**

## **Concert Band III**

Semester(s): 2

Prerequisite: Concert Band I and II or Teacher Approval

Grade Level(s): 9, 10, 11, 12

---

Concert Band III focuses on advanced instruction providing for mastery of technical and performance skills for students who demonstrate a high-level of fundamental skills, technical fluency, advanced musicianship, as well as responsibility, reliability and preparation. Individual and group performance is emphasized using a wide variety of repertoire for small and large ensemble experience. Students will perform in marching and concert activities for designated public appearances and competitive events. Out-of-school rehearsals and performances may be required. Attendance, participation, and performance will constitute a major portion of the grade.

**Additional Information:** Can be taken for credit in Fine Arts or Physical Activity.

# Visual and Performing Arts

**60604S1/60604S2**

## **Concert Band IV**

Semester(s): 2

Prerequisite: Concert Band I, II, and III or Teacher Approval

Grade Level(s): 9, 10, 11, 12

Concert Band IV focuses on instruction for mastery of technical and performance skills for students who demonstrate a high-level of fundamental skills, technical fluency, advanced musicianship, as well as responsibility, reliability and preparation. Individual and group performance is emphasized using a wide variety of repertoire for small and large ensemble experience. Students will perform in marching and concert activities for designated public appearances and competitive events. Out-of-school rehearsals and performances may be required. Attendance, participation, and performance will constitute a major portion of the grade.

**Additional Information:** Can be taken for credit in Fine Arts or Physical Activity.

**60513S1/60513S2**

## **Jazz Band**

Semester(s): 2

Prerequisite: Teacher Approval and Concurrent Enrollment in Concert Band

Grade Level(s): 9, 10, 11, 12

Jazz Band provides an in-depth study of jazz, improvisation, and contemporary musical style. Students learn the cultural and artistic relevance of jazz compositions throughout history and the role of the jazz musician in American culture. This is an active performance group that will perform in school assemblies, public concert venues, and contests. Attendance, participation, and performance will constitute a major portion of the grade.

## VOCAL MUSIC

**60413S1/60413S2**

## **Vocal Music I**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Vocal Music I places emphasis on voice development, ear training, music reading skills, listening, and performance skills. This choir learns and performs a wide variety of choral literature including contemporary/popular, folk, sacred, classical, and spirituals to promote individual and ensemble growth. Performance of choral compositions of easy to medium difficulty is emphasized. Continued training is provided for students to increase skills in vocal technique, basic theory and sight-reading. Choral compositions are selected to provide skill growth and challenge to the students. Attendance, participation, and performance constitutes a major portion of the grade.

**60423S1/60423S2**

## **Vocal Music II**

Semester(s): 2

Prerequisite: Vocal Music I or Teacher Approval

Grade Level(s): 9, 10, 11, 12

Vocal Music II is a continuation of Vocal Music I. Emphasis is on voice development, ear training, independence in part singing, music reading skills, listening, and performance skills, and performance of choral compositions of standard three-part choral literature of many styles and periods as well as contemporary works. Continued training is provided for students to increase skills. Attendance, participation and performance constitutes a major portion of the grade.

**60433S1/60433S2**

## **Vocal Music III**

Semester(s): 2

Prerequisite: Vocal Music I and II or Teacher Approval

Grade Level(s): 9, 10, 11, 12

Vocal Music III is a continuation of Vocal Music II. Emphasis is on voice development, ear training, independence in part singing, music reading skills, listening, and performance skills, and performance of choral compositions of standard three-part choral literature of many styles and periods as well as contemporary works. Continued training is provided for students to increase skills. Attendance, participation and performance constitutes a major portion of the grade.



# Visual and Performing Arts

60443S1/60443S2

## Vocal Music IV

Semester(s): 2

Prerequisite: Vocal Music I, II, and III or Teacher Approval

Grade Level(s): 9, 10, 11, 12

Vocal Music IV is a continuation of Vocal Music III. Emphasis is on voice development, ear training, independence in part singing, music reading skills, listening, and performance skills, and performance of choral compositions of standard three-part choral literature of many styles and periods as well as contemporary works. Continued training is provided for students to increase skills. Attendance, participation and performance constitutes a major portion of the grade.

60453S1/60453S2

## Show Choir

Semester(s): 2

Prerequisite: Vocal Music I and Teacher Approval

Grade Level(s): 10, 11, 12

Show Choir is a group that consists of men and/or women who sing and entertain through dancing or show moves. The literature may consist of jazz, rhythm and blues, gospel, and other forms of popular music. This choir participates in several concerts, contests, and festivals each year and may perform at assemblies, and other school activities. During peak performance times, extra rehearsals and performances may be held outside of the school day. **Additional Information:** Can be taken for credit in Fine Arts or Physical Activity.

65613S1/65613S2

## Men's Choir

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 9, 10, 11, 12

Men's Choir is a group that consists of men who sing and entertain. The literature may consist of jazz, rhythm and blues, gospel, and other forms of popular music. This may also include some dancing or show moves while singing. This choir participates in several concerts, contests, and festivals each year and may perform at assemblies, and other school activities. During peak performance times, extra rehearsals and performances may be held outside of the school day.

65623S1/65623S2

## Women's Choir

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 9, 10, 11, 12

Women's Choir is a group that consists of women who sing and entertain. The literature may consist of jazz, rhythm and blues, gospel, and other forms of popular music. This choir participates in several concerts, contests, and festivals each year and may perform at assemblies, and other school activities. During peak performance times, extra rehearsals and performances may be held outside of the school day.

65563S1/65563S2

## Chamber Choir

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 9, 10, 11, 12

Chamber Choir integrates advanced elements of auditory, vocal, kinesthetic, and aesthetic dimensions of choral music through analysis, rehearsal, and performance. Particular attention will be paid to ensemble participation in the context of rehearsal and performance.

65553S1/65553S2

## Madrigal Choir

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 9, 10, 11, 12

Madrigal Choir emphasizes on excellent ensemble singing and individual vocal development. A wide variety of the finest and most difficult choral literature from all style periods will be performed. Only the most dedicated and serious vocalists with advanced music skills and vocal maturity will be considered. Performance tour opportunities will be available for this choir, as well as performances at selected festivals, conventions, and civic organizations at the state, national and international levels. Out of school rehearsals, performances, and activities are part of the course grade. These activities are integral elements that support and extend learning in the classroom.

# Visual and Performing Arts

## VISUAL ARTS

### **60613S1/60613S2**

#### **Art I**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Art I is a foundational course that gives students a broad scope of visual art production. Students complete projects in 2-D design using a variety of media related to flat surfaces such as drawing, painting, and printmaking. Students complete projects in 3-D design using sculptural techniques and materials. Students will use problem-solving skills, creative thinking and expression in their art production. Projects will connect with art history, aesthetics art appreciation, and career opportunities.

### **60623S1/60623S2**

#### **Art II**

Semester(s): 2

Prerequisite: Art I

Grade Level(s): 10, 11, 12

Art II expands previously developed skills from Art I in drawing, painting, printmaking with a wider range of techniques and expanded variety of media.

### **60633S1/60633S2**

#### **Art III**

Semester(s): 2

Prerequisite: Art I and II or Teacher

Approval

Grade Level(s): 9, 10, 11, 12

Art III continues to explore materials, processes, and techniques through individually structured problems.

### **60653S1/60653S2**

#### **Ceramics I**

Semester(s): 2

Prerequisite: Art I

Grade Level(s): 10, 11, 12

Ceramics I focuses on basic skills necessary to produce a finished piece of pottery or ceramic sculpture. Handbuilding techniques and throwing on the potter's wheel are introduced. Elementary techniques and information about glazes, clay, kilns, and tools are included. Fundamental glaze and clay formation, more advanced glazing techniques, various decoration techniques, and different types of clay are introduced. Emphasis is placed on craftsmanship and design principles.

### **60663S1/60663S2**

#### **Ceramics II**

Semester(s): 2

Prerequisite: Ceramics I

Grade Level(s): 11, 12

Ceramics II focuses on students developing their own styles. Advanced approaches to handbuilding and throwing techniques, ceramic, sculpture, glaze formation and application, and firing are included. Alternative types of kilns, their design and construction, and use of different types of clay are also covered.

### **66543S1/66543S2**

#### **Ceramics III**

Semester(s): 2

Prerequisite: Ceramics I and II

Grade Level(s): 11, 12

Ceramics III builds on the skills learned in Ceramics I and II.

### **66553S1/66553S2**

#### **Ceramics IV**

Semester(s): 2

Prerequisite: Ceramics I, II, and III

Grade Level(s): 11, 12

Ceramics IV builds on the skills learned in Ceramics I, II, and III.

# Visual and Performing Arts

**60673S1/60673S2**

**Applied Art and Design**

Semester(s): 2

Prerequisite: None

Grade Level(s): 10, 11, 12

Applied Art and Design focuses on art forms using the basic principles of design, incorporating a variety of media. Emphasis is placed on media and techniques within the realm of 3-D design.

**60683S1/60683S2**

**Media Arts**

Semester(s): 2

Prerequisite: None

Grade Level(s): 10, 11, 12

Media Arts is designed to survey the mass media of digital, print, film, video, television, and the contribution of these media to modern society. Students learn the influence of advertising, illusion, propaganda, information, visual literacy, and multi-media opportunities through production, software, and a variety of technology tools and materials related to all of the arts. Students can learn the basics of hardware and software programs, originality of design, and 2-D and 3-D animation. Students will develop an electronic portfolio.

**60733S1/60733S2**

**Studio Art**

Semester(s): 2

Prerequisite: Art I and II, Ceramics I and II, and Teacher Approval

Grade Level(s): 12

Studio Art provides the opportunity to pursue independent study in the area of the student's most active interest. Students are expected to participate in an exhibition to display their work.

**60753S1/60753S2**

**AP Studio Art: Drawing**

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 10, 11, 12

AP Studio Art: Drawing places emphasis on completing the Advance Placement art portfolio requirements.

**60743S1/60743S2**

**AP Studio Art: 2-D Design**

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 10, 11, 12

AP Studio Art: 2-D Design emphasizes 2-dimensional design. Students are asked to demonstrate proficiency in 2-D design using a variety of art media. Students are expected to complete the Advanced Placement art portfolio.

**60763S1/60763S2**

**AP Studio Art: 3-D Design**

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 10, 11, 12

AP Studio art: 3-D Design emphasizes 3-dimensional design. Students are asked to demonstrate proficiency in 3-D design using a variety of art media. Students are expected to complete the Advanced Placement art portfolio.

**60773S1/60773S2**

**AP Art History**

Semester(s): 2

Prerequisite: None

Grade Level(s): 11, 12

AP Art History promotes an understanding and enjoyment of architecture, sculpture, painting, and other art forms within historical and cultural context. Students learn to look at artwork critically, with intelligence and sensitivity, and to articulate their experience.

# Visual and Performing Arts

**60703S1/60703S2**

**Photography I**

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 10, 11, 12

---

Photography I focuses on fundamentals of traditional and digital photography and students begin learning about composition in photography. Cameras, film developing, darkroom technique, printing techniques, and personal creativity are also explored.

**60713S1/60713S2**

**Photography II**

Semester(s): 2

Prerequisite: Photography I or Teacher Approval

Grade Level(s): 10, 11, 12

---

Photography II is a continuation of Photography I and emphasizes refining skills and exploring various techniques to enhance prints. Students explore professional possibilities, apply skills in community involvement, learn advanced lighting techniques, advanced printing (screens, overlays, retouching), develop and processing of film and digital manipulation.

**60723S1/60723S2**

**Photography III**

Semester(s): 2

Prerequisite: Photography I and II or Teacher Approval

Grade Level(s): 10, 11, 12

---

Photography III focuses on creative photography and helping students perfect their technique with the camera and darkroom or with software and digital manipulation. Darkroom technique will include use of various special effect filters and specialized print processing.

**66593S1/66593S2**

**Photography IV**

Semester(s): 2

Prerequisite: Photography I, II, and III or Teacher Approval

Grade Level(s): 10, 11, 12

---

Photography IV is a continuation of the skills learned in Photography I, II, and III.

**66623S1/66623S2**

**Sculpture I**

Semester(s): 2

Prerequisite: Art I or Teacher Approval

Grade Level(s): 9, 10, 11, 12

---

Sculpture I is a survey of techniques, materials, and historical styles. The student will create several projects demonstrating a beginning exploration of various forms in clay, wood, wire, plaster, paper, and found materials.

**66633S1/66633S2**

**Sculpture II**

Semester(s): 2

Prerequisite: Sculpture I or Teacher Approval

Grade Level(s): 10, 11, 12

---

Sculpture II continues the exploration of materials and techniques covered in Sculpture I. Students in Sculpture II are expected to show the ability to work much of the time in a self-directed way. A sketch book is required for project development.

**66643S1/66643S2**

**Sculpture III**

Semester(s): 2

Prerequisite: Sculpture I and II or Teacher Approval

Grade Level(s): 11, 12

---

Sculpture III requires students to refine their visual vocabulary into a body of work which communicates a theme based narrative. This work will show an evolution in eight to ten pieces. Innovation and risk taking will be encouraged. Students can concentrate on one material or explore mixed media.

# Visual and Performing Arts

**66653S1/66653S2**

## **Sculpture IV**

Semester(s): 2

Prerequisite: Sculpture I, II, and III or Teacher Approval

Grade Level(s): 12

---

Sculpture IV focuses on all of the facets of exhibiting student work. This will include lighting, bases, labeling, and statements of vision. This class includes researching how to set up a working studio. Tools, space organization, and image documentation are some of the issues covered. Students may be required to participate in an exhibit.

**66663S1/66663S2**

## **Videography I**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

---

Videography I is an entry-level course that will serve as an introduction to basic video production. The goal of the course is for students to develop the ability to capture great video images and audio, and to be able to edit those two elements together to tell a story.

**66673S1/66673S2**

## **Videography II**

Semester(s): 2

Prerequisite: Videography I or Teacher Approval

Grade Level(s): 10, 11, 12

---

Videography II requires students to continue to edit using more advanced features. Additionally, students will be scripting, filming, and editing two short movies of their own design. Students are also required to view key movies and provide a written analysis.

**66683S1/66683S2**

## **Videography III**

Semester(s): 2

Prerequisite: Videography I and II or Teacher Approval

Grade Level(s): 11, 12

---

Videography III continues to build upon the skills students learned in Videography I and II.

**66613S1/66613S2**

## **Printmaking**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

---

Printmaking focuses on printmaking techniques and approaches using a simple intaglio press and hand printing. Graphic design concepts are explored including drawing techniques and computer graphics programs.

**66753S1/66753S2**

## **Painting with the Masters**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

---

Painting with the Masters teaches various techniques including watercolor, acrylic, and large mural art. Drawing concepts are explored, color, texture, and composition are mastered.

**66513S1/66513S2**

## **Fundamentals of Visual Arts**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Fundamentals of Visual Arts is a survey of styles and techniques. A variety of subject matter will be covered with an emphasis on the elements of art and the principles of design. Students will be required to maintain a sketch book.

# World Languages

## AMERICAN SIGN LANGUAGE

**50113S1/50113S2**

**American Sign Language**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

American Sign Language focuses on basic communication skills and acquires vocabulary relating to daily needs, food, and clothing. By studying audiology and sound, causes of hearing loss, hearing tests, and audiographs, students gain awareness of vocational opportunities in the field of communicative disorders. Students will learn about technology such as TDD, closed-caption devices, and hearing aids, which connect the person with a hearing impairment with the hearing world. **Additional Information:** This course may not qualify as a world language at colleges and universities.

## FRENCH

**50143S1/50143S2**

**French I**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

French I enables students to communicate on very familiar topics in French, starting with memorized single words and phrases and moving towards an increased variety of words and phrases. The course includes study of the formal structure of the target language in order to support communication skills (listening, reading, speaking, and writing). The course also places emphasis on the cultural products and practices where the target language is spoken so students will begin to develop an understanding of the perspectives of those cultures.

**50153S1/50153S2**

**French II**

Semester(s): 2

Prerequisite: French I

Grade Level(s): 9, 10, 11, 12

French II enables students to communicate and exchange information in French about familiar topics using phrases and basic sentences. Students will begin to be able to handle short social interactions in everyday situations by asking and answering simple questions. This course expands the study of the formal structure of the target language in order to support communication skills (listening, reading, speaking, and writing) as well as the study of cultural products and practices where French is spoken so students will continue to develop an understanding of the perspectives of those cultures.

**50163S1/50163S2**

**Honors French III**

Semester(s): 2

Prerequisite: French I and II

Grade Level(s): 9, 10, 11, 12

Honors French III enables students to begin to successfully handle a variety of communicative tasks and social situations at an intermediate level of target language proficiency. Students will practice strategies that help them to sustain understanding over longer stretches of time on a number of topics. Additionally, they will develop practical writing needs and will begin reading short literary texts. Students develop an ability to explain cultural similarities and differences by being able to see things from the target culture's frame of reference.

**50173S1/50173S2**

**Honors French IV**

Semester(s): 2

Prerequisite: French I, II, and III

Grade Level(s): 10, 11, 12

Honors French IV focuses on developing and extending proficiency in listening, speaking, reading, and writing skills. Students will develop interpretive communication skills by reading authentic texts and by listening to real-world target language media. Students will develop interpersonal and presentational communication skills through writing a broad selection of compositions, including creative, interpersonal, and academic modes and through a wide variety of opportunities to speak in both formal and informal situations. Students will explore cultural topics and develop global awareness through the target language with the goal of interacting with cultural competence. To best facilitate the study of language and culture, the course is taught almost exclusively in French.

# World Languages

**50183S1/50183S2**

**AP French Language and Culture**

Semester(s): 2

Prerequisite: French I, II, III, and IV or

Teacher Recommendation after

Honors French III

Grade Level(s): 11, 12

AP French Language and Culture course emphasizes communication, understanding and being understood by others, by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course develops students' awareness and appreciation of cultural products (tools, books, music, laws, conventions, and institutions), practices (patterns of social interactions within a culture), and perspectives (values, attitudes, and assumptions). To best facilitate the study of language and culture, the course is taught almost exclusively in French.

## GERMAN

**50193S1/50193S2**

**German I**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

German I enables students to communicate on very familiar topics in the target language, starting with memorized single words and phrases and moving towards an increased variety of words and phrases. The course studies the formal structure of the target language in order to support communication skills (listening, reading, speaking, and writing). Emphasis is placed on the cultural products and practices where the target language is spoken so that students will begin to develop an understanding of the perspectives of those cultures.

**50203S1/50203S2**

**German II**

Semester(s): 2

Prerequisite: German I

Grade Level(s): 9, 10, 11, 12

German II enables students to communicate and exchange information in German about familiar topics using phrases and basic sentences. Students will begin to be able to handle short social interactions in everyday situations by asking and answering simple questions. This course expands the study of the formal structure of the target language in order to support communication skills (listening, reading, speaking, and writing) as well as the study of cultural products and practices where German is spoken so that students will continue to develop an understanding of the perspectives of those cultures.

**50213S1/50213S2**

**Honors German III**

Semester(s): 2

Prerequisite: German I and II

Grade Level(s): 9, 10, 11, 12

Honors German III enables students to begin to successfully handle a variety of communicative tasks and social situations at an intermediate level of target language proficiency. Students will practice strategies that help them to sustain understanding over longer stretches of time on a number of topics. Additionally, students will develop practical writing needs and will begin reading short literary texts. Students develop an ability to explain cultural similarities and differences by being able to see things from the target culture's frame of reference.

**50223S1/50223S2**

**Honors German IV**

Semester(s): 2

Prerequisite: German I, II, and III

Grade Level(s): 10, 11, 12

Honors German IV focuses on developing and extending proficiency in listening, speaking, reading, and writing skills. Students will develop interpretive communication skills by reading authentic texts and by listening to real-world target language media. Students will develop interpersonal and presentation communication skills through writing a broad selection of compositions, including creative, interpersonal, and academic modes and through a wide variety of opportunities to speak in both formal and informal situations. Students will explore cultural topics and develop global awareness through the target language with the goal of interacting with cultural competence. To best facilitate the study of language and culture, the course is taught almost exclusively in German.

# World Languages

**50233S1/50233S2**

**AP German Language and Culture**

Semester(s): 2

Prerequisite: German I, II, III, and IV or Teacher Recommendation after Honors German III

Grade Level: 11, 12

AP German Language and Culture course emphasizes communication, understanding and being understood by others, by applying interpersonal, interpretive, and presentation skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. Students develop awareness and appreciation of cultural products (tools, books, music, laws, conventions, and institutions), practices (patterns of social interactions within a culture), and perspectives (values, attitudes, and assumptions). To best facilitate the study of language and culture, the course is taught almost exclusively in German.

## LATIN

**50253S1/50253S2**

**Latin I**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Latin I is a general introduction to Latin vocabulary and grammar. The first and second declension and the present, imperfect, and future active tenses of the first and second conjugations are taught in the first semester. Attention is also given to the culture and history of Roman civilization. The relationship between a knowledge of Latin and the acquisition of English vocabulary is stressed. In the second semester the third and fourth declensions and the perfect active tenses are presented. Other topics covered will include the passive voice and English derivatives from Latin.

**50263S1/50263S2**

**Latin II**

Semester(s): 2

Prerequisite: Latin I

Grade Level(s): 9, 10, 11, 12

Latin II includes a complete review of the vocabulary and grammar of first-year Latin. Roman civilization and history as well as advanced grammatical concepts are introduced. Students read and analyze selected excerpts from original Latin prose.

**50273S1/50273S2**

**Honors Latin III**

Semester(s): 2

Prerequisite: Latin I and II

Grade Level(s): 9, 10, 11, 12

Honors Latin III covers the study and analysis, both literary and syntactical, of Cicero's Catilinarian orations. The study of Latin stylistics, grammar, and syntax is continued. Writers studied may include Ovid, Sallust, Catullus, and Pliny.

## SPANISH

**50283S1/50283S2**

**Honors Latin IV**

Semester(s): 2

Prerequisite: Latin I, II, and III

Grade Level: 10, 11, 12

Honors Latin IV includes a review of Latin morphology and syntax. Miscellaneous items of study include: scansion, analysis of the epic as literary genre, and Virgil's significance as a poet.

**50333S1/50333S1**

**Spanish I**

Semester(s): 2

Prerequisite: None

Grade Level(s): 9, 10, 11, 12

Spanish I enables students to communicate on very familiar topics in the target language, starting with memorized single words and phrases and moving towards an increased variety of words and phrases. Students will study the formal structure of the target language in order to support communication skills (listening, reading, speaking, and writing). The course also places emphasis on the cultural products and practices where the target language is spoken so that students will begin to develop an understanding of the perspectives of those cultures.



# World Languages

**50343S1/50343S2**

**Spanish II**

Semester(s): 2

Prerequisite: Spanish I

Grade Level(s): 9, 10, 11, 12

Spanish II enables students to communicate and exchange information in Spanish about familiar topics using phrases and basic sentences. Students will begin to be able to handle short social interactions in everyday situations by asking and answering simple questions. The study of the formal structure of the target language in order to support communication skills (listening, reading, speaking, and writing) as well as the study of cultural products and practices where Spanish is spoken so that students will continue to develop an understanding of the perspectives of those cultures.

**50353S1/50353S2**

**Honors Spanish III**

Semester(s): 2

Prerequisite: Spanish I and II

Grade Level(s): 9, 10, 11, 12

Honors Spanish III enables students to begin successfully handling a variety of communicative tasks and social situations at an intermediate level of target language proficiency. Students will practice strategies that help them to sustain understanding over longer stretches of time on a number of topics. Additionally, students will develop practical writing needs and will begin reading short literary texts. Students develop an ability to explain cultural similarities and differences by being able to see things from the target culture's frame of reference.

**50383S1/50383S2**

**Spanish for Heritage Speakers**

Semester(s): 2

Prerequisite: Heritage Spanish Speaker

Grade Level(s): 9, 10, 11, 12

Spanish for Heritage Speakers is designed for students who have grown-up in a Spanish-speaking home, already speak Spanish, and would like to develop stronger literacy skills in Spanish. This course provides instruction directed at students' continued development of existing competencies in the Spanish language. Students will acquire skills that range from learning grammar and spelling, developing specialized vocabulary through the study of other disciplines, and interpretation and analysis of different literary genres. Students will also increase their awareness and appreciation of different Spanish-speaking cultures. This course will compare and contrast language functions between Spanish and English and enhance language skills in both languages. Spanish exclusively will be used in the classroom.

**50363S1/50363S2**

**Honors Spanish IV**

Semester(s): 2

Prerequisite: Spanish I, II, and III, or Spanish for Heritage Speakers

Grade Level(s): 10, 11, 12

Honors Spanish IV focuses on developing and extending proficiency in listening, speaking, reading, and writing skills. Students will develop interpretive communication skills by reading authentic texts and by listening to real-world target language media. This course will develop interpersonal and presentation communication skills through writing a broad selection of compositions, including creative, interpersonal, and academic modes and through a wide variety of opportunities to speak in both formal and informal situations. Students will explore cultural topics and develop global awareness through the target language with the goal of interacting with cultural competence. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

**50373S1/50373S2**

**AP Spanish Language and Culture**

Semester(s): 2

Prerequisite: Spanish I, II, III, and IV or Teacher Recommendation after Honors Spanish III or Spanish for Heritage Speakers

Grade Level(s): 11, 12

AP Spanish Language and Culture course emphasizes communication, understanding and being understood by others, by applying interpersonal, interpretive, and presentation skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course develops students' awareness and appreciation of cultural products (tools, books, music, laws, conventions, and institutions), practices (patterns of social interactions within a culture), and perspectives (values, attitudes, and assumptions). To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.



Oklahoma City  
PUBLIC SCHOOLS

---

# SPECIAL PROGRAMS

---

Grades 9th - 12th



# Alternative High Schools



## Emerson North High School

715 N Walker Avenue  
Oklahoma City, OK 73102  
(405) 587-7900

### EMERSON NORTH ALTERNATIVE HIGH SCHOOL

Emerson North Alternative High School provides a safe, nurturing environment for high school students, grades 9 through 12, who are at-risk and qualify for an alternative education program. The program opens the door to education for students who have not had success in a traditional setting. Students enter the program who fit into one or more of these categories:

- Administrative referrals
- Recovering Dropouts
- Chronic Absenteeism
- Fifth year or higher seniors
- Discipline referrals
- Employed students
- Self-referrals
- Self-supporting students



## Emerson South High School

1401 Johnston Drive  
Oklahoma City, OK 73119  
(405) 587-7980

### EMERSON SOUTH ALTERNATIVE MID-HIGH SCHOOL

Emerson South Mid-High School serves students in grades 7 through 12. The middle school students have to meet the criteria for alternative education in order to be accepted. The program at Emerson South mirrors the program at Emerson North.

#### The S.W.A.G. Program

Emerson-SWAG (Students With A Goal) provides a safe, nurturing environment for high school students, grades 9 through 12, who have been recommended by the judicial system to attend Emerson. Upon acceptance, the SWAG program opens the door to education for students who have not had success in a traditional setting.



## Putnam Heights Academy

1601 NW 36th Street  
Oklahoma City, OK 73118  
(405) 587-2700

### PUTNAM HEIGHTS ACADEMY

Putnam Heights Academy is an alternative school that helps students realize their value. It assists in leading them to their purpose, and will help them achieve their goals. School is a precursor to life, and where we can have success in school, we know that we continue that success in life.

#### B.R.I.D.G.E.S Program

We bridge the social, behavioral, economic, and learning gaps that many of our OKCPS students face. We serve current 5th-12th grade students who have previously stayed in a residential, inpatient, day treatment, juvenile facility, jail, or are in a homebound setting prior to returning to their neighborhood school. Through identifying barriers and offering support plans for each individual student, we aim to provide positive outcomes once students return to a traditional school setting.

# Online Learning

Oklahoma City Public Schools offers a wide range of credit recovery and comprehensive courses through digital learning that meets district requirements. A highly qualified teacher will champion each course to provide feedback, monitor progress, and provide support to facilitate student success. Credit for courses will be awarded upon satisfactory completion of all coursework.

Online learning is not for everyone. It is important for students and parents/guardians to make an informed decision.

Below is a list of characteristics that successful online learners often possess:

- Self-motivated
- Independent Learner
- Computer Literate
- Good Time Manager
- Effective Communicator
- Personal Commitment
- Effective Problem Solver

The courses available may include:

Credit Recovery Courses	Advanced Placement Courses	Additional Electives
<ul style="list-style-type: none"><li>• English I-IV</li><li>• Algebra I and II</li><li>• Geometry</li><li>• Biology</li><li>• Chemistry</li><li>• Physical Science</li><li>• American Government</li><li>• American History</li><li>• World History</li><li>• Geography</li></ul>	<ul style="list-style-type: none"><li>• AP English Language and Composition</li><li>• AP English Literature and Composition</li><li>• AP Calculus AB / BC</li><li>• AP Statistics</li><li>• AP Biology</li><li>• AP Chemistry</li><li>• AP US Government and Politics</li><li>• AP US History</li><li>• AP World History</li></ul>	<ul style="list-style-type: none"><li>• Accounting</li><li>• Entrepreneurship I &amp; II</li><li>• Marketing I &amp; II</li><li>• Music Appreciation</li><li>• Audio Engineering</li><li>• Programming I &amp; II</li><li>• Digital Arts I &amp; II</li><li>• Web Design</li><li>• Digital Photography</li></ul>

# Night School

Students in high school who need to recover credit due to failing a course may participate in the evening program. Before enrolling in evening classes, students must confer with a high school counselor about cost, times, and locations. Students wanting to attend must have written approval from their home school counselor before enrolling.

The courses available may include:

Credit Recovery Courses			
• English I	• Algebra I	• Geography	• Psychology
• English II	• Geometry	• World History	• Sociology
• English III	• Algebra II	• US History	
• English IV	• Oklahoma History	• Government	

# Homebound Instruction

Homebound instruction is offered for students who are medically unable to attend their home school. To qualify for homebound instruction, students must live within the boundaries of OKCPS.

Additionally, a signed physician's statement needs to be submitted. The documentation must clearly outline the reason homebound placement is necessary, the length of time that the services will be required, and a return to school date.

Students who complete their high school requirements through homebound instruction may satisfy the physical activity graduation requirement through;

**Life Skills, Health, FACS Basics, and Physical or Occupational Therapy**

as outlined in an Individualized Education Program (IEP).

# Application Schools | High Schools

As part of its goal to provide diverse educational opportunities to OKCPS families, the Board has established several schools that have selective admission requirements. Students wishing to attend one of these schools must complete an application.

The Pathway To Greatness Plan allowed OKCPS to expand the number of seats available for our very successful programs at Classen SAS High School and Southeast High School.

As a reminder, admission to our application schools is based on a student's grades, attendance, state test scores, and teacher recommendations. For more information about the application process or for transportation information, please call or visit us!



## CLASSEN SCHOOL OF ADVANCED STUDIES HIGH SCHOOL AT NORTHEAST

Classen School of Advanced Studies at Northeast offers a rare and dynamic educational opportunity through two complementary and challenging college-preparatory plans of study: the International Baccalaureate Program and the Visual and Performing Arts Program. Oklahoma City Public School students, grades 9 to 12 have priority, but everyone must go through the application process. For more information and deadlines, check the school website.

Exception:

Students that transfer from a Visual and Performing Arts or International Baccalaureate school are admitted by recommendation of their school.

## TOP 100 IN THE U.S.

U.S. NEWS | April 21, 2020

**Classen SAS at Northeast Rank: #84** (in the United States)

THE TOP 100 PUBLIC HIGH schools ranked by U.S. News are the best in demonstrated academic outcomes, and they reported high graduation rates.



## SOUTHEAST HIGH SCHOOL

Southeast High School is one of our district's outstanding application schools, where he or she will have access to challenging academics and a promising future.

Southeast High School is currently ranked as the 15th top high school in the state of Oklahoma according U.S. News and World Report. As the Academy of Information Technology, SEHS has multiple Career Tech classes to choose from. We offer 14 Advanced Placement courses, various electives, competitive athletics, and many clubs and organizations to join as well. We take pride in providing a high quality, relevant, and rigorous education that prepares our Spartans for scholarship, leadership, and service.



Classen School of Advanced Studies High School at Northeast is a public specialty school in Oklahoma City, Oklahoma. Classen SAS offers a rare and dynamic educational opportunity through two complementary and challenging college-preparatory plans of study: the International Baccalaureate Program and the Visual and Performing Arts Program. Oklahoma City Public School students, grades 9 to 12 have priority, but everyone must go through the application process. For more information and deadlines, check the school website.

**Exception:** Students that transfer from a Visual and Performing Arts or International Baccalaureate school are admitted by recommendation of their school.

**#14**  
IN THE U.S.

## CHALLENGE INDEX | 2009

Classen SAS at Northeast is known as one of the state's premier high schools in academics, and has been ranked among the top 100 public high schools in America by the Challenge Index, as measured by the number of Advanced Placement, International Baccalaureate and/or Cambridge tests taken by all students at a school divided by the number of graduating seniors. Year Awarded: 2009

**TOP**  
**100**  
IN THE U.S.

## U.S. NEWS | April 21, 2020

**Classen SAS at Northeast Rank: #84** (in the United States)

THE TOP 100 PUBLIC HIGH schools ranked by U.S. News are the best in demonstrated academic outcomes, and they reported high graduation rates.

Twenty-nine states are home to at least one high school breaking the top 100 in the U.S. News Best High Schools national rankings, with schools sprinkled across all regions of the country. The rankings evaluate schools on six factors, including college readiness of students, based on data from the 2017-2018 school year.

**A+**  
RANKING

## NICHE.COM | April 26, 2020

### Classen School of Advanced Studies at Northeast Rankings

Niche ranks nearly 100,000 schools and districts based on statistics and millions of opinions from students and parents.

- #1 of 365** Best College Prep Public High Schools in Oklahoma
- #1 of 6** Best Magnet High Schools in Oklahoma
- #1 of 5** Best High Schools for the Arts in Oklahoma

### Student Quote:

If it weren't for Classen SAS, I would have not learned to work as hard as I do now. Classen SAS prepares you for college and helps you gain recognition, as it is known nationally. It has become a beacon of hope in the state of Oklahoma, as the students battle for a better future and education. Classen SAS has taught me many lessons that my previous schools had not.





## IB PROGRAM

A comprehensive and rigorous two-year curriculum focused on the development of high quality, academically prepared global citizens. The general objectives of the IB Program are to provide students with a balanced education, to facilitate geographical and cultural mobility, and to promote international understanding through shared academic experiences. The IB diploma is the symbol of academic integrity and intellectual promise.

The IB Program has six components:

<b>Group 1</b>	<p><b>Language A</b></p> <p>This is the language of the school or native local language. Classen School of Advanced Studies teaches English for group language.</p>
<b>Group 2</b>	<p><b>Second Language</b></p> <p>Course Options: French, German and Spanish</p>
<b>Group 3</b>	<p><b>Individuals and Society</b></p> <p>Course Options: Europe with 20th Century World History, Philosophy and Psychology</p>
<b>Group 4</b>	<p><b>Experimental Sciences</b></p> <p>Course Options: Chemistry and Biology</p>
<b>Group 5</b>	<p><b>Mathematics</b></p> <p>Course Options: Applications and Interpretation; and Analysis and Approaches</p>
<b>Group 6</b>	<p><b>The Arts</b></p> <p>Classen SAS integrates the Visual and Performing Arts Program with the IB Program as much as possible. Students may also take one additional class from groups 1 to 5 instead of group 6. Music, Visual Art, Theatre, Dance and Film Study may be available.</p>

All IB students must study at least one course from each group and sit for exams at the conclusion of their senior year. Students will take at least 3 SL and 3 HL exams in their chosen 6 areas of study. In addition to the core, students will also complete an Extended Essay, Theory of Knowledge (TOK), and Creativity, Action and Service (CAS). To achieve the IB diploma, students must earn 24 points from exam scores and the three extra areas. Students must take the IB exams in order to receive an added 1.00 to their GPA. In order to receive an IB diploma, students must have 150 hours in seat time for SL classes and 250 hours for HL classes.

## VISUAL AND PERFORMING ARTS PROGRAM

The Visual and Performing Arts Program at Classen School of Advanced Studies provides artistically talented young people with rigorous conservatory-style training in the arts while offering a college preparatory academic program. Students must audition for one of the eight art forms which they wish to study in-depth at Classen.

The VPA Program has eight components:

Students will perform for the school and the public through art exhibitions, drama productions, concerts and dance programs. The programs are demanding but the conservatory-style Visual and Performing Arts Program steeps the students in the literature and culture of the arts, resulting in uniquely accomplished and educated students, well prepared for the professional and university worlds.



## PASSING CONDITIONS FOR EARNING AN IB DIPLOMA

For the International Baccalaureate, there isn't just a minimum total score needed for passing the Diploma Program; there is also a set of criteria that students have to pass in order to obtain a diploma. It is entirely possible to get 40 points out of 45 and still fail the diploma because one of the criteria was not met, so pay close attention! However, as long as the diploma awarded is shown on the IB results screen, there should not be a concern.

## ARTICLE 15: AWARD OF THE IB DIPLOMA

- a. All assessment components for each of the six subjects and the additional IB diploma requirements must be completed in order to qualify for the award of the IB diploma, except under the conditions stipulated in section VII "Special cases C: Incomplete assessment" of these general regulations.
- b. The IB diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met.
  - i. Numeric grades have been awarded in all six subjects registered for the IB diploma.
  - ii. All CAS requirements have been met.
  - iii. Grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay, with a grade of at least D in one of them.
  - iv. There is no grade 1 in any subject. There is no grade 2 at higher level.
  - v. There is no more than one grade 2 at standard level. Overall, there are no more than three grades 3 or below.
  - vi. At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level).
    - At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level).
    - The final award committee has not judged the candidate to be guilty of malpractice.
- c. The IB diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met.
  - i. Numeric grades have been awarded in all six subjects registered for the IB diploma.
  - ii. All CAS requirements have been met.
  - iii. Grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay, with a grade of at least D in one of them.
  - iv. There is no grade 1 in any subject.
  - v. There is no more than one grade 2 at higher level.
  - vi. There are no more than two grades 2 at standard level.
  - vii. Overall, there are no more than three grades 3 or below.
  - viii. At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level).
  - ix. At least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level).
  - x. The final award committee has not judged the candidate to be guilty of malpractice.
- d. A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma.



## REQUIREMENTS FOR SPECIAL HONORS

There are multiple components and individually based requirements for special honors. Visit with a school counselor for more information.

## JUNIOR MARSHAL REQUIREMENTS

In order for a student to be eligible for consideration as a Junior Marshall, he/she must meet the following requirements:

- Must have a cumulative, weighted GPA of 4.0.
- Must have no semester grade lower than a B.
- Must not have more than two disciplinary referrals and may not have any disciplinary action of level 4 or higher.
- Must not have more than 4 unexcused absences per semester in any one class.
- Must be in attendance a minimum of 92% per semester of the current school year (excused & unexcused absences count toward this total) unless administrative approval was granted prior to absences.

## VALEDICTORIAN REQUIREMENTS

In order for a student to be eligible for consideration as a valedictorian, he/she must meet the following requirements:

- Must have a cumulative weighted GPA of 4.0
- Must be enrolled at Classen School of Advanced Studies since the beginning of tenth grade year or in an equally rigorous program as determined by the administration.
- May not use “repeated” courses to better one’s GPA
- Must have no semester grade lower than a B in any course that counts for high school credit (including those taken in middle school).

## SUMMA CUM LAUDE

In order for a student to be eligible for consideration as a Summa Cum Laude IB/VPA Valedictorian, he/she must meet the following requirements:

- Must have the highest cumulative, unweighted GPA.
- Must major in the IB program from 9th-12th grade to be recognized as the IB Summa.
- May not use “repeated” courses to better one’s GPA
- Must have no semester grade lower than a B in any course that counts for high school credit (including those taken in middle school).

## CUM LAUDE

- Must major in the VPA program from 9th-12th grade to be recognized.



## INTERNATIONAL BACCALAUREATE PROGRAM

A comprehensive and rigorous two-year curriculum focused on the development of high quality, academically prepared global citizens. The general objectives of the IB Program are to provide students with a balanced education, to facilitate geographical and cultural mobility, and to promote international understanding through shared academic experiences. The IB Diploma is the symbol of academic integrity and intellectual promise.

## ENGLISH LANGUAGE ARTS

### 15113S1/15113S2

#### I-S English I

Semester(s): 2

Prerequisite: None

Grade Level(s): 9

I-S English I increases students' communication skills, both verbal and written. This course is designed to prepare students for the skills they will be expected to demonstrate in I-S English II and the IB English Language and Literature SL and HL courses and it focuses broadly on holistic learning and international mindedness and exposing the student to a variety of literature types and genres.

### 15123S1/15123S2

#### I-S English II

Semester(s): 2

Prerequisite: I-S English I

Grade Level(s): 10

I-S English II focuses on developing an appreciation and understanding of students' own and others' cultural heritages through classics that promote international perspectives through the comparative study of works. The objective of this course is to prepare students for the IB English Language and Literature SL and HL courses. Assignments and activities for the class are designed to help students develop their power of expression, both in oral and written communication. Students are expected to develop independent critical reading and thinking skills as they are exposed to literary classics, as well as a range of genres, styles, and contexts.

### 15213S1/15213S2

#### IB English Language and Literature SL

Semester(s): 2

Prerequisite: I-S English I and II

Grade Level(s): 11

IB English Language and Literature SL focuses on developing the skills of textual analysis and understanding of texts both literary and non-literary. An understating of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The course comprises four parts, two relate to the study of language and the other two on the study of literature.

### 15223S1/15223S2

#### IB English Language and Literature HL

Semester(s): 2

Prerequisite: IB English Language and Literature SL

Grade Level(s): 12

IB English Language and Literature HL focuses on developing the skills of textual analysis and understanding of texts both literary and non-literary. An understating of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The course comprises four parts, two relate to the study of language and the other two on the study of literature.

### 10484S1/10484S2

#### IB Film Study SL

Semester(s): 2

Prerequisite: Film Study

Grade Level(s): 11, 12

IB Film Study SL focuses on constructing meaning within and through film texts and investigates how a film is influenced by and is in part of a product of its own history and tradition, as well as the social, economic, and institutional forces that surround it. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film.



## MATHEMATICS

**10485S1/10485S2**

**IB Film Study HL**

Semester(s): 2

Prerequisite: IB Film Study SL

Grade Level(s): 12

IB Film Study SL focuses on constructing meaning within and through film texts and investigates how a film is influenced by and is in part of a product of its own history and tradition, as well as the social, economic, and institutional forces that surround it. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film.

**40200S1/40200S2**

**I-S Pre-Calculus**

Semester(s): 2

Prerequisite: Algebra I,  
Geometry and Algebra II

Grade Level(s): 10

I-S Pre-Calculus covers topics that are greater in-depth and with an emphasis on proof, logic, and calculus. The formal study of elementary functions is extended in this course. Students apply technology, modeling, and problem-solving skills to the study of trigonometric and circular functions, identities and inverses, and their applications, including the study of polar coordinates and complex numbers. Vectors in two and three dimensions are studied and applied. Problem simulations are explored in multiple representations — algebraic, graphic, and numeric. Quadratic relations are represented in polar, rectangular, and parametric forms. The concept of limit is applied to rational functions and to discrete functions such as infinite sequences and series. The formal definition of limit is applied to proofs of the continuity of functions and provides a bridge to calculus.

**45213S1/45213S2**

**IB Mathematics Applications  
and Interpretation SL I/II**

Semester(s): 2

Prerequisite: Algebra 2 or  
Honors Mathematics Analysis

Grade Level(s): 11, 12

IB Mathematics Application and Interpretations SL I/II covers Algebra I and Introductory Statistics through Calculus and focuses on important mathematical topics that are interconnected. Students solve mathematical problems embedded in a wide range of contexts and use a calculator effectively.

**45223S1/45223S2**

**IB Mathematics Applications  
and Interpretation HL I/II**

Semester(s): 2

Prerequisite: AP Statistics

Grade Level(s): 12

IB Mathematics Applications and Interpretation HL I/II covers Algebra I and Introductory Statistics topics through Calculus and focuses on important mathematical topics that are interconnected. Students solve mathematical problems embedded in a wide range of contexts and use a calculator effectively.

**45263S1/45263S2 IB  
Mathematics Analysis and  
Approaches SL I/II**

Semester(s): 2

Prerequisite: Algebra II

Grade Level(s): 11,12

IB Mathematics Analysis and Approaches SL I/II topics range from Algebra I through AP Calculus AB or BC. This course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way and students apply their mathematical knowledge to solve realistic problems in an appropriate context.



## SCIENCE

**45273S1/45273S2**

**IB Mathematics Analysis and Approaches HL I/II**

Semester(s): 2

Prerequisite: AP Calculus

Grade Level(s): 12

IB Mathematics Analysis and Approaches HL I/II focuses on mathematical concepts ranging from Algebra I through AP Calculus BC. The course develops important mathematical concepts in a comprehensible, coherent, and rigorous way which is achieved by a carefully balanced approach. Students apply their mathematical knowledge to solve problems in a variety of meaningful contexts. The development of each topic features justification and proof of results. Students embarking on this course should expect to develop insight into mathematical form and structure and should be intellectually equipped to appreciate links between concepts in different topic areas.

**S1/S2**

**I-S Biology**

Semester(s): 2

Prerequisite: None

Grade Level(s): 10

I-S Biology provides foundational information for the transition to (IB) Biology. Course content includes cell and molecular biology, genetics, ecology and evolution, as well as human physiology, and plant biology. -S Biology provides foundational information for the transition to (IB) Biology. Course content includes cell and molecular biology, genetics, ecology and evolution, as well as human physiology, and plant biology.

**35213S1/35213S2**

**IB Biology I**

Semester(s): 2

Prerequisite: I-S Biology

Grade Level(s): 11, 12

IB Biology I helps students develop a conceptual framework for modern biology. The primary emphasis is on developing an understanding of concepts rather than memorizing terms and technical details. Essential to this conceptual understanding are the following a grasp of science as a process rather than an accumulation of facts, personal experience in scientific inquiry, recognition of unifying themes that integrate the major topics of biology, and application of biological knowledge and critical thinking to environmental and social concerns.

**35223S1/35223S2**

**IB Biology II**

Semester(s): 2

Prerequisite: IB Biology I

Grade Level(s): 12

IB Biology II helps students develop a conceptual framework for modern biology. The primary emphasis is on developing an understanding of concepts rather than memorizing terms and technical details. Essential to this conceptual understanding are the following a grasp of science as a process rather than an accumulation of facts, personal experience in scientific inquiry, recognition of unifying themes that integrate the major topics of biology, and application of biological knowledge and critical thinking to environmental and social concerns.

**35123S1/35123S2**

**I-S Chemistry**

Semester(s): 2

Prerequisite: Biology

Grade Level(s): 10

I-S Chemistry is a conceptual approach to Chemistry and prepares students to function successfully in the IB Chemistry I and II courses. Topics include approaches to chemical topics from an environmental point of view, matter, measurement, chemical notation, atomic structure, chemical periodicity, chemical bonds, kinetic theory, gases, chemical reactions, mole concept, stoichiometry, acids and bases, solutions, organic chemistry, nuclear chemistry, oxidation-reduction reactions, electrochemistry, and chemical/ environmental issues. Lectures, demonstrations, group problem solving and laboratory investigations are an integral part of this course.

**35233S1/35233S2**

**IB Chemistry I**

Semester(s): 2

Prerequisite: I-S Chemistry I

Grade Level(s): 11

IB Chemistry I helps students attain a depth of understanding of fundamentals and a reasonable competence in working with chemical problems. The content of the course includes laboratory safety, dimensional analysis in problem-solving, matter and energy, atomic structure, inorganic nomenclature, balancing equations, stoichiometry, gas laws, electron configuration, the periodic table, chemical bonding, molecular structure, solutions, reaction rates, thermodynamics, equilibrium, acids and bases, and oxidation/reduction. It contributes to the student's ability to use critical thinking and to express ideas, orally and in writing, with clarity and logic.



**35243S1/35243S2**

**IB Chemistry II**

Semester(s): 2

Prerequisite: IB Chemistry I

Grade Level(s): 12

IB Chemistry II helps students attain a depth of understanding of fundamentals and a reasonable competence in working with chemical problems. The content of the course includes laboratory safety, dimensional analysis in problem-solving, matter and energy, atomic structure, inorganic nomenclature, balancing equations, stoichiometry, gas laws, electron configuration, the periodic table, chemical bonding, molecular structure, solutions, reaction rates, thermodynamics, equilibrium, acids and bases, and oxidation/reduction. It contributes to the student's ability to use critical thinking and to express ideas, orally and in writing, with clarity and logic.

## SOCIAL STUDIES

**25120**

**I-S Government**

Semester(s): 1

Prerequisite: None

Grade Level(s): 9

I-S Government examines basic American political values, the political structure of the United States, the Constitution, the roles of important political leaders, and the structure and functions of state and local governments. Students study and analyze political decisions and decision-making processes on the federal, state, and local levels. Basic economic concepts and the historical development of the capitalist system are explored. Major concepts of the market economy, the relationship between management and labor, other economic systems and an analysis of current economic trends are featured. Emphasis is placed on the information of various charts and graphs related to economics.

**25213S1/25213S2**

**IB 20th Century World History**

Semester(s): 2

Prerequisite: None

Grade Level(s): 11

IB 20th Century World History focuses on World War I, the period between World War I and World War II, the rise of dictatorships, the Russian Revolution, the Cold War, decolonization and the rise of new nations in the third world, and major conflicts from World War II to the present. The course is an in-depth approach to world history that involves a rigorous methodology for the student with highly developed skills.

**25223S1/25223S2**

**IB History of Europe**

Semester(s): 2

Prerequisite: IB 20th Century

World History

Grade Level(s): 12

IB History of Europe is an intensive study of the colonial, cultural, ethical, financial, judicial, military, philosophical, political and social history of Western Europe from the French Revolution up to World War I.

**25233S1/25233S2**

**IB Philosophy SL**

Semester(s): 2

Prerequisite: None

Grade Level(s): 11, 12

IB Philosophy SL develops skills through the study of philosophical themes and the close reading of philosophical texts. Students learn through tools, such as critical and systematic thinking, careful analysis and evaluation, and construction of arguments. Students are challenged to develop their own philosophical voice and independence of thought. The goal is to bring the subject of philosophy alive, gaining a sense of its richness and practical value in daily life, and expanding our appreciation of ourselves and the world around us. It teaches students not what to think, but how to think. By participating in the great philosophical debates, students develop their skills of rigorous reasoning by study, analysis, and criticism of the great works of philosophy, ancient and modern.



**25233S1/25233S2**

**IB Philosophy SL**

Semester(s): 2

Prerequisite: None

Grade Level(s): 11, 12

IIB Philosophy SL develops skills through the study of philosophical themes and the close reading of philosophical texts. Students learn through tools, such as critical and systematic thinking, careful analysis and evaluation, and construction of arguments. Students are challenged to develop their own philosophical voice and independence of thought. The goal is to bring the subject of philosophy alive, gaining a sense of its richness and practical value in daily life, and expanding our appreciation of ourselves and the world around us. It teaches students not what to think, but how to think. By participating in the great philosophical debates, students develop their skills of rigorous reasoning by study, analysis, and criticism of the great works of philosophy, ancient and modern.

---

**25243S1/25243S2**

**IB Philosophy HL**

Semester(s): 2

Prerequisite: IB Philosophy SL

Grade Level(s): 11, 12

IB Philosophy HL develops skills through the study of philosophical themes and the close reading of philosophical texts. Students learn through tools, such as critical and systematic thinking, careful analysis and evaluation, and construction of arguments. Students are challenged to develop their own philosophical voice and independence of thought. The goal is to bring the subject of philosophy alive, gaining a sense of its richness and practical value in daily life, and expanding our appreciation of ourselves and the world around us. It teaches students not what to think, but how to think. By participating in the great philosophical debates, students develop their skills of rigorous reasoning by study, analysis, and criticism of the great works of philosophy, ancient and modern.

---

**25253S1/25253S2**

**IB Psychology SL**

Semester(s): 2

Prerequisite: None

Grade Level(s): 11, 12

IB Psychology SL explores human behavior through the behavioral, cognitive, humanistic/phenomenological, and psychodynamic approaches. Students study research design, methods, statistics, and ethical issues in psychological research and application in addition to undertaking a research study.

---

**25283S1/25283S2**

**IB Psychology HL**

Semester(s): 2

Prerequisite: IB Psychology SL

Grade Level(s): 12

IB Psychology HL explores human behavior through the behavioral, cognitive, humanistic/phenomenological, and psychodynamic approaches. Students study research design, methods, statistics, and ethical issues in psychological research and application in addition to undertaking a research study.





## VISUAL AND PERFORMING ARTS

**65523S1/65523S2**

**IB Theatre SL**

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 11, 12

IB Theatre SL consists of three interrelated areas which students explore from the perspective of a dramaturg, director, performer, group ensemble, production team, and spectator. First, theatre in the making focuses on the process of theatre-making rather than the presentation of theatre. It encompasses the acquisition and development of all skills required to create, present, and observe theatre. It is explanatory in nature. Secondly, theatre in performance focuses on the application of skills developed in theatre in the making. This involves students in various aspects of presenting theatre, where their practical skills can be applied in different roles, while also building upon the knowledge they have acquired in other areas. Finally, the focus of theatre in the world is on a practical and theoretical exploration of a range of theatre traditions and cultural practices around the world. It allows students to explore the origins and traditions of a variety of theatre conventions and practices from diverse cultural and historical contexts.

---

**65513S1/65513S2**

**IB Theatre HL**

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 12

IB Theatre SL consists of three interrelated areas which students explore from the perspective of a dramaturg, director, performer, group ensemble, production team, and spectator. First, theatre in the making focuses on the process of theatre-making rather than the presentation of theatre. It encompasses the acquisition and development of all skills required to create, present, and observe theatre. It is explanatory in nature. Secondly, theatre in performance focuses on the application of skills developed in theatre in the making. This involves students in various aspects of presenting theatre, where their practical skills can be applied in different roles, while also building upon the knowledge they have acquired in other areas. Finally, the focus of theatre in the world is on a practical and theoretical exploration of a range of theatre traditions and cultural practices around the world. It allows students to explore the origins and traditions of a variety of theatre conventions and practices from diverse cultural and historical contexts.

---

**65243S1/65243S2**

**IB Dance SL**

Semester(s): 2

Prerequisite: Teacher Approval

Grade Level(s): 12

IB Dance SL provides the opportunity to emphasize a healthy lifestyle and to experience the joy of creating and exploring movement. The focus is to develop the physical, emotional, social, and intellectual aspects of one's life. The course will offer intercultural awareness that encourages students to consider multiple perspectives, develop knowledge and skills as they learn about their own and others' social, national, and international cultures.

---

**65263S1/65263S2**

**IB Dance HL**

Semester(s): 2

Prerequisite: IB Dance SL

Grade Level(s): 12

IB Dance HL provides the opportunity to emphasize a healthy lifestyle and to experience the joy of creating and exploring movement. The focus is to develop the physical, emotional, social, and intellectual aspects of one's life. The course will offer intercultural awareness that encourages students to consider multiple perspectives, develop knowledge and skills as they learn about their own and others' social, national, and international cultures.



## 65703S1/65703S2

### IB Music SL

Semester(s): 2

Prerequisite: None

Grade Level(s): 11, 12

IB Music SL is a broad, balanced, and academically demanding program of study. Students are tested on their knowledge, understanding, and perception of music in relation to time, place, and cultures. Students are responsible for a listening paper (five musical perception questions), writing a media script of 2,000 words or less, investigating the significant musical links between two or more pieces from distinct musical cultures, and creating or performing (original compositions, solo performing, group performing).

## 65704S1/65704S2

### IB Music HL

Semester(s): 2

Prerequisite: IB Music SL

Grade Level(s): 11, 12

IB Music HL is a continuation of IB Music Theory SL. Students go into greater depth through investigative study of musical compositions and musical perception. Students are responsible for a listening paper (five musical perception questions), writing a media script of 2,000 words or less, investigating the significant musical links between two or more pieces from distinct musical cultures, and creating or performing (original compositions, solo performing, group performing).

## 66773S1/66773S2

### IB Visual Art SL

Semester(s): 2

Prerequisite: One Art Class or Teacher Approval

Grade Level(s): 11, 12

IB Visual Art SL encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking while working towards technical proficiency, and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students engage in, experiment with, and critically reflect upon a wide range of contemporary practices and media.

## 66783S1/66783S2

### IB Visual Art HL

Semester(s): 2

Prerequisite: IB Visual Art SL

Grade Level(s): 12

IB Visual Art HL encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking while working towards technical proficiency, and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students engage in, experiment with, and critically reflect upon a wide range of contemporary practices and media.

## WORLD LANGUAGES

## 55233S1/55233S2

### IB French SL

Semester(s): 2

Prerequisite: French I, II, III and IV

Grade Level(s): 11, 12

IB French SL develops language skills through a wide range of authentic materials that are chosen from throughout the French-speaking world to develop students' mastery of the language and understanding of French-speaking cultures. Since the entire course is conducted in the target language, students are provided with maximum exposure to French and learn to use it actively. The course is also organized around relevant and engaging topics, namely, communication and media, global issues, social relationships, customs and traditions, and cultural diversity.

## 55243S1/55243S2

### IB French HL

Semester(s): 2

Prerequisite: IB French SL

Grade Level(s): 12

IB French HL develops language skills through a wide range of authentic materials that are chosen from throughout the French-speaking world to develop students' mastery of the language and understanding of French-speaking cultures. Since the entire course is conducted in the target language, students are provided with maximum exposure to French and learn to use it actively. The course is also organized around relevant and engaging topics, namely, communication and media, global issues, social relationships, customs and traditions, and cultural diversity.



55253S1/55253S2

**IB German SL**

Semester(s): 2

Prerequisite: German I, II, III, and IV

Grade Level(s): 11, 12

IB German SL develops language skills through a wide range of authentic materials that are chosen from throughout the German-speaking world to develop students' mastery of the language and understanding of German-speaking cultures. Since the entire course is conducted in the target language, students are provided with maximum exposure to German and learn to use it actively. The course is also organized around relevant and engaging topics, namely, communication and media, global issues, social relationships, customs and traditions, and cultural diversity.

55263S1/55263S2

**IB German HL**

Semester(s): 2

Prerequisite: IB German SL

Grade Level(s): 12

IB German HL develops language skills through a wide range of authentic materials that are chosen from throughout the German-speaking world to develop students' mastery of the language and understanding of German-speaking cultures. Since the entire course is conducted in the target language, students are provided with maximum exposure to German and learn to use it actively. The course is also organized around relevant and engaging topics, namely, communication and media, global issues, social relationships, customs and traditions, and cultural diversity.

55213S1/55213S2

**IB Spanish SL**

Semester(s): 2

Prerequisite: Spanish I, II, III, and IV

Grade Level(s): 11, 12

IB Spanish SL develops language skills through a wide range of authentic materials that are chosen from throughout the Spanish-speaking world to develop students' mastery of the language and understanding of Spanish-speaking cultures. Since the entire course is conducted in the target language, students are provided with maximum exposure to Spanish and learn to use it actively. The course is also organized around relevant and engaging topics, namely, communication and media, global issues, social relationships, customs and traditions, and cultural diversity.

55223S1/55223S2

**IB Spanish HL**

Semester(s): 2

Prerequisite: IB Spanish HL

Grade Level(s): 12

IB Spanish HL develops language skills through a wide range of authentic materials that are chosen from throughout the Spanish-speaking world to develop students' mastery of the language and understanding of Spanish-speaking cultures. Since the entire course is conducted in the target language, students are provided with maximum exposure to Spanish and learn to use it actively. The course is also organized around relevant and engaging topics, namely, communication and media, global issues, social relationships, customs and traditions, and cultural diversity.

## THEORY OF KNOWLEDGE

25260S1/25260S2

**IB Theory of Knowledge I**

Semester(s): 2

Prerequisite: Enrolled in the IB Program of Study

Grade Level(s): 11

IB Theory of Knowledge I is an interdisciplinary course designed to promote higher-level thinking and inquiry-based learners. The class is structured as an exploratory course that delves deeply into myriad topics stemming from two intertwined categories: ways of knowing (sense perception, language, reason, emotion) and areas of knowing (arts, history, natural sciences, mathematics, human sciences, and ethics). Special consideration will be given to how knowledge can be constructed, questioned, examined, evaluated, revised, and justified. **Additional Information:** This is a required course for the IB Program.

25270S1/25270S2

**IB Theory of Knowledge II**

Semester(s): 2

Prerequisite: Theory of Knowledge I

Grade Level(s): 12

IB Theory of Knowledge II is an interdisciplinary course designed to promote higher-level thinking and inquiry-based learners. The class is structured as an exploratory course that delves deeply into myriad topics stemming from two intertwined categories: ways of knowing (sense perception, language, reason, emotion) and areas of knowing (arts, history, natural sciences, mathematics, human sciences, and ethics). Special consideration will be given to how knowledge can be constructed, questioned, examined, evaluated, revised, and justified. **Additional Information:** This is a required course for the IB Program.



## VISUAL AND PERFORMING ARTS PROGRAM (VPA)

Course descriptions are located within the visual and performing arts section. There may be fees associated with certain courses. Check with the instructor for more information.

Visual and Performing Arts (VPA) majors must take at least two arts classes each year, in addition to their college preparatory curriculum. A senior recital, performance or exhibition is a culminating activity. Majors are offered in visual art, dance, vocal music, piano, guitar, band, strings, and theater arts. Concurrent enrollment with several local colleges and universities is available.

### **80920S1/80920S2**

#### **VPA Internship**

Semester(s): 2

Prerequisite: Teacher and

Administrator Approval

Grade Level(S): 11, 12

Students travel to elementary schools to demonstrate and share artistic discipline. Elementary schools that participate provide adult supervision. Students enrolled must have transportation and complete the required permission documentation.



Oklahoma City  
PUBLIC SCHOOLS