

Liberal Arts and Science Academy Course Guide 18-19



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CLASS RANK

Because admission to LASA is competitive and tested aptitudes are above the national average, rank in class cannot be regarded as a valid indication of preparation for college for the students of LASA. For this reason, we only report class rank for the top ten percent of the senior class applying to Texas public universities pursuant to Texas Education Code Section 51.803. Student may request that their rank be reported.

CREDIT BY EXAM

WHAT IS CREDIT BY EXAMINATION (CBE)?

Credit by Exam offers students the opportunity to take an exam to receive credit for a course.

CREDIT BY EXAMINATION WITH PRIOR INSTRUCTION

- Students entering the District with prior instruction in a foreign language that is documented by a grade report or documentation from a school of record, but have not had the actual course, may take a CBE for that foreign language and pass with a score of 70 or higher if they desire high school credit for that course. The 70 percent passing standard would also still apply to those students missing a semester of a LOTE course in which they have had prior instruction.
- Students who request AISD to validate high school credits from non-accredited private or home school programs may also register to take CBE during the District group administrations at no cost to the student or parent, and may be scheduled on an individual basis to meet time limits for completing the tests to validate credits.
- Prior instruction as defined by the District, includes:
 - Enrollment in a non-accredited public, private, parochial school, or homeschool program, as verified by an official school transcript/record; or as evidenced by a student work portfolio that may include: course syllabus, work samples, completed culminating exam, and list of resources (textbooks, Websites, etc.).
 - For a semester course (18 weeks), proof of at least nine weeks of classroom instruction; or
 - Proof of completion of half of the required lessons of a correspondence course.
- NOTE: Previous administrations of credit by examination do constitute prior instruction

CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION

CBE for Acceleration allows students who have not received prior instruction in courses to take an exam to receive credit in an academic subject with approval from the school counselor, registrar, or principal, and parent. Credit is only given for an academic subject in which the student has had no prior instruction if the student gets 80 percent of the items correct on the exam. Grades 9-12 exams are by semester (e.g. English 1A, English 1B). Eligibility to test for acceleration or with prior instruction must be verified by the student's counselor.

CBE REGULATIONS

- Failing scores on credit by examination are not recorded on the transcript.
- A passing credit by examination grade cannot be yearlong averaged with a failing credit by examination grade for award of credit. Passing grades earned through credit by examination may be yearlong averaged with grades earned in the classroom, traditional setting, or credit recovery programs.
- Students will not be permitted to rescind a request for credit by examination for acceleration once the test has been completed.

- A student will not be permitted to retake credit by examination for acceleration tests for a higher grade once the student has met minimum passing standards, nor take credit by examination for the purpose of earning a higher grade to replace an existing passing grade in a course.
- Credit earned through credit by examination will be recorded on the transcript as a non-weighted course.

HOW CAN STUDENTS PREPARE FOR THE TESTS?

UT study guides for credit by exam are available online at:

<http://www.utexas.edu/ce/k16/cbe-ea/study-guides/>

Please contact your counselor for more information about Credit By Exam.

GRADE POINT AVERAGE (GPA)

PASS/FAIL SCORES

Pass/fail scores, whether earned in the District or transferred from a sending district, shall not be used in computing GPA.

CUMULATIVE GPA

- The cumulative grade point average is reflective of all completed high school credit courses, including grades earned in high school courses prior to grade 9, through the given reporting semester.
- Six weeks grades for courses in progress are NOT included in the cumulative grade point average. The high school report card reflects the cumulative grade point average.
- GPA is calculated twice per year, at the end of each semester.

RANK GPA

Class rank shall be determined by descending order of students' weighted GPAs earned in courses that satisfy the students' graduation plans in the following curriculum categories:






1. English/language arts;
2. Mathematics;
3. Science;
4. Social studies; and
5. Languages other than English (LOTE).

If a student completes more courses that satisfy the student's graduation plan than required within any of the five categories specified above, the student's weighted GPA used for class rank shall be calculated using the student's grades within each category with the highest grade point value.

HOMEWORK

The amount of homework students complete for classes varies by student. The students, along with teacher input, have provided an average amount of time it can take students to complete their homework. You will see a clock next to each course in this Course Guide and the chart below explains what these clocks represent. Some students think about their homework daily and some students conceptualize their homework by the week. Therefore, the table below has homework calculated on a daily or weekly basis. Please understand that if you calculate your homework on a weekly basis, it will vary by week because of the different amount of A/B days per week. Obviously, if you have a double blocked class (signature courses), you would simply multiply your

daily work by 5 to see how much homework you would have per week. Unfortunately, the exact amount of time students will spend on homework is not an exact science and it will vary by student; therefore, this chart is only a guide and the sole purpose of this is to help students balance their schedules as they consider their courses for the next school year.

CLOCK	DAILY	WEEKLY
	No HW	No HW
	30 min to 1 hr of HW	1 hr to 2 hours of HW
	1 hr to 90 min of HW	2 hrs to 3.5 hrs of HW
	90 min to 2 hrs of HW	3.5 hrs to 4 hours of HW
	2 hrs or more of HW	4 hrs or more of HW

LEVEL CHANGES

- Level changes are only available for courses whose content is presented with different levels of rigor: Algebra II, Calculus, Computer Science, Geometry, Pre-Calculus, Spanish III, and Statistics.
- The difference in math Pre-AP courses and a math course with Bonus Content:
 - a. **Pre-AP:** Pre-AP courses are honors classes focused on formalizing mathematical ideas, algebraic description, and manipulation. These courses are geared toward students who can handle abstract mathematical concepts with assistance and are aligned with the curriculum and pacing to prepare students for AB Calculus.
 - b. **With Bonus Content:** These courses are accelerated with additional topics beyond the Pre-AP course and are focused on theory and derivation of concepts through proofs. Students in these classes should be independent learners capable of developing abstract mathematical connections on their own or with little assistance. These math courses are aligned with the curriculum and pacing to prepare students for BC Calculus.
- Level changes will only be considered at the end of the first six weeks, the first semester, and the fourth six weeks (These times are stated on the Level Change Form.
- A student may be eligible for a level change if their six weeks or semester average is a 75 or below and if they are consistently attending LASA office hours with their teacher.
- Once a requested schedule change is approved, it will not be changed back or revisited.
- Level Change Forms are located in the front office. Please see the Student Handbook for further explanation of AISD and LASA schedule change policies.

OFF-CAMPUS PE WAIVER

Off-campus P. E. waivers are one of the many ways in which students may complete the 1 credit of P.E. required for high school graduation. The courses are weighted on a 4.0 scale. Students who chose to earn their credit by Off-campus P. E. waivers may earn a maximum of two credits. To apply for an Off-campus P.E. waiver, the student, parent or guardian should go to the AISD website (<http://www.austinisd.org>). Enter “PE Waiver” in the search box and follow instructions on website. Please note that the approved agencies change. If a student is planning to take the course the entire year, they should designate that on the form and then submit

the form. Upon approval, the class(es) are added to the student's schedule. In the event that a student chooses to drop a class, the student is responsible for informing both the provider and their school counselor.

***These PE Waivers must be completed by May 15 for the following school year.**

PASS/FAIL COURSES

The intent of the pass/fail option is to encourage students to take classes that will intellectually push them without fear of receiving a grade that could potentially be detrimental to their GPA. In order for a student to be allowed to take a class pass/fail, the following criteria must be met:

- The class cannot be a graduation requirement and cannot be used to meet the elective requirement of the student's graduation plan.
- The student must be at risk of failing the course (current grade below a 75).
- Pass/fail requests can be submitted each semester. The paperwork must be submitted no later than the last instructional day of the first six weeks of the first semester.
- Once a student enrolls in a course on a pass/fail basis, the request to take the course on a pass/fail basis may not be rescinded.
- Written approval of the counselor, the teacher, and the parent must be acquired prior to placement in a course on a pass/fail basis.

PRE-AP AND AP COURSES

Pre-Advanced Placement (Pre-AP) Courses:

The Pre-AP program is a level of challenging courses designed to teach students strong study skills and learning strategies. Pre-AP courses are offered in grades 6-10 and are taught by teachers with specialized training. Pre-AP courses emphasize critical thinking, reading, research, and writing, and as appropriate, advanced performance expectations. Pre-AP courses carry weighted grade points. LASA primarily teaches Pre-AP courses in ninth and tenth grades and we do not teach any "traditional" classes. For example, Pre-AP Biology is offered during the ninth grade year and there is no offering of "regular" Biology.

Advanced Placement (AP) Courses:

The Advanced Placement program is a sequence of college-level courses taught in grades 10-12 by high school teachers with specialized training. AP courses require students to study content for a deeper understanding at a more cognitively complex level. Students have the opportunity to pay a fee to the College Board to take AP Exams in May. AP exam results are used to grant college credit and course placement based on student performance based on policies of individual colleges and universities. AP courses carry weighted grade points.

AP Exams:

These exams give students the opportunity to earn college credit while still in high school. Each AP course is based upon a national course outline equivalent to a first-year college course. At the completion of each AP course taken in high school, students have the opportunity to take the AP exam in that subject. Students may also take AP exams for which they feel prepared even if they have not taken the AP course. AP exams are given only once a year, in May. They are offered at the student's high school campus. Policies for granting college credit based on performance on an AP test vary from college to college. Students should consult college admissions offices to determine individual institution policies.

SCHEDULE CHANGES

- Students are allowed to make schedule changes during the spring, upon receipt of the course request verification sheet, and during summer, upon receipt of the preliminary student schedule.

- Specific teachers cannot be requested. Students are assigned to classes based on requested courses. Teacher assignment is random for those courses that are taught by multiple teachers.
- All schedule changes must be made prior to the end of summer Taking Care of Business Early (TCBE) Days. Due to overloaded class sizes, counselors cannot accommodate “change of mind” and “self-imposed over-committed schedule” change requests. Possible reasons for a schedule change: student has already earned credit for the class in which they are enrolled, student has not met prerequisite for the course, ARD/504 committee decision, or a student has failed a course under the same teacher and another teacher is available. All other schedule change requests will not be honored after TCBE Days.

WEIGHTED COURSES

Courses at LASA that factor into grade point averages fall into two categories: Weighted and Unweighted.

Weighted: Pre- Advanced Placement (Pre-AP), Advanced Placement (AP), dual credit, state articulated Tech-Prep credit, magnet, and other TEA and District-identified advanced courses.

Unweighted: With the exception of pass/fail courses, this includes all other courses for which students receive credit. This includes course credits receiving through Credit by Exam and other methods of credit recovery and acceleration.

Grade	Weighted GPA	Unweighted GPA
100	5	4
99	4.9	3.9
98	4.8	3.8
97	4.7	3.7
96	4.6	3.6
95	4.5	3.5
94	4.4	3.4
93	4.3	3.3
92	4.2	3.2
91	4.1	3.1
90	4	3
89	3.9	2.9
88	3.8	2.8
87	3.7	2.7
86	3.6	2.6
85	3.5	2.5
84	3.4	2.4
83	3.3	2.3
82	3.2	2.2
81	3.1	2.1
80	3	2
79	2.9	1.9
78	2.8	1.8
77	2.7	1.7
76	2.6	1.6
75	2.5	1.5

74	2.4	1.4
73	2.3	1.3
72	2.2	1.2
71	2.1	1.1
70	2.0	1
Below 70	0	0

Students can use course codes to determine whether a course is weighted. Courses that include an “H” or “P” are weighted. Courses that included an “R” are un-weighted. Courses that include an “F” are pass/fail courses which are not included in grade point average calculations. Examples of these designations are below.

Course Name	Course Code	GPA Category
Creative Writing	1435.H000.Y	Weighted
Office/Teacher Aide	0831.F000.X	Pass/Fail
German I	2113.R000.Y	Unweighted
AP Human Geography	4523.P000.X	Weighted

DISTINGUISHED LEVEL OF ACHIEVEMENT GRADUATION PLAN & LASA MAGNET ENDORSEMENT REQUIREMENTS

All LASA students will default to the multidisciplinary endorsement. All LASA students are expected to work towards receiving the Magnet endorsement. As a result, all LASA students will be following a course plan that is more rigorous than the plan required by the Distinguished Level of Achievement Graduation Plan. Successful completion of the LASA Magnet Endorsement will result in the successful completion of the requirements for the following three endorsements: Multidisciplinary; Science, Technology, Engineering, and Math; and Arts and Humanities.

	DLA Requirements	Additional Requirements For The LASA Magnet Endorsement
ELA	4 Credits	
	English I	EOC
	English II	EOC
	English III	
	English IV	
Mathematics	4 Credits	
	Algebra I	EOC
	Geometry	
	Algebra II	
	4 th Math Class	
Science	4 Credits	
	Biology	EOC
	Physics <i>OR</i> Chemistry	
	Two additional science credits	
Social Studies	3 Credits	
	World Geography <i>OR</i> World History	
	US History	EOC
	US Government	
	Economics	
LOTE	2 credits in the same language	1 more credit in the same language
P.E.	1 credit	Not Applicable
Health	0.5 credit	Not Applicable

Tech Applications	Not Applicable	1 credit from: Adv Graphic Des, AVP, BioTech, Intro to Comp Science, AP Comp Sci, Dig Elec, Fashion Des., Newspaper III, YRBK, Robotics, Web Apps
Fine Arts	1 credit	Not Applicable
Electives	3.5 credits	*4 credits from the following Signature Courses: E-Zine Great Ideas Planet Earth Sci-Tech

*Students entering LASA in 10th grade are still eligible to receive the Magnet Endorsement as long as you complete three years of magnet endorsements.

*Students entering LASA in 11th grade are not eligible for the Magnet Endorsement.

LASA HIGH SCHOOL FOUR YEAR PLAN WORKSHEET

Use the worksheet below to plan your courses prior to meeting with a counselor. Use the resources provided in this Course Guide to ensure that you are planning for the appropriate courses. Not including alternate electives, your courses should combine for a total of 8 credits per school year. Students who plan to receive credit for before or after school sports and extracurricular activities may exceed 8 credits during the school year.


<u>Subject</u>	<u>9th Gr Courses</u>	<u>Credits</u>		<u>Subject</u>	<u>10th Gr Courses</u>	<u>Credits</u>
English	Pre-AP English I	1		English	Pre-AP English II	1
Science	Pre-AP Biology	1		Science	Pre-AP Chemistry	1
Social Studies	Pre-AP World Geography	1		Social Studies	AP World History	1
Math				Math		
Signature	Electronic Magazine	1		Signature	Great Ideas	1
Signature	Science & Technology	1		Signature	Planet Earth	1
LOTE				LOTE		
Elective Choice				Elective choice		
Elective Alternate 1				Elective Alternate 1		
Elective Alternate 2				Elective Alternate 2		
Elective Alternate 3				Elective Alternate 3		
Elective Alternate 4				Elective Alternate 4		
<u>Subject</u>	<u>11th Gr Courses</u>	<u>Credits</u>		<u>Subject</u>	<u>12th Gr Courses</u>	<u>Credits</u>


English	AP English III	1		English	AP English IV	1
Science				Science		
Social Studies	AP US History or ACC	1		Social Studies	AP Economics/AP Government or ACC	1
Math				Math		
LOTE (optional if you have 3 credits)				LOTE (optional if you have 3 credits)		
Elective Choice				Elective Choice		
Elective Alternate 1				Elective Alternate 1		
Elective Alternate 2				Elective Alternate 2		
Elective Alternate 3				Elective Alternate 3		
Elective Alternate 4				Elective Alternate 4		


Notes:


ENGLISH COURSE OFFERINGS

	Course Code	Course Name	Credits	Length	Grade	Prerequisites
C O R E	1013.H000.Y	Pre-AP English I	1	Year	9	None
	1023.H000.Y	Pre-AP English II	1	Year	10	English I
	1033.P000.Y	AP English III	1	Year	11	English II
	1043.P000.Y	AP English IV	1	Year	12	English III
E L E C T I V E S	1439.H000.X	American Film Analysis	1/2	Semester	10 – 12	English I
	1438.H300.Y	American Voices	1	Year	10-12	English I
	1438.H400.Y	Book Club	1	Year	10-12	English I
	1435.H000.X	Creative Writing	1/2	Fall	10 -12	English I
	1435.H000.Y	Creative Writing	1	Year	10-12	English I
	1435.H200.Y	Creative Writing II	1	Year	10 – 12	Creative Writing
	1438.H200.Y	Hitchhiker’s Guide to Sci Fi	1	Year	9-12	None
	1849.R000.X	Literary Magazine I	1/2	Spring	10 -12	English I
	1852.H000.X	Literary Magazine II	1/2	Spring	11 -12	English I, Lit Mag I
	1855.H000.X	Literary Magazine III	1/2	Spring	12	English I, Lit Mag II
	1448.H100.Y	Philosophy	1	Year	10 -12	English I
	1438.H000.Y	Psychological Makeup of Hitchcock Characters	1	Year	9-12	None
	1448.H200.X	Song Writing	1/2	Spring	10 – 12	English I
1438.H100.Y	Women’s Literature	1	Year	10 - 12	English I	

Pre-AP English I	Credit: 1	HW Load: 
Grade Placement: 9		
Prerequisite: None		
<p>The freshman English course is designed to teach critical reading, analytical and expository writing, and vocabulary-building skills. The curriculum not only starts students on the path of collegiate analysis of texts, but also introduces the notion of writing as a craft. To this end, students learn the conventions of scholarly writing, including the use of MLA style documentation as well as grammatical and stylistic norms. Students read and examine texts from a variety of genres, ranging from historical masterpieces to compelling contemporary works. They begin practice in written analysis based on annotations of specific portions of the work, then build from paragraph-level writing to basic compositions. In addition to critical writing, students also engage in periodic creative writing, group projects, and presentations. Students in English I Pre-AP must take the STAAR End of Course Exam.</p>		

Pre-AP English II	Credit: 1	HW Load: 
Grade Placement: 10		
Prerequisite: English I		
<p>Tenth-grade English explores some of the foundational works of the Western Canon. Students will cover works from the classical world, the Renaissance, the Age of Reason and the Romantic revolution. These texts are aligned to complement the study of World History in Social Studies. Contemporary poetry, short fiction and non-fiction will be used to “speak back” to these traditional texts. This course builds upon the close reading skills of freshman year, the writing sequence grounding students in a thorough, structured essay style that will form the basis of a convincing scholarly voice for college writing. Students improve the precision and weight of their vocabulary through the systematic analysis of Latin and Greek influence on English language and thought, and learn the conventions of in-class essay writing, in preparation for the AP writing of their junior year.</p>		

AP English III	Credit: 1	HW Load: 
Grade Placement: 11		
Prerequisite: English II		
<p>AP English III is the third step in a sequence that hones the academy student’s academic and rhetorical skills. By engaging in several forms of language study – rhetorical analysis, style evaluation, literary criticism, vocabulary and grammar studies – students at the end of their junior year have expanded their strategies for formal and informal college writing. Students read and interpret a wide variety of American writing. They analyze novels, plays, poetry, essays, and short fiction that cause them to read broadly, both for philosophical concerns and stylistic and formal issues. While the course showcases the traditional icons of American literature – Whitman, Fitzgerald, James, Faulkner, Williams, Morrison and Miller, for example – students devote concentrated study to nonfiction writing and rhetorical analysis as well, in preparation for the AP Language test.</p>		

AP English IV	Credit: 1	HW Load: 
Grade Placement: 12		
Prerequisite: English III		
<p>Modeled after a university literature course, English IV begins by introducing formal first person to student writing, as well as mastering the analytical thesis statement. With British Literature from Chaucer to post-colonialism making up the core readings, students learn the basic elements of the major literary movements as they are linked to cultural and historical context. In addition to extensive practice of the critical reading and analytical writing requirements of the AP English Literature exam, as well as direct teaching of the personal narrative in order to support students through the college application process, students are asked to stand in the place of the critic and level evaluative criticism on a variety of texts, including poetry, short fiction and non-fiction.</p>		

American Voices 17-18	Credit: 1	HW Load: No data as new Course in
Grade Placement: 10-12		
Prerequisite: English I		
<p>How does literature help us better understand our identity. In this survey course, students will study the influence of minority writers, speakers, and artists on literature, literacy, and language to increase racial consciousness to recognize the unique challenges and triumphs of minority groups, and to recognize the commonalities within the human experience. By taking a historical approach, this course will demonstrate the evolving identities and literary strategies minority writers develop to gain voice within the dominant American culture. Since we will primarily study literature, some literary analysis should be expected, but the course will rely upon classroom discussions and creative projects to demonstrate student learning.</p>		

American Film Analysis	Credit: 1/2	HW Load: New Course for 17-18
Grade Placement: 10-12		
Prerequisite: English I		
<p>American Film is a semester-long elective in which students will explore themes in the history of twentieth century America through the medium of historically significant American movies. A diverse selection of twelve to fifteen films, including <i>Birth of a Nation</i>, <i>The Maltese Falcon</i>, <i>Dr. Strangelove</i>, and even <i>Rocky</i> will be the subject of discussion and analysis over the course of each semester.</p>		



Book Club	Credit: 1	HW Load: New Course for 18-19
Grade Placement: 10-12		
Prerequisite: English I		
<p>In this course for readers and aspiring readers, we will explore what it means to engage in stories as a community. Students will have the opportunity to choose literature we read in class. Book Club will be inspired by voices with varying perspectives, cultures, and genres. We will share reading experiences, lead others in reading and engaging with our stories of choice, learn how to read texts outside of our preferred genre, and apply what we read to history, modern social justice issues, pop culture, and more. Students will create move-to-action projects that are based on or arisen from their chosen texts. Students will lead and participate in book clubs, developing activities, lessons, questions, and leading discussions, debates, and applications. Students will analyze the value and purpose of film and other adaptations and engage in adapting text across culture, time, and art. Students will also write fanfiction and write within modeled styles and genres. Book Club will seek opportunities to develop and engage with reading, writing, critical thinking, and discussion skills in the classroom, community, and city.</p>		

Creative Writing	Credit: 1/2 – 1	HW Load: No Data Available
Grade Placement: 10-12		
Prerequisite: English I		
<p>The student in creative writing defines him or herself as a writer – at least for the duration of the semester. In terms of craft, students engage in writing exercises that hone skills that are non-genre specific, such as voice, specific detail and point of view, as well as use professional contemporary writers as models for study and for original work. Most importantly, though, the course focuses on the development of personal writing projects designed by the student. Some work on short collections of poetry, others fiction and still others memoir or drama. After students begin work on their projects, the focus on activity shifts from exercises to whole class writing workshops and revision.</p>		

Creative Writing II	Credit: 1	HW Load: No Data as new Course in 17-18
Grade Placement: 10-12		
Prerequisite: Creative Writing		
<p>This rigorous workshop-seminar provides experience in writing in several genres. Students engage in an editing and revision process designed to produce error-free compositions suitable for publishing. Students examine important examples of literature in relevant genres as models and as subjects for technical analysis. Students also will collect and present literary discoveries from their own reading and writing. Participation in public readings and writing competitions is required.</p>		

Hitchhiker’s Guide to Science Fiction	Credit: 1	HW Load: New Course for 18-19
Grade Placement: 9-12		
Prerequisite: None		
<p>Don’t Panic! This is the course the science fiction aficionado has been waiting: a room full of sci fi fans who can’t wait to discuss their favorite books and series. Our time is limited, but we will explore some of the following texts: <i>Ender’s Game</i>, <i>The Left Hand of Darkness</i>, <i>The Martian Chronicles</i>, <i>The Hitchhiker’s Guide to the Galaxy</i>, <i>Do Androids Dream of Electric Sheep</i>, <i>Firefly</i>, <i>Battlestar Galactica</i>, <i>Doctor Who</i>...We’ll also leave room in the course for you to explore your own interests. From dystopian supercities to rebellious androids to space cowboys, we’ve got you covered! Students will do some analytical writing, however the class primarily revolves around discussion, informal journal responses, and creative projects.</p>		

Literary Magazine I, II, and III	Credit: 1/2 (Semester)	HW Load: No Data Available
Grade Placement: 10-12		
Prerequisite: English I		
<p>Working with submissions from the entire student body, the literary magazine staff creates a literary magazine from raising funding, working with the printing company, editing, design, and layout. Divided by genre, students are under the guidance of department editors and then an executive editor. In addition, this course also sponsors a school-wide writing workshop. The superior work product generated by this class exemplifies the collaborative talents of LASA's humanities students.</p>		

Philosophy	Credit: 1	HW Load:  
Grade Placement: 10-12		
Prerequisite: English I		
<p>This full-year elective introduces students to some of the most influential epistemological, ontological, and political philosophies throughout history. The course begins with the ancient Greeks who form the basis of Western philosophy, including the natural philosophers, Socrates, Plato and Aristotle. The course will move in a primarily chronological way through medieval European theologians such as St. Thomas, St. Augustine, and Boethius to Age of Reason thinkers such as Descartes, Berkeley, Hume, Kant, Rousseau, Locke, Wollstonecraft, Jefferson and others. Nineteenth-century philosophers such as Hegel, Heidegger, and Kierkegaard will be included as well as political thinkers such as Marx and Hobbes. Existentialists Sartre and Nietzsche, anarchists Kropotkin and Goldman, contemporary philosophers such as Chalmers and Dennett will also be featured. Each semester, students will also choose a philosopher to research and present to the class. Religious assertions, like other philosophical ideas, will be approached from the angle of how one perceives, creates and affects the self through the lens of belief. Exploring these ideas will provide students with a framework for analyzing their own existing beliefs, encouraging critical, meta-cognitive thinking and a more comprehensive view of philosophical trends throughout world history. In the process, students will explore and challenge their own beliefs about self and its definition and creation, including writing in which students define their own philosophies.</p>		

Psychological Makeup of Hitchcock Characters	Credit: 1	HW Load: No Data Available
Grade Placement: 10-12		
Prerequisite: English I		
<p>The goal of this course is to examine the motivations behind some Hitchcock's most famous characters. We will look at a variety of texts including but not limited to: the screenplays, the original novels, and analysis of Hitchcock's own motivations as a director and as a cultural icon in the film industry. We will discuss and learn about the dominant ideologies present within his films and in the time period in which they were released and learn how this applies to American culture. Further, we will examine the structure and choices screenwriters and directors make in order to tell a story to their audience and ensure that audience fully invested in these characters we all know so well by now.</p>		

Song Writing	Credit: 1/2	HW Load: No Data Available
Grade Placement: 10-12		
Prerequisite: English I		
<p>Students learn how to write and perform their own songs. Every three weeks each student performs a new original composition (live or recorded) for the class. We workshop the songs, improving the quality of the music and building confidence in performance. By the end of the school year each student will have written an album's worth of songs. In the fall semester the class learns the history of modern recorded music, listening to everything from Al Jolson to Daft Punk. We listen to and discuss examples of many musical genres: classical, opera, Tin Pan Alley, hymns, work songs and protest songs, blues, Dixieland, ranchero, jazz, Broadway, polka, gospel, swing, hillbilly, rock and roll, surf, country, folk revival, conjunto, soul, R&B, punk, disco, rock, house, hip-hop, electronic, and many others. Various writing and performance projects, collaborative and individual, round out the curriculum. No previous musical experience required.</p>		

Women's Literature	Credit: 1	HW Load: No Data Available
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Grade Placement: 10-12

Prerequisite: English I

In this course we will read poetry, prose, fiction, and non-fiction by and about women. Starting with the ancient Greek poet Sappho, we will explore works from around the world and end up in contemporary America with political activist Gloria Steinem to get an overview of the role of women in literature. By taking a historical approach the students will have the opportunity to analyze and research the feminine perspective. Hand in hand with a historical approach we will consider the psychology of women specific issues before and since the women's rights movement.

MATHEMATICS COURSE OFFERINGS

courses with an * must have a teacher's signature on choice sheet

	Course Code	Course Name	Credits	Length	Grade	Prerequisites
MATH CORE	3313.H000.Y	Pre-AP Algebra I	1	Year	9 -12	8 th Grade Math
	3413.H000.Y	Pre-AP Geometry	1	Year	9 -12	Algebra I
	3413.H100.Y	Geometry with Bonus Content	1	Year	9 -12	Algebra I
	3323.H000.Y	Pre-AP Algebra II	1	Year	9 -12	Algebra I, Geometry
	3323.H100.Y	*Algebra II with Bonus Content	1	Year	9 -12	Algebra I, Geometry
	3633.H000.Y	Precalculus AB	1	Year	9 -12	Alg I, Geo, Alg II
	3633.H100.Y	*Precalculus BC	1	Year	9 -12	Alg I, Geo, Alg II
MATH ELECTIVES	3510.H000.Y	*Adv Math Reasoning	1	Year	10 -12	Algebra II
	3613.P000.Y	*AP Calculus AB	1	Year	10 -12	Precalculus
	3616.P000.Y	*AP Calculus BC	1	Year	10 -12	Precalculus
	3510.H200.Y	*Ind Study	1	Year	10-12	If you are taking Calculus BC, you must also select this course
	3628.P000.Y	*AP Statistics	1	Year	10 -12	Algebra II (precal recommended)
	3807.H000.X	*Computational Problem Solving	1/2	Spring	10 -12	Algebra II
	3510.H100.Y (just 18-19)	*Differential Equations	1	Year	10 -12	BC Calculus
	3625.H000.X	*Linear Algebra	1/2	Fall	10 -12	Precalculus
	3510.H000.X	*Logic, Set Theory, and Proofs	1/2	Fall	10 -12	Precalculus
	3646.H000.X	*Multivariable Calculus	1/2	Spring	10 -12	Calculus
	3463.H000.X	*Number Theory	1/2	Spring	10 -12	Precalculus

Pre-AP Algebra I

Credit: 1


HW Load:





Grade Placement: 9


Prerequisite: None


In high school Algebra I, students deepen their understanding of relations and functions and expand their repertoire of familiar functions. Students use technological tools to represent and study the behavior of linear and beginning of quadratic functions, among others. They learn to combine functions, express them in equivalent forms, compose them, and find inverses where possible. Algebra I also provides students with insights through the content strands of linear functions equations, and inequalities, quadratic functions and equations, exponential functions and equations, and number and algebraic methods. This is a Pre-AP course so the content is in greater depth and may include additional topics.

Pre-AP Geometry	Credit: 1	HW Load: 
Grade Placement: 9-11		
Prerequisite: Algebra I		
This course provides students with a firm foundation in plane, solid and coordinate geometry with an emphasis on deductive reasoning and formal proof. The course is designed to expose students to an axiomatic system, requiring strong mathematical justifications while developing geometric intuition and problem solving skills.		


Geometry with Bonus Content	Credit: 1	HW Load: 
Grade Placement: 9-11		
Prerequisite: Algebra I		
Level 5 Pre-AP geometry covers all of the material in the standard Pre-AP Geometry course, but moves at a faster pace to allow time to investigate a standard topic in more detail as well as study additional topics. Some typical additional topics include: formal logic, non-Euclidean geometry, and basic analytical geometry. This class also offers a deeper historical focus and includes a writing component.		


Pre-AP Algebra II	Credit: 1	HW Load: 
Grade Placement: 9-12		
Prerequisite: Geometry		
Students reexamine axioms and properties of algebra; study linear, quadratic, and higher degree polynomials and their graphs; and review operations with rational statement, methods of factorization and operations with radicals. Students also review systems of equations. Students are also introduced to higher order systems, matrices and determinants, linear programming, sequence and series, binomial theorem, conic sections, permutations and combinations, logarithmic and exponential functions, basic concepts of probability, and elementary statistics.		


Algebra II with Bonus Content	Credit: 1	HW Load: 
Grade Placement: 10-12		
Prerequisite: Geometry		
Students reexamine axioms and properties of algebra; study linear, quadratic, and higher degree polynomials and their graphs; and review operations with rational statement, methods of factorization and operations with radicals. Students also review systems of equations. Students are also introduced to higher order systems, matrices and determinants, sequence and series, binomial theorem, conic sections, logarithmic and exponential functions, basic concepts of probability, and elementary statistics. Additional topics include alternative number systems and other mathematical structures. Students are expected to be able to master some concepts through independent reading and practice, allowing class time to be used for further explorations of the curriculum with increased depth and rigor. Emphasis is placed on practical application and theoretical understanding of the content.		


Precalculus AB	Credit: 1	HW Load: 
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Grade Placement: 10-12
Prerequisite: Algebra II
The precalculus course is designed to prepare students to move into an AP Calculus or AP Statistics class the following year. Emphasis is on function analysis with a particular attention paid to trigonometric functions in the fall and exponential, logarithmic, and rational functions in the spring. In addition, students are taught elementary techniques for data analysis using the TI-84 calculator and Microsoft Excel.

Precalculus BC	Credit: 1	HW Load: 
Grade Placement: 10-12		
Prerequisite: Algebra II		
The BC precalculus class is designed to prepare students to move into the AB or BC Calculus class the following year. Topics covered include polynomial, rational, exponential, logarithmic, and trigonometric functions. In addition students explore polar and parametric representations of functions. In anticipation of BC Calculus, students are also introduced to sequences and series, limits, and derivatives.		

Advanced Mathematical Reasoning	Credit: 1	HW Load: 
Grade Placement: 10-12		
Prerequisite: Algebra II		
This course is an exploration of the methods and techniques mathematicians use to articulate their ideas. Course topics include: graph theory, modular arithmetic, base b arithmetic, elementary probability and statistics, binomial theorem and Pascal's Triangle, number systems, and types of infinities. Material is not comprehensive and is assessed in a variety of ways including student presentation, group projects, and individual quizzes. The class is taught in an inquiry-based format and group work is an integral component of a student's grade. This course is appropriate as an alternative to Precalculus, especially for students not pursuing math/intensive fields.		

AP Calculus AB	Credit: 1	HW Load: 
Grade Placement: 10-12		
Prerequisite: Precalculus		
This course is intended for students who have a familiar knowledge of analytic geometry, elementary functions, algebra and trigonometry. This is a one-year calculus course, which prepares students for the AB level Advanced Placement examination in calculus. In most universities, a recommended score on the AB exam will give students credit for one semester of college calculus. This course is devoted primarily to differential and integral calculus. Students are exposed to appropriate technology, such as graphing calculators, to assist them in their study.		

AP Calculus BC	Credit: 1	HW Load: 
Grade Placement 10-12		
Prerequisite: Precalculus and Concurrent Enrollment in Math Independent Study		
This course is intended for students who have a thorough knowledge of analytic geometry, elementary functions, algebra, and trigonometry. Passing the BC Advanced Placement examination awards students with a year's credit in college calculus. In addition to the topics presented in Calculus AB, this course includes vector functions, parametrically defined functions, polar functions, rate of change word problems, Taylor and Maclaurin series, and the use of calculators where appropriate.		

AP Statistics	Credit: 1	HW Load: 
Grade Placement: 10-12		

Prerequisite: Alg II (Precal recommended)

This course is equivalent to a one-semester, introductory, non-calculus based college course in statistics. Such a course is typically required for majors in engineering, psychology, the health sciences, and business. Science and mathematics majors usually take an upper division calculus based statistics course, for which this course will be effective preparation. Students are introduced to major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students also develop technical writing skills throughout the course and learn how to compose clear arguments and explanations with supporting evidence from mathematical computations. The use of several inquiries throughout the course will develop a student's ability to execute a well-designed experiment to collect and analyze data on a meaningful question about the world. Both a TI graphing calculator and R, an open source programming language and software for statistical computing, will be extensively used throughout the course.

Computational Problem Solving

Credit: 1/2

HW Load:



Grade Placement: 10-12

Prerequisite: Algebra II

The goal of this course is to expose students interested in STEM careers to the primary tools of their trades (i.e., to address the problem that educators typically emphasize pencil-and-paper understandings of mathematics without providing instruction regarding the relevant computing that accompanies the concepts in the real world). You will use the mathematical insights you've already developed and learn to solve non-trivial problems with computers. In addition, you will learn a little possibly new algebra and number theory, which will allow you to learn about cryptology--an intriguing coalescence of mathematics and computer science. No prior programming experience is required.

Differential Equations

Credit: 1

HW Load:



Grade Placement 10-12

Prerequisite: AP Calculus BC

Differential Equations, begins with some definitions and terminology and mathematical models used in a differential equations course. First-order and higher-order differential equations, along with the methods of solutions and their applications are introduced. Modeling with higher-order Laplace transform, and systems of linear first-order differential equations are covered. At the end, students learn series solutions of linear equations. Numerical methods are covered throughout the course.

Linear Algebra

Credit: 1/2

HW Load:



Grade Placement: 11-12

Prerequisite: Precalculus (Calculus strongly recommended)

This is a one semester introduction to linear algebra. Course topics include row reduction, determinants, linear transformations, inverses, images, kernels, vector spaces and subspaces, dimension, eigenvalues, and eigenvectors. Emphasis is placed on algebraic abstraction over practical application. Time is spent in class developing proof techniques and some proof writing is required. Students will frequently be required to work together in groups.

Logic, Reasoning, and Proof

Credit: 1/2

HW Load:




Grade Placement: Any

Prerequisite: Algebra 2

This course is divided into four units: truth-functional logic, quantificational logic, functions, and induction. It will cover the development and applications of symbolic logic, as well as several useful proof theories. Students will learn what constitutes appropriate proof and disproof of claims. This course is interested not only in the application of logic, but also its limitations. Students will complete projects in which they are able to pursue topics of their own interest—such as mathematics, computer

science, philosophy, law, etc.—and abstract the underlying logical structures, from which logical reasoning and proof will extend their understanding of the subject. This interplay between abstraction and application will be another constant in the course.

Multivariable Calculus	Credit: 1/2	HW Load: No Data Available
Grade Placement: 11-12		
Prerequisite: Calculus (Linear Algebra strongly recommended)		
This course is a one semester course in vector calculus. Topics include: vectors, partial derivatives, multiple integrals, vector fields, line integrals, surface integrals, Green's Theorem, curl and divergence, and Stoke's Theorem. Emphasis is placed on problem solving techniques and applications to other disciplines (such as physics, economics, statistics, etc...)		





Number Theory	Credit: 1/2	HW Load: 
Grade Placement: 11-12		
Prerequisite: Precalculus (Logic, Reasoning, and Proof strongly recommended)		
This is an inquiry based first course in number theory modeled after the one semester course offered to undergraduates at the University of Texas at Austin. Course topics include prime numbers, unique factorization, modular systems, Diophantine equations, divisibility, quadratic congruencies, the Chinese Remainder Theorem, mathematical induction, and the euler-phi function. Emphasis is placed on learning to construct and write rigorous mathematical proofs.		





SCIENCE COURSE OFFERINGS


courses with an * must have a teacher's signature on choice sheet


	Course Code	Course Name	Credits	Length	Grade	Prerequisites
C O	4123.H000.Y	Pre-AP Biology	1	Year	9	8 th Grade Science
	4323.H000.Y	Pre-AP Chemistry	1	Year	10	Pre-AP Biology
	4435.P000.Y	AP Physics: see notes below Right=4435.P000.Y	1	Year	11	Pre-AP Chemistry or Chemistry


R		Left=4435.P100.Y Whole=4435.P200.Y				
	E					
E L E C T I V E S	8426.HC0C.Y	*Anatomy and Physiology	1	Year	11 - 12	Biology; Chemistry
	4137.P000.Y	AP Biology	1	Year	10 -12	Biology; Chemistry
	4334.P000.Y	AP Chemistry	1	Year	10 -12	Chemistry or placement test
	4237.P000.Y	AP Environmental Science	1	Year	11 - 12	Biology; Algebra I
	4438.P000.Y	AP Physics C	1	Year	11 - 12	Physics
	4436.P000.Y	AP Physics II	1	Year	12	AP Physics Whole
	4239.H000.Y	Astronomy	1	Year	11 - 12	Biology; Chemistry
	8686.NC00.Y	Bio Technology	1	Year	11 - 12	Biology; Algebra I, Chemistry
	8718.NC00.Y	Bio Technology Internship	1	Year	12	Bio Technology
	8688.RC0C.Y	Engineering Design	1	Year	11 -12	Physics
	8582.RC0C.Y	Forensic Science	1	Year	11 - 12	Biology; Chemistry
	8428.HC0C.Y	*Medical Microbiology	1	Year	11 - 12	Biology; Chemistry
	4429.H000.Y	Modern Physics	1	Year	12	Physics; Calculus Recommended
	8716.HC0C.Y	*Organic Chemistry	1	Year	11-12	Biology; Chemistry
	8722.HC0C.Y	*Organic Chemistry - Advanced	1	Year	12	Organic Chemistry
	8430.HC0C.Y	*Pathophysiology	1	Year	12	Anatomy and Physiology
	8716.HC2C.Y	The Wicked Problem Project	1	Year	11 -12	Chemistry or concurrent w/chem
8722.HC3C.Y	The Wicked Problem Project II	1	Year	12	Wicked Problem Project I	


Pre-AP Biology	Credit: 1	HW Load:    
Grade Placement: 9		
Prerequisite: 8th grade Science		
Imagine a course in which you learn about biomolecules, gel electrophoresis of DNA, bacterial cultures, fermentation of yeast, photosynthesis; discover the microscopic world of protists and bacteria, learn about emerging diseases and their consequences, cell division and its application to diseases such as cancer, and explore the medicinal possibilities of plants. This is a course in which students focus on topics in biotechnology, microbiology, immunology, genetics, and plant molecular biology. Computers are used for research, data analysis and lab simulations. Interdisciplinary projects that explore the social, literary, and historical impact of science are done in both semesters.		


Pre-AP Chemistry	Credit: 1	HW Load:    
Grade Placement: 10		
Prerequisite: Biology		
Chemistry includes the in-depth study of the measurement of matter and energy, atomic structure, chemical formulas, chemical equations, bonding, kinetic theory, thermochemistry, gases, solutions, equilibrium, nuclear chemistry, and organic chemistry. The course emphasizes field and laboratory experiments. Texas law requires 40% field and laboratory experience during the course.		


AP Physics	Credit: 1	HW Load: 
Grade Placement: 11-12		
Prerequisite: Algebra II completion or concurrent.		
<p>Students that take AP Physics 1&2 will be prepared to take the Physics 1 exam and/or the Physics 2 exam. The Physics 1 exam is equivalent to a first-semester college course in algebra-based physics. The Physics 2 exam is equivalent to a second-semester college course in algebra-based physics. Topics covered range from Newtonian mechanics, work, energy, and power; mechanical waves and sound, thermodynamics, electricity and magnetism, optics, atomic and nuclear physics. This class focuses on inquiry-based learning and the ability to reason about physical phenomena using important science process skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data and making connections across multiple topics within the course and in other science disciplines.</p>		
<p>*Students are placed in physics course according to the survey they completed with the school. Students received information about this survey at their choice sheet meeting. The survey gathers information about their interests and students are placed in the physics course according to their answers. All decisions are final. The courses are Physics Left, Physics Right and Physics Whole. Physics Left and Right prepare students for the AP Physics 1 & 2 exams and Physics Whole prepares students for the AP Physics 1 exam.</p>		

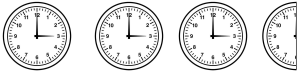
Anatomy and Physiology	Credit: 1	HW Load: 
Grade Placement: 11-12		
Prerequisite: Biology and one other science course; Chemistry recommended.		
<p>Exercise, disease, food choices, ageing -- how do these affect your body? Bioengineering, sports medicine, animal rights, organ transplants, and medical ethics are some of the topics explored in Anatomy and Physiology. We use sophisticated equipment to measure muscle strength, electrical activity of the heart, reflexes, and respiratory volumes. We dissect cats to study body structure and organization, we test the effect of drugs on heart rate, and we explore various organisms to evaluate different body systems. Current issues, such as the biomedical applications of nanotechnology, cloning, the use of modern drugs to regulate behavior, and the physiology of the human body in space are other topics addressed in this yearlong course. Computers will be employed to create multimedia presentations to explore different aspects of human physiology.</p>		


AP Biology	Credit: 1	HW Load: 
Grade Placement: 11-12		
Prerequisite: Biology; Anatomy and Physiology highly recommended		
<p>This year long course is for students who have a high interest in biology and want to go beyond the first year Biology course. The course stresses topics in biochemistry and genetics, and includes labs using Polymerase Chain Reaction, gene sequencing, and agarous and polyacrylamide gel-electrophoresis. It is suggested that students taking this course have previously taken or are concurrently taking Anatomy and Physiology. AP Biology is a college-level course, which will enable students to place out of college biology.</p>		




AP Chemistry	Credit: 1	HW Load: 
Grade Placement: 11-12		
Prerequisite: Biology and Chemistry		
<p>AP chemistry is a college level study of organic chemistry, thermodynamics, electrochemistry, macromolecules, colloids, and properties of solutions. It emphasizes mathematical quantification, statistical evaluation of data and independent investigative skills. This course helps to prepare students for the AP examination.</p>		

AP Environmental Science	Credit: 1	HW Load: 
Grade Placement: 11-12		
Prerequisite: Pre-AP Physics		
<p>What is all the fuss about Ozone Action Days? How did human alteration of the landscape contribute to the destruction wrought by Hurricane Katrina? What did the environment of the Austin area look like before there was a city and what changes accompanied settlement of the area?</p>		
<p>These are the kinds of questions investigated in Advanced Placement Environmental Science (APES). “The APES course is designed to be the equivalent of a semester, introductory college course in environmental science. The goal of the APES course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternatives for resolving or preventing them” (from the College Board course description). While the class prepares students to pass the AP test, field and laboratory work are emphasized. A preserve three blocks from the school is the scene for much of the field work. Field trips can focus on soil biology, water quality, landfills, sewage treatment, green building techniques, energy production, ecological restoration, and bird migration. In addition to a college textbook, Jared Diamond’s <u>Collapse</u> (the sequel to <u>Guns, Germs and Steel</u>) is provided to APES students.</p>		


AP Physics C	Credit: 1	HW Load: 
Grade Placement: 11-12		
Prerequisite: Completion of Pre-AP Physics or AP Physics B. Calculus completion or concurrent.		
<p>This college level calculus-based physics class prepares students for the C-level Advanced Placement Exam in physics. Topics in the first semester study of mechanics include Newton’s Laws, conservation of energy and linear and angular momentum, simple harmonic motion, and gravitation. Topics in the second semester study of electricity and magnetism include electrostatics, Gauss’ Law, Ampere’s Law, magnetic induction, electric circuits, and Maxwell’s Equations. The combination of this course and Calculus B-C is an excellent preparation for college study in the physical sciences and engineering.</p>		


AP Physics II	Credit: 1	HW Load: 
Grade Placement: 12		
Prerequisite: AP Physics 1 Whole		
<p>Students explore principles of fluids, thermodynamics, electricity, magnetism, optics, and topics in modern physics. The course is based on seven Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. Students will be prepared to take the AP Physics 2 exam.</p>		

Astronomy	Credit: 1	HW Load: 
Grade Placement: 11 – 12		
Prerequisites: Physics (taken or currently taking)		
<p>Astronomy is a year-long course in which students will develop an appreciation, thorough understanding, and ongoing curiosity about the mysterious, intense, and magnificent Universe and humankind’s place in it. The course is comprised of a mix of lectures and student-driven research projects, both individual and group.</p>		
<p>Topics covered include but are not limited to: the history of astronomy, stellar mapping and coordinates, orbits, gravity, and relativity, the electromagnetic spectrum and quantum mechanics, the Earth/Moon system, the solar system, stars, galaxies, constellations, black holes, cosmology, and human endeavors in space. Some units of instruction involve mathematics (algebra-based), while others are conceptual. The student will become familiar with the night sky and objects in it. <u>The student will be required to attend at least one evening of nighttime star observing during the academic year.</u></p>		

Biotechnology	Credit: 1	HW Load:   
Grade Placement: 11-12		
Prerequisite: Biology, Chemistry, Algebra I		
<p>Biotechnology is designed to introduce students to laboratory work in the biosciences. Included are overviews of basic laboratory math and statistics, lab equipment, lab safety, solution preparation, handling of equipment and reagents, introduction to experimental design, various molecular biotechnology techniques, DNA technologies, protein technologies, ethics in the field, an introduction to relevant biotech databases available on the internet and bioinformatics applications, and career exploration in the biosciences. Students will learn these concepts through collaborative exercises and individual experiences. This course is dual enrollment through Austin Community College and serves as a fourth year science elective. Students that successfully complete this course will receive both a high school science credit as well as college credit through Austin Community College Credit (course codes BIOL 1414 and BIOL 1415).</p>		

Biotechnology Internship	Credit: 1	HW Load: No Data Available
Grade Placement: 12		
Prerequisite: Biotechnology		
<p>The Research Internship course is senior level course. This is a formal internship experience where students are supervised by a university or industry mentor and apply their advanced biotechnology knowledge and training in a bioscience laboratory. This is an experience external to the LASA campus for advanced students in the biosciences. Students report to their internship off campus and are mentored and supervised as they work on a research project. The course is eligible for Dual Credit through Austin Community College (course code BITC 2486). Students that sign up for this course should meet with Mr. Oleniczak to discuss their internship as soon as possible.</p>		

Engineering Design	Credit: 1	HW Load: 
Grade Placement: 11 – 12		
Prerequisites: Physics (taken or currently taking)		
<p>AKA "SciTech Part 2", Engineering Design was created to meet the needs of LASA students who are dedicated to furthering their training in the field of engineering and applied physics. Engineering is simply the act of informed and creative problem-solving. This course challenges students to apply the knowledge they acquire in their math and science classes to real situations, utilizing skills ranging from project management and perseverance to 3D computer design and safe power tool operation. Students should expect a rigorous schedule and workload both in and outside of class. Much like in SciTech, the expectations are high but the reward of successful accomplishment is higher still.</p>		

Forensic Science	Credit: 1	HW Load: 
Grade Placement: 11 – 12		
Prerequisites: Biology and Chemistry		
<p>Forensic Science is a laboratory-based course in which students will apply their prior knowledge of biology, chemistry, and mathematics to the popular field of crime scene investigation. Students will use a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, trace evidence, DNA and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science.</p>		

Medical Microbiology	Credit: 1	HW Load:   
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Grade Placement: 11-12

Prerequisite: Biology

This lab oriented course studies the organisms that cause disease. It is highly recommended for those individuals interested in a medically oriented field, biological research, or interest in the organisms that cause disease. Students will learn lab techniques to enable them to culture and identify various bacteria, fungi, and viruses. We explore current topics including emerging and re-emerging diseases such as SARS, West Nile, and AIDS; bioterrorism and the types of microbes being used, why they're dangerous, and how to protect against them; and drug use and antibiotic resistance. Students will gain an understanding of the immune system and how it protects the body and the counter mechanisms by which microbes overcome those defenses. Field trips include visits to the State Health Department and the Blood and Tissue Center of Central Texas.

Modern Physics

Credit: 1

HW Load:



Grade Placement: 12

Prerequisite: Pre-AP Physics or AP Physics B.

This second course in physics is designed to provide students with an overview of developments in physics since approximately 1900. Beginning with the outstanding problems in the field in the late 19th century the student studies the foundations and consequences of the revolutions in relativity and quantum mechanics. Topics include cosmology, the big bang, black holes, elementary particles, unified field theory, the standard model, solid state, and nanotechnology. Topics to be studied vary with input from the students. A survey of the literature and student research is an integral part of the course.

Organic Chemistry

Credit: 1

HW Load:



Grade Placement: 12

Prerequisite: Biology and Chemistry

The course is structured as a college-level introductory organic chemistry course. If the course succeeds for the student, he or she will leave with a sound knowledge of organic chemistry, some insight into the workings of the material world and how humans can discover them, and a better appreciation of the logic of creative science and of how scientists really work.

First semester topics include introductory chemical nomenclature, chemical structure and bonding, acid-base relationships, mechanistically simple organic reactions, and introductory organic synthesis. First semester laboratory exercises include hands-on introductions to techniques such as crystallization, distillation, extraction, and chromatography.

Second semester topics include advanced chemical nomenclature, theoretical aspects of structure determination, organic reactions and syntheses of increased complexity, and introductory biochemistry. Laboratory exercises focus on organic reactions, synthetic techniques, modern spectroscopic techniques such as IR and NMR, and structure elucidation of complex unknowns. Students will participate in a field trip to the organic chemistry teaching laboratories at The University of Texas at Austin to analyze experimental product using advanced spectroscopic equipment.

Organic Chemistry – Advanced

Credit: 1

HW Load:

Grade Placement: 11-12

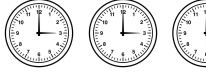
Prerequisite: Organic Chemistry


This elective course is a structured independent study in organic chemistry. The primary goal for this course is to allow students to pursue the more advanced topics contained in the second semester of undergraduate organic chemistry. A secondary goal for this course is to cultivate skills in self-directed learning and mentorship of other students. If the course succeeds for the student, he or she will leave with a comprehensive knowledge of organic chemistry, sufficient for most pre-professional programs in the biological and chemical sciences, and valuable skills in creativity and problem-solving.

The focus of the course content is on reactions, reaction mechanisms, and multistep synthesis. First semester topics include substitution and elimination reactions, radical reactions, aromatic reactions, and nucleophilic acyl substitution. The focus of the second semester is on more complex carbonyl chemistry, organometallic chemistry, oxidations and reductions, and bioorganic chemistry.

The main goal of the laboratory section of the course is for advanced students to serve as teaching assistants to first-year organic chemistry laboratory students. This will consist of diligent mentorship of first-year students during all laboratory

periods. During the spring semester, students will also conduct a formal laboratory experiment in association with a field trip to the teaching laboratories of The University of Texas at Austin

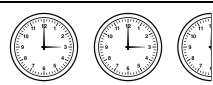
Pathophysiology	Credit: 1	HW Load: 
Grade Placement: 11-12		
Prerequisite: Anatomy and Physiology		
<p>This year-long class studies human disorders. It is recommended for students who are interested in a medically oriented field or those with an interest in biology or specifically in human diseases. We perform diagnostic tests of urine, and correlate these data to kidney function and to diseases of the body. Students perform diagnostic blood tests for measurement of metabolic health. We run and interpret EKGs to learn about alterations of the cardiovascular system, and we use case studies to evaluate different disease states in the various organ systems. To study various neurological disorders, students will perform skills demonstrating those abnormalities. Students should have taken Anatomy and Physiology before taking this course.</p>		





The Wicked Problem Project	Credit: 1	HW Load: 
Grade Placement: 11-12		
Prerequisite: Chemistry or concurrent w/chem		
<p>You will take on a real world problem and create new and unique solution. You and a group will choose a complex "wicked" problem that impacts society and try to develop a novel solution. During the process you'll be guided on how to solve the problem, write a guiding question, develop a proposal, and write a grant – all to develop and implement that great solution. Will your solution succeed? Is it the “right” answer to the question? Who knows- but you WILL have the opportunity to find out and evaluate your peers.</p>		




The Wicked Problem Project II	Credit: 1	HW Load: New Course for 17-18
Grade Placement 12		
Prerequisite: Wicked problem Project		
<p>An opportunity for students from Wicked Problem to continue to fine tune their project and implement on a larger scale, or begin a second project.</p>		




SOCIAL STUDIES COURSE OFFERINGS




	Course Code	Course Name	Credits	Length	Grade	Prerequisites
C O R E	4513.H000.Y	Pre-AP World Geography	1	Year	9	8 th Grade SS
	4623.P000.Y	AP World History	1	Year	10	Pre-AP World Geography
	4733.P000.Y	AP US History	1	Year	11	AP World History
	4841.P000.X	AP Government	1/2	Fall or Spring	11 - 12	AP US History or ACC US History
	4946.P000.X	AP Macroeconomics	1/2	Fall or Spring	11 - 12	AP US History or ACC US History
	4635.P000.Y	AP European History	1	Year	11 - 12	World History
	4523.P000.Y	AP Human Geography	1	Year	11 - 12	World Geo; World Hist
	4945.P000.X	AP Microeconomics	1/2	Spring	12	None
	4938.P000.X	AP Psychology (Part I)	1/2	Fall	11 - 12	with 4938.H000.X
	4935.H000.X	AP Psychology (Part II)	1/2	Spring	11 - 12	with 4938.P000.X
	4942.H000.X	Amateur Radio	1/2	Fall or Spring	10 - 12	None
	4932.H100.X	Constitutional Law	1/2	Fall or Spring	11 - 12	None
	4932.H200.X	Contemporary Issues	1/2	Fall or Spring	11 - 12	None
	4932.H400.X -FALL & 4932.H500.X -SPRING	Ethnic Studies	1	Year	9-12	None
	4932.H300.X	Facing History	1/2	Fall or Spring	11 - 12	None
	4932.H000.X	Mock Trial	1/2	Fall or Spring	10 - 12	None
	4942.H000.X	Native American History	1/2	Fall or Spring	11 - 12	APush or concurrent enrollment
4932.R000.X	Street Law	1/2	Fall or Spring	10 - 12	None	

Pre-AP World Geography	Credit: 1	HW Load:	
Grade Placement: 9			
Prerequisite: None			
<p>The purpose of this course is to provide students with a global understanding of the world. Although we will spend time with physical geography, the main focus will be on human/cultural geography. The units we will cover include physical geography, population, disease, resources, economics, culture, religion, and international conflicts. In order to place topics into a contemporary context and to ensure that students have a working knowledge of place and location, the course will draw heavily from current events. These events will also serve as a vehicle for teaching human geography concepts such as political change, border/land disputes, the development and diffusion of religions, and technology and customs. Students will also gain an understanding of international organizations such as the United Nations, the European Union, the World Bank, and NATO. Students will participate in Socratic Seminars/ discussions in which they will be asked to think critically about world issues and to engage in dialogue with their peers. Students will also be expected to create high quality projects and presentations, both individually and in groups, with a variety of media.</p>			

AP World History	Credit: 1	HW Load:    
Grade Placement: 9		
Prerequisite: World Geography		
<p>The purpose of this course is to provide students with a clear and personal understanding of the human past. Using primary sources as our main text, students are encouraged to think somewhat independently of chronology as they are introduced to the struggle between historical truth and historical interpretation, and to compare their own concept of history to those of major historians. Recurring themes, such as gender roles, the concept and organization of power, and cultural and social adaptation will be studied in terms of historical theory and as evolving features of human society. With an emphasis on historical research and inquiry as opposed to simply content, the class will focus on understanding the significance of historical events within their contemporary contexts, and analyzing the ramifications of those events for future generations.</p>		

AP U.S. History	Credit: 1	HW Load:   
Grade Placement: 11		
Prerequisite: None		
<p>A college-level survey in United States History, this course culminates with the AP examination in May. In content, it covers the history of the United States from 1492 to the present, with special emphasis on topics and time periods relevant to the AP exam. In addition to substantial readings from the adopted text, this course will involve extensive outside reading from both primary and secondary sources, analysis of documents and essay writing, and special emphasis is placed on topics such as political theory, historiography and historical research methods. In addition, students will complete several projects, based on investigations of specific historic events, throughout the year. Strong emphasis will be placed on the writing and critical thinking skills essential to success on the AP examination.</p>		

AP Government	Credit: 1/2	HW Load:   
Grade Placement: 11-12		
Prerequisite: US History		
<p>This is a rigorous, college-level course; instruction is aligned with the College Board curriculum's thematic approach. As such, students are given instruction in areas such as: Foundations of the Constitution, The Rise of the All-Powerful Supreme Court, Domination by Congress, Imperial Presidents, Political Parties and Voter Demographics, Voting, and Money, Media, and Elections.</p> <p>Through direct instruction, supplemental readings of current events, relevant videos and media clips, and class discussion, students explore these areas in the context of both history and the present. Because real-world experience is enlightening, students are often required to work on campaigns or interview lobbyists/ representatives. Also, guest speakers, such as local U.S. Representatives, are enlisted when available. The ultimate goal of this course is not passing the AP, but rather crafting a citizen upon which the United States can depend on to lead us into the future.</p>		

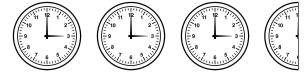
AP Macroeconomics	Credit: 1/2	HW Load:   
Grade Placement: 12		
Prerequisites: None		
<p>AP Macroeconomics emphasizes economic principles as applied to the economy as a whole. The topics are presented to meet the curriculum standards tested on the AP Exam as designed by the College Board. Lessons include basic economic concepts common to Microeconomics and Macroeconomics; an analysis of national income and its components, economic indicators</p>		

including gross domestic product (GDP), the inflation rate and the unemployment rate; the financial and banking, monetary and fiscal policies, exchange rates and international finance, globalization and world trade.

AP European History

Credit: 1

HW Load:



Grade Placement: 11-12

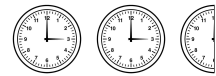
Prerequisite: World History

AP European History will build on the foundation set in World History, using that course as a springboard to study the people and events of European History in more depth. The year-long curriculum weaves primary sources, including literature contemporary to the period of study, and historical studies and interpretations by leading scholars. Students will have the opportunity to foreground and compare these texts as they approach them from different historical perspectives. In addition, students' communication skills, both written and verbal, will be developed through a variety of activities including response writing, debate and discussion, and hands-on projects that tie historical study to the historical imagination of each student.

AP Human Geography

Credit: 1

HW Load:



Grade Placement 11-12

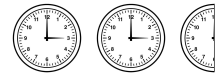
Prerequisites: World Geography, World History

AP Human Geography is a college-level introductory course on the study of how people make places, i.e. how we organize space and society, how we interact with each other in places and across space, and how we make sense of others and ourselves in our localities, regions, and the world. Units of study and AP course requirements include geography: its nature and perspectives, population and migration, cultural patterns and processes, political organization of space, agriculture, development and industrialization, and cities and urban land use. Students will read a recently published AP approved college-level textbook, engage in daily classroom activities, analyze and discuss a variety of articles and documents in class, carry out the "Farm to Fork" research and writing project during the Agriculture unit, and prepare for the AP exam in May.

AP Microeconomics

Credit: 1/2

HW Load:



Grade Placement: 12

Prerequisites: None

AP Microeconomics is a course designed to provide students with a thorough understanding of the principles of economics as they apply to individual decision making units, including individual household and firms. Students taking the course will spend time examining the theory of consumer behavior, the theory of the firm, and the behavior of profit-maximizing firms under various market structures. They will evaluate the efficiency of the outcomes with respect to price, output, consumer surplus, and producer surplus. Student will have an opportunity to examine the behaviors of households and businesses in factor markets, and learn how the determination of factor prices, wages, interest, and rent influence the distribution of income in a market economy. Students will also consider instances in which private markets may fail to allocate resources efficiently and examine various public policy alternatives aimed to improving the efficiency of private markets.

AP Psychology

Credit : 1

HW Load:





Grade Placement: 11-12

Prerequisite: None

The year-long AP Psychology course is meant to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Some of the topics discussed in class include: How we learn—and How We Could Do It Better; (why there are) Different Perceptions of Our World; Biology of the Brain; Our Existence in Altered States

of Consciousness; Drug and non-drug treatments of Psychological Disorders; and Why Your Personality is Different from Everyone Else's. Students must enter in both course numbers (Pysch 1 & Phych II) on choice sheet.

Amateur Radio	Credit: 1/2	HW Load:  
Grade Placement: 9-12		
Prerequisite: None		
<p>This semester-long course is built around a framework that includes the use of Amateur Radio as a means to education students for life and work in a global, technological society. By the end of the course, each student will obtain their Federal License to operate on Amateur Radio frequencies to talk to people all over the world. In practicing good radio communication, one is forced to apply basic electronics, build necessary devices (antennas, tuners, receivers, etc.), learn geography, and practice foreign languages. Concepts will be covered and then put into practice by using them to operate from the LBJ High School Amateur Radio Club's 'Radio Room.' KSLBJ students will also learn both Voice and Morse Code, and communicate in digital codes such as PSK31 (similar to instant-messaging) and Slow-Scan TV (transferring images). Exploration of satellite operation is also anticipated.</p>		

Asian Studies	Credit: 1/2	HW Load: New Course for 18-19
Grade Placement: 11-12		
Prerequisite: AP World History		
<p>Asian Studies will be a semester-long discussion based course on the cultural and social history of East Asia, South Asia, and the Middle East. It will be structured so that all reading and most other work can be completed during class time and will focus on developing the skills of primary source analysis as well as forming high quality written historical arguments. During most class periods students will read and discuss excerpts from classic Asian texts including the Rigveda, Qu'ran, Dao de Jing, Bhagavad Gita, Water Margin, Tale of Genji, Rubaiyat and dozens more works of literature, philosophy, politics, and religion. Students will use those texts to consider the many ways Asian peoples across time periods and regions thought about topics like gender, conflict, class, death, and belief- as well as how those thoughts continue to influence us today. On writing days students will have the opportunity to both develop their ongoing work and receive one on one feedback during scheduled instructor conferences. Ultimately, students will produce several analytical papers engaging with the texts read in class.</p>		

Constitutional Law	Credit: 1/2	HW Load: New Course for 17-18
Grade Placement: 11-12		
Prerequisite: None		
<p>This semester-long class will discuss landmark U.S. Supreme Court decisions to learn about the concept of liberty (from freedom of religion to abortion), equality (affirmative action to gay rights), search and seizure, gun rights, cruel and unusual punishments, etc. This course is informative and allows for discussion of controversial topics. This course also provides students the opportunity to learn about the operation and inner workings of arguably America's most powerful branch of government—the Supreme Court. Analysis will include not only the struggle between state and federal power, but also the degree to which the government can restrict individual freedom.</p>		

Contemporary Issues	Credit: 1/2	HW Load: No Data Available
Grade Placement: 11-12		
Prerequisite: None		
<p>This semester-long course will examine the history of the United States form 1945 to the present with a focus on how historical events have created the current political, cultural, and social climate in which we live. There will be a strong emphasis on exploring current events, specifically through understanding their historical causes and predicting their effects. Using a variety of sources including primary and secondary sources, we will examine the changing faces of American society, and foreign and domestic policy.</p>		

Ethnic Studies	Credit: 1	HW Load: New Course for 18-19
Grade Placement: 9-12		
Prerequisite: None		

This course focuses on an interdisciplinary study of the interplay between power (often political power) and difference (such as race, ethnicity, sexuality, and gender) and how the use of power can marginalize individuals who are viewed as different or Other. As part of this study, students will consider the narrative of history: how and by whom it is written, when it is written, and when it is revised to reflect greater knowledge. Coursework will include discussions and projects based around nonfiction texts-- reports, studies, biographies, memoirs-- so as to best understand the problems of difference which continue to plague our American society.

Facing History	Credit: 1/2	HW Load: No Data Available
Grade Placement: 11-12		
Prerequisite: None		
<i>"All that is necessary for the forces of evil to win in the world is for enough good men to do nothing." – Edmund Burke</i>		
<p>This semester-long course is not only about racism or anti-Semitism; it is not only about the Holocaust. However, we will address those issues to learn more about ourselves as individuals and as members of society—only then can we begin to make decisions about race, tolerance, conformity, and obedience. This class will not end prejudice, discrimination, or hatred, but perhaps it will heighten our awareness of the cause of and consequences of those issues. This course covers areas of American and World History involving human rights issues and abuses including but not limited to slavery in America, the Armenian genocide, sex slavery today, the War on Terror, and the Holocaust.</p>		

Mock Trial	Credit: 1/2	HW Load: New Course for 17-18
Grade Placement: 9-12		
Prerequisite: None		
<p>The state of Texas has recognized that successful participation in business, professional and social settings requires effective communication skills. As such, it requires students to take a ‘Communications Applications’ course that includes oral presentations and instruction on the communication process, interpersonal communication, and group communication. Within its advanced academic program, the Liberal Arts & Science Academy (LASA) seeks to satisfy such core graduation requirements while also providing an enhanced educational environment. To that end, LASA has developed a Mock Trial class where students can both learn and apply their communication skills.</p> <p>Students enrolled in the Mock Trial class will identify, analyze, develop, and evaluate communication skills needed for professional and social success within a litigation framework. They will build skills necessary for interpersonal situations (working with clients & opposing counsel), group interactions (jury selection), and personal and professional presentations (legal seminars & jury trials). Furthermore, students will be transformed into advocates as they participate in mock trials. In this context, they will use their problem solving processes and critical-thinking skills to develop a coherent trial strategy. Within the trial courtroom, advocates will deliver clear verbal messages, be attuned to effective nonverbal behaviors, and most importantly, listen for desired results.</p>		



Native American History	Credit: 1/2	HW Load: New Course for 17-18
Grade Placement: 11-12		
Prerequisite: APush or concurrent enrollment		
<p>This semester-long course will examine the history of the indigenous tribes of the United States and Canada. The focus of this class will be to look at tribes that are often not discussed in other history courses at LASA. We will look at both historical issues surrounding these tribes as well as issues that these tribes address in the 21st century. Other areas of discussion and research in this class will include religious traditions, oral stories, art, dance, and more for the tribes being studied. There will be a research component as students will focus throughout the semester on one specific tribe as we address all the areas above.</p>		



Street Law	Credit: 1/2	HW Load: New Course for 17-18
Grade Placement: 10-12		
Prerequisite: none		
<p>"Street Law" is a course that will focus on the “big picture” of legal practice. Class will cover many topics including: Criminal law, Civil litigation, Torts, Contract Law, Landlord/Tenant, Family Law, Search/Seizure, and Civil Liberties (Free</p>		



Speech, etc.). The content will be conveyed in a practical format to allow students to gain the knowledge necessary to understand our law-saturated society. As such, we will use case studies, individual research, group discussion / debate, guest speakers, and mock trials throughout the course in order to reach our goal. This is a great beginner survey course for those interested in law.

SIGNATURE COURSES



Course Code	Course Name	Credits	Length	Grade	Prerequisites
8280.HTOC.X	Electronic Magazine	1	Fall or Spring	9	None
4023.H000.X	Science and Technology	1	Fall or Spring	9	None
1441.H000.X	Great Ideas	1	Fall or Spring	10	None
4206.H000.X	Planet Earth	1	Fall or Spring	10	None

Electronic Magazine - Graphic Design Signature Course Credit: 1 HW Load:  
Grade Placement: 9
Prerequisite: None
<p>Ezine is a double-blocked, signature, CTE class where freshmen work in small teams to produce a real-world professional-quality magazine over the course of one semester. Magazines are published in digital and print forms at the end of the course. Topics covered include: Marketing, Media Law, Graphic Design, Photography, and Journalism. Students will learn the fundamentals of Adobe Creative Cloud programs, including Illustrator, InDesign, and Photoshop. They also have the opportunity to earn college level credit and a professional certification in graphic design.</p>

Science and Technology (SciTech) Credit: 1 HW Load:  
Grade Placement: 9th
Prerequisites: none
<p>Science and Technology (a.k.a. SciTech) recently recognized, as a “National Best Practice” by the American Society of Mechanical Engineers (ASME) is a course for ninth grade or tenth grade transfers with no pre-requisites. SciTech is an accelerated block course science course taught for 2 periods of the school day. The course is completed in one semester of the school year, yet yields one full year of academic credit and delivers one of the credits for the “advanced academic measures” requirement for <u>AISD Distinguished Academic Program</u> graduation Plan. The course is a student-centered problem solving curricula, which develops skills in mechanical engineering, physics, engineering graphics, teaming, math modeling, manufacturing (using power and hand tools) and computer processing. The evaluation of the course is based on the successful completion of the course goals, creation of a mechanical device, developed design documentation, and maintenance of a personal logbook about design experience. The SciTech course activity evolves from a four-step design sequence used throughout science, engineering and technology.</p>

Great Ideas Signature Course Credit: 1 HW Load:  
Grade Placement: 10
Prerequisites: none
<p>Building on the skills learned in freshman and sophomore-year English and social studies classes, Great Ideas considers the questions humans have asked since the beginning of time, as well as, the answers they have posited to these questions. Throughout this course, students are asked to think about the existential questions that have challenged humanity and to join</p>

the conversations that have perplexed and inspired thinkers throughout history. Some topics of discussion include: what it means to live in society, what is good and what is evil, what it means to know something and to share that information with others, as well as, what it means to be beautiful and to create beauty (and a whole host of other questions). Our goal is to introduce students to a variety of thinkers, movements, and critiques that have shaped human thought, particularly Western thought, and to guide them through the research process to discover their own answers. Students are expected to read, think and write critically about what they observe and research. Finally, students will be required to produce their own representation of a particular question of interest and to pose their findings to this question.

Planet Earth	Credit: 1	HW Load:  
Grade Placement: 10		
Prerequisite: Biology		
Planet Earth is a registered innovative course through the Texas Education Agency and not offered anywhere else in the district. The course content focuses on the complex, dynamic relationship between the planet and its life, tracing it through the Earth's geologic history. Parts of this course cover the emerging, integrative science currently being referred to as Geobiology at the college level. The course is project-based with major components being a semester-long biodiversity study, a simulated senate hearing to evaluate extra-terrestrial impact defense, and geologic mapping exercises, through which students experience hands-on geologic and biologic field work. This interdisciplinary course relies on reading and discussion of primary source material rather than a textbook, and writing and public speaking skills are enhanced through essay-writing and student presentations. The semester-long biodiversity study is a chance to complete authentic scientific research - here is your chance to do <i>real</i> science!		

LANGUAGES OTHER THAN ENGLISH (LOTE) COURSE OFFERINGS

courses with an * must have a teacher's signature on choice sheet

	Course Code	Course Name	Credits	Length	Grade	Prerequisites
ASL	2010.R000.Y	American Sign Language I	1	Year	9 -12	none
	2020.R000.Y	American Sign Language II	1	Year	9 – 12	ASL I
	2030.R000.Y	American Sign Language III	1	Year	9-12	ASL II
CHINESE	2461.R000.Y	Chinese I	1	Year	9 -12	none
	2462.R000.Y	Chinese II	1	Year	9 -12	Chinese I
	2463.H000.Y	Pre-AP Chinese III	1	Year	9 -12	Chinese II
	2464.P000.Y	AP Chinese IV	1	Year	9 -12	Pre-AP Chinese III
	2465.H000.Y	Chinese V	1	Year	9-12	AP Chinese IV
FRENCH	2013.R000.Y	French I	1	Year	9 -12	none
	2023.R000.Y	French II	1	Year	9 -12	French I

	2033.H000.Y	Pre-AP French III	1	Year	9 -12	French II
	2043.P000.Y	AP French IV	1	Year	9 -12	Pre-AP French III
	2053.H000.Y	French Literature V	1	Year	9 -12	AP French IV
	2063.H000.Y	French VI	1	Year	9 -12	French Literature V
GERMAN	2113.R000.Y	German I	1	Year	9 -12	none
	2123.R000.Y	German II	1	Year	9 -12	German I
	2133.H000.Y	Pre-AP German III	1	Year	9 -12	German II
	2143.P000.Y	*AP German IV	1	Year	9 -12	Pre-AP German III
	2153.H000.Y	*German V	1	Year	9 -12	AP German IV
ITALIAN	2381.R000.Y	Italian I	1	Year	9-12	none
JAPANESE	2471.R000.Y	Japanese I	1	Year	9 -12	none
	2472.R000.Y	Japanese II	1	Year	9 -12	Japanese I
	2473.H000.Y	Pre-AP Japanese III	1	Year	9 -12	Japanese II
	2474.P000.Y	AP Japanese IV	1	Year	9 -12	Pre-AP Japanese III
	2475.H000.Y	Japanese V	1	Year	9 -12	AP Japanese IV
LATIN	2213.R000.Y	Latin I	1	Year	9 -12	none
	2223.R000.Y	Latin II	1	Year	9 -12	Latin I
	2233.H000.Y	Pre-AP Latin III	1	Year	9 -12	Latin II
	2243.P000.Y	AP Latin IV Vergil	1	Year	9 -12	Pre-AP Latin III
	2253.H000.Y	Latin V	1	Year	9 -12	AP Latin IV Vergil
SPANISH	2313.R000.Y	Spanish I	1	Year	9 -12	none
	2323.R000.Y	Spanish II	1	Year	9 -12	Spanish I
	2333.H000.Y	Pre-AP Spanish III	1	Year	9 -12	Spanish II
	2343.H000.Y	Spanish IV	1	Year	9-12	Spanish III
	2343.P000.Y	*AP Spanish IV	1	Year	9 -12	Spanish III
	2353.H000.Y	Spanish V	1	Year	9 -12	AP Spanish IV
	2363.H000.Y	Spanish VI	1	Year	9 -12	AP Spanish Lit V

AMERICAN SIGN LANGUAGE



American Sign Language	Credit: 1
HW Load: No Data Available	
Grade Placement: 9-12	
Prerequisite: None	




The goal of American Sign Language (ASL) is to develop communicative competence in ASL for hearing students who have frequent contact with the deaf community and who wish to interact with them. ASL has been recognized by the state as fulfilling the foreign language requirement for high school graduation plans. At the end of ASL I, students should be performing at the novice-mid proficiency level in their interpersonal skills and at the novice-high proficiency levels in their interpretive and presentational skills.




American Sign Language II	Credit: 1	HW Load: No Data Available
Grade Placement: 9-12		
Prerequisite: ASL I		
Level II of ASL continues sequential world language instruction of which the overarching goal is communication. Student will engage in conversations, present information to an audience, and interpret authentic materials in the target language. Students will also use the language to connect with content areas, to make comparisons with their own language, and to participate in communities beyond the classroom. Students should perform at novice-high to intermediate-low proficiency by the end of the year.		

American Sign Language III	Credit:	HW Load: New 18-19 Course
Grade Placement: 9-12		
Prerequisite: ASL II		
Level III of ASL develops higher level student proficiency in the integrated skills of listening, speaking, reading and writing with a strong focus still placed on the three modes of communication.		

CHINESE

Chinese I	Credit: 1	HW Load:  
Grade Placement: 9-10		
Prerequisite: None		
Chinese Level I introduces students to the four basic skills of language learning (listening, speaking, reading and writing) in Simplified Mandarin Chinese, with a strong focus on conversational listening and speaking. Using more than 80 percent Mandarin during class, students learn character derivations and components and learn about Chinese geography, history, culture, customs, and traditions. Through interactive activities, students use listening, speaking, reading and writing skills to reinforce their culture knowledge.		

Chinese II	Credit: 1	HW Load:   
Grade Placement: 9-12		
Prerequisite: Chinese I		
Chinese Level II continues skill development in Simplified Mandarin Chinese in the four basic skill areas (listening, speaking, reading and writing). Classes use more than 90 percent Mandarin, and students start to read stories in Chinese. Level II reviews and refines grammar concepts and increases students' cultural knowledge. Students interactively use listening, speaking, reading, and writing skills to reinforce their knowledge and appreciation of Chinese culture.		

Chinese Pre-AP III	Credit: 1	HW Load:   
Grade Placement: 9-12		

Prerequisite: Chinese II

Chinese Pre-AP Level III builds on the foundational skills developed in earlier levels of Simplified Mandarin Chinese. Level III is an Advanced Placement (AP) preparatory course intended to develop the skills students will later use when taking the Chinese AP examination, and Mandarin Chinese is used almost exclusively by teacher and students. Students will complete tasks and assignments to improve their skills in listening comprehension, reading, writing, and speaking. Academic study is enhanced by incorporating Chinese culture through magazines, books, video tapes, movies, and other authentic sources. A strong emphasis will be placed on communicative competence.

AP Chinese IV

Credit: 1

HW Load:



Grade Placement: 9-12

Prerequisite: Chinese Pre-AP III

Advanced Placement (AP) Chinese Level IV builds on the skills developed in earlier levels of Simplified Mandarin Chinese. In this total immersion program, Level IV prepares students to successfully take and pass the Chinese AP examination. Students will complete tasks and assignments to improve their skills in listening comprehension, reading, writing, and speaking, and deepen their knowledge of Chinese culture through magazines, books, video tapes, movies, live interactions, and other authentic sources. A strong emphasis will be placed on communicative competence.

Students will engage with an extensive amount of authentic Mandarin language sources related to the following themes:

- **Personal and Public Identities**
- **Families and Communities**
- **Academic and extracurricular activities**
- **Sports, Career, and Hobbies**
- **Travel, Transportation, and Housing**
- **Online experiences and Entertainment**
- **Environment and Endangered species**

Course content will also reflect the intellectual interests shared by the students and teacher (the arts, current events, literature, sports, etc.) Mandarin Chinese is used exclusively by the teacher and students, and authentic sources are both provided by the teacher and researched and presented by the students. Students will complete listening, reading, writing, and speaking assignments based on authentic sources and communicative goals. Assignments and tasks will be aimed at developing the skills necessary to be able to:

- **Understand written and spoken Mandarin in diverse contexts**
- **Maintain a conversation about elements of contemporary life**
- **Appropriately respond to email and similar written communication**
- **Write formal essays and create projects that integrate knowledge from authentic sources**
- **Analyze and compare Chinese and American cultural practices and beliefs**

Chinese V

Credit: 1

HW Load:





Grade Placement: 9-12




Prerequisite: AP Chinese IV



This course is a blend between independent study and selected topics, and students must be motivated and dedicated to the study of Mandarin Chinese to enroll in this total immersion advanced course. Content reflects the intellectual interests shared by the students and teacher. Students will study a variety of subjects and be asked to interact with an extensive number of authentic Mandarin Chinese language sources. Students will complete multiple independent research projects that they will




present to the class. Such projects will be developed by the teacher and/or the students based on interest, and could relate to any number of topics, including current events, literature, cuisine, life styles, and contemporary cultural practices. To extend communicative expertise, students will identify vocabulary and grammar that they need to learn or review with teacher facilitation. The main goal of the course is to deepen students' proficiency in the Mandarin Chinese language and their understanding of Chinese culture.

FRENCH

French I	Credit: 1	HW Load:  
Grade Placement: 9–12		
Prerequisite: None		
<p>French I is an introduction to the French language.. There will be an emphasis on learning pronunciation, spelling, basic grammar, and building a workable vocabulary. Students will learn basic phrases that they must use in the classroom, and begin making simple responses as the year progresses. There will be frequent listening, reading, writing, and speaking activities. Academic study is enhanced by a correlation of French culture through the use of magazines, books, video tapes, movies, and other authentic sources. A strong emphasis will be placed on communicative competence.</p>		

French II	Credit: 1	HW Load:   
Grade Placement: 9–12		
Prerequisite: French I		
<p>The beginning of the year is devoted to a review of the major grammatical concepts and vocabulary covered in French 1, although at a faster pace and with the added element of exploring nuances in meaning and usage. Students will complete tasks and assignments to improve their skills in listening comprehension, reading, writing, and speaking. Academic study is enhanced by a correlation of French culture through the use of magazines, books, video tapes, movies, and other authentic sources. Students will begin exploring Francophone culture through some independent research using French language sources. A strong emphasis will be placed on communicative competence.</p>		

French III – Pre AP	Credit: 1	HW Load:  
Grade Placement: 9-12		
Prerequisite: French II		
<p>This course explores the major concepts learned in French I and II in more depth with an emphasis on culture, in addition to introducing several new topics and more specialized vocabulary. Students will receive longer and more frequent reading assignments that will help them learn about the culture of various Francophone countries around the world. Students will participate in real-life communicative tasks and the class is conducted almost exclusively in French. Academic study is enhanced by a correlation of French culture through the use of magazines, books, video tapes, movies, and other authentic sources. A strong emphasis will be placed on communicative competence.</p>		

French IV – AP Language and Culture	Credit: 1	HW Load:   
Grade Placement: 10-12		
Prerequisite: French III Pre-AP		

Students will engage with an extensive amount of authentic French language sources related to the following themes:

- Personal and Public Identities
- Families and Communities
- Global Challenges
- Beauty and Aesthetics
- Science and Technology
- Contemporary Life

The course content can reflect the intellectual interests shared by the students and teacher (the arts, current events, literature, sports, etc.) French is used exclusively by the teacher and students, and authentic sources are both provided by the teacher and researched and presented by the students. Students will complete listening, reading, writing, and speaking assignments based on authentic sources and communicative goals.

Assignments and tasks will be aimed at developing the skills necessary to be able to:

- Understand written and spoken French in diverse contexts
- Maintain a conversation about elements of contemporary life
- Respond to a formal email appropriately
- Write a formal essay that integrates knowledge from authentic sources
- Analyze and compare Francophone and American cultural practices and beliefs

French V/VI – Topics in French Language and Francophone Culture

Grade Placement: 11-12

Credit: 1

HW Load: No Data Available

Prerequisite: French IV AP

This course is a cross between an independent study and a topics course, and students must be motivated and dedicated to the study of French in order to enroll. The course content reflects the intellectual interests shared by the students and teacher. Students will study a variety of subjects and be asked to engage with an extensive amount of authentic French language sources. Students will complete multiple independent research projects that they will present to the class. Such projects will be developed by the teacher and/or the students based on interest, and could relate to any number of topics, including current events, literature, cuisine, films, and contemporary cultural practices. In order to complete communicative tasks, students will identify vocabulary and grammar that they need to learn or review, which will then be facilitated by the teacher. The main goal of the course is to deepen students' proficiency in the French language and their understanding of Francophone cultures.

GERMAN

German I

Credit: 1

HW Load:



Grade Placement: 9-12

Prerequisite: none

The student with little or no previous training in German will gain an understanding of the language and the culture of the German-speaking world. The curriculum includes the study of the culture and basic communicative skills in listening, speaking, reading, and writing.

German II

Credit: 1




HW Load:






Grade Placement: 9

Prerequisite: German I

German II is a further study of the skills acquired in level one German. The curriculum includes the study of the culture and basic communicative skills in listening, speaking, reading, and writing.

German III - Pre-AP	Credit: 1	HW Load:   
Grade Placement: 9		
Prerequisite: German II		
German III is intended for students who are motivated to move beyond the standard levels of language study. The curriculum includes extensive use of the language as well as further development of reading and writing skills and the study of literature. This course is recommended for college-bound students who plan to take university placement tests in a world language or who plan to take Advanced Placement German.		



*Advanced Placement German IV	Credit: 1	HW Load:   
Grade Placement: 9		
Prerequisite: German III		
AP German is intended for students who are motivated to continue intensive study of the language in preparation for the Advanced Placement examination. The curriculum includes the study of literature and further development of oral/aural skills in the language and will help to prepare students for the Advanced Placement examination in the language. Students who have successfully completed level III of the language are eligible to take this course. This course requires more of a time commitment than previous levels of German.		

*German V	Credit: 1	HW Load: No Data Available
Grade Placement: 9		
Prerequisite: German III/IV		
German V is intended for students who are motivated to continue the study of language. The curriculum includes intense study of literature and further development of oral/aural skills in the language and will help to prepare the student for university-level placement tests in the language. Students who take this course must be able to work independently, as this course may be completed as an independent study.		

ITALIAN

Italian I	Credit: 1	HW Load: No Data Available
Grade Placement: 9-12		
Prerequisite: None		
Italian 1 will teach students the basic elements of the Italian language and culture. Through interactive lessons using everyday vocabulary, students will begin to speak, read, write, and understand spoken Italian. Students will engage in a variety of activities to foster a better understanding of the language and culture.		

JAPANESE

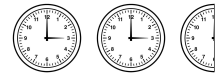
Japanese I	Credit: 1	HW Load:  
Grade Placement: 9-10		
Prerequisite: None		
This is an introductory course designed to give students an understanding of Japanese culture and ability to use basic vocabulary and phrases. The themes covered in this course are Japanese geography, family, calendar, body, sports, and shopping. We will adopt some authentic materials including magazines and Anime scenes. The goals of this course are to be able to: recognize Japanese customs and manners, conduct Japanese greetings in an appropriate manners, read and write		

Hiragana, Katakana, and thirty basic Kanji characters, ask and answer simple questions using words and phrases, tell the time and dates, and create a simple statement by using a basic polite form of speech.

Japanese II

Credit: 1

HW Load:



Grade Placement: 10-12

Prerequisite: Japanese I

This course continues to build vocabulary and useful expressions, and introduce different tense and casual style of speech. The themes covered in this course are food, daily life, hobby, weather house, and community. Additional one hundred Kanji characters are expected to be recognized. The goals of this course are to be able to: conduct some traditional games and customs, ask and answer on familiar topic by using an appropriate and applicable grammar, recognize additional one hundred Kanji characters and read their idioms, make statements and sentences in past tense, state, and progress, make statements in a casual style of speech, and connect short statements and sentences using conjunctions.

Japanese III - Pre-AP

Credit: 1

HW Load:



Grade Placement: 10-12

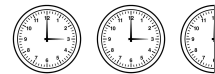
Prerequisite: Japanese II

This course continues to practice using the vocabulary, phrases, and grammar learned previously and introduce new modal words and phrases. The themes introduced in this course are health, education, travel, transportation, and social network service. The goals of this course is to be able to: be familiar with Japanese values and virtues behind language usage, create his/her own questions and answer someone else's, express their opinions and feeling by using modal words and phrases, compare two or more and show his/her preference, give suggestions and advice to others by using applicable grammar expressions, and recognize additional one hundred Kanji characters and read their idioms.

Japanese IV Advanced Placement

Credit: 1

HW Load:



Grade Placement: 11-12

Prerequisite: Japanese III Pre AP

The goal of this course is to prepare for AP Japanese Language and Culture Exam, and students will practice in a real-life situation, such as typing text message and conduct the phone conversation. Honorific form of speech is introduced to communicate with someone higher status of society in respectful manners. The themes covered in this course is holiday, advertisement, art, gender role, and the environment.

Japanese V

Credit: 1

HW Load:



Grade Placement: 11-12

Prerequisite: AP Japanese IV

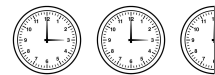
This course is a blend of project-based independent study and exploration of current issues of his/her interest in the areas of personal and public identity, global challenges, science and technology, contemporary life, beauty and aesthetics, and family and community. Students will expand upon the Kanji characters previously learned.

LATIN




Latin I




Credit: 1





HW Load:




Grade Placement: 9-12
Prerequisite: none
Latin I is an introductory course involving the bases of Latin grammar, Classical Greek mythologies and Roman history. Attention is given to the nuance of the language's grammar and vocabulary building. Additionally, the coursework assists with basic English grammar and syntax skills. The class helps students acquire the foundation for progression to Latin II and beyond.

Latin II	Credit: 1	HW Load:   
Grade Placement: 9-12		
Prerequisite: Latin I		
The second year of Latin explores more of the language's complex grammar, syntax and idiomatic expressions. Students will begin the year reading from the Cambridge series that they began with Latin I and progress to Julius Caesar's, 'De Bello Gallico'. Additionally, students will delve deeper into Roman history, focusing mainly on the Roman Republic period. A more involved inspection of major and minor Greek mythologies will also be explored with emphasis on the literary and historical aspects.		
The students will be performing at a college reading level before the end of the academic school year.		

Latin III - Pre-AP	Credit: 1	HW Load:   
Grade Placement: 9-12		
Prerequisite: Latin II		
The Latin III program is designed to introduce to the student as many different Roman authors and readings as possible during the academic year. The course begins with writings from Pliny the Younger, circa 1 st century AD, and progresses to medieval, liturgical hymns, poems and prose. The last six weeks is devoted entirely to the Satyricon of Petronius, a 1 st century "novel" that came to be the basis for a few great pieces of Western literature, Huckleberry Finn and the Great Gatsby to name a couple. The course is primarily a reading course with most grammar components covered during Latin II. However, some of the more complex and obscure nuance of the language is evidenced throughout the course, in particular vulgar speech and idioms. The goal of the course is to give students as much exposure to a variety of Latin authors in the timeframe allowed. Further, the students will be gathering necessary skills to achieve on the Advanced Placement exams the following year.		




Latin IV Advanced Placement	Credit: 1	HW Load:    
Grade Placement: 9-12		
Prerequisite: Latin III or equivalent		
Latin AP is designed to achieve college foreign language credit for those students expecting to pursue a college degree. As such, the AP course is structured in almost the exact format as the students will experience later at their universities. The commitment to study, participate in class discussions, complete homework and paper assignments and research necessary topics is crucial to student's success. The syllabi are mandated by College Board but, the curricula are rotated so that students may take, and receive credit for both Latin IV and Latin V. Vergil's Aeneid is offered on a rotation with the Latin Literature exam which is comprised of the poems of Catullus coupled with Cicero's 'Pro Archia' (entire) and selections from his 'De Amicitia'. There will be daily homework assignments, weekly translation or vocabulary quizzes and the end of every six-week grading period will see an exam which mirrors some aspect of an actual AP exam. Overall, the course is structured to give the students a comprehensive understanding of the literature. Translation, reading comprehension, grammatical outlines are the bases of the course along with an understanding of the history, culture and politics of the works assigned.		





Latin V	Credit: 1	HW Load: 
Grade Placement: 9-12		
Prerequisite: Latin IV or equivalent		





The level five Latin course is designed for those students wishing to continue their study of the language and culture of ancient Rome. Students research, write and present projects, on a topic of their choosing, to a lower-level Latin class. There is one project per semester.

In addition, students enrolled in this course, create lessons and assignments for the level IV AP students. Since the level V students have only recently taken the Latin AP exam, it is expected that the level V students will have the requisite knowledge of the exam to assist the level IV students in their school year.

SPANISH

Spanish I	Credit: 1	HW Load:   
Grade Placement: 9-12		
Prerequisite: None		
In this course students will begin to develop skills in the four areas of listening, speaking, reading, and writing in Spanish. Students will also learn about Spanish culture around the world.		
Upon completion of this course, students should be able to:		
<ul style="list-style-type: none"> ● Talk about things in the present tense. ● Have an understanding about the preterite tense, and how to use it. ● Engage in basic conversation such as, but not limited to introductions, describing people, places, and things, ordering food, talking about pastimes/activities. ● Write short passages about the above information. ● Have a trained ear, and understand basic spoken Spanish with some inaccuracy. ● Gain an understanding of the similarities and differences in cultural practice and socio-political perspectives of some Latino communities. 		




Spanish II	Credit: 1	HW Load:    
Grade Placement: 9-11		
Prerequisite: Spanish I		
In this course, given mostly in Spanish, students will continue to develop skills in the four areas of listening, speaking, reading, and writing in Spanish. Students will also learn about Spanish culture around the world.		
Upon completion of this course, students should be able to:		
<ul style="list-style-type: none"> ● Handle successfully a limited number of interactive, task-oriented and social situations. ● Ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation although in a highly restricted manner and with some linguistic inaccuracy. ● Circumlocute in order to compensate for limited vocabulary. ● Narrate in the present and past tense with limited hesitation. ● Read consistently with increased understanding of simple connected texts dealing with a variety of basic and social needs. ● Write short passages, letters. ● Identify similarities and differences in cultural practice and socio-political perspectives of some Latino communities. 		





Spanish III Pre-AP	Credit: 1	HW Load:    
Grade Placement: 10-12		




Prerequisite: Spanish II

In this course, students will continue to develop skills in the four areas of listening, speaking, reading and writing in concert with the examination of Latino culture. Communication—face-to-face, in writing or through reading, is at the heart of second language study. Upon completion of this course, students should be able to:

- Use future and conditional tenses and the subjunctive mood.
- Perfect writing skills.
- Sustain conversations, read, understand and write on daily life topics, communicate feelings, express opinions and make suggestions.
- Discuss several writers of Latino literature and their works.
- Write and present a summative piece about a major cultural topic.

Spanish IV	Credit: 1	HW Load:   
Grade Placement: 9-12		
Prerequisite: Spanish III		
This level is for student who would like to continue to develop skills in the four areas of listening, speaking, reading and writing in concert with the examination of Latino culture. Communication—face-to-face, in writing or through reading, is at the heart of second language study. This course is not an Advanced Placement course and will not follow a College Board curriculum.		

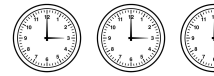
AP Spanish IV	Credit: 1	HW Load:    
Grade Placement: 9-12		
Prerequisite: Spanish III		
An AP Spanish Language course is comparable to an advanced level (5th- and 6th-semester or the equivalent) college Spanish language course. Emphasizing the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar, and composition.		
The course objectives are to help you:		
<ul style="list-style-type: none">● understand Spanish spoken by native speakers at a natural pace, with a variety of regional pronunciations, in both informal (interpersonal) and formal (presentational) contexts;● develop an active vocabulary sufficient for reading newspaper and magazine articles, contemporary literature, and other non-technical writings (websites, letters and emails, advertisements, signs and instructions) in Spanish without dependence on a dictionary;● express yourself by describing, narrating, inquiring, and developing arguments in Spanish, both orally and in writing, with reasonable fluency, using different strategies for different audiences and communicative contexts.		
In this course, special emphasis is placed on the use of authentic source materials and the integration of language skills. Therefore, you should receive extensive training in combining listening, reading, and speaking (or listening, reading, and writing) skills in order to demonstrate understanding of authentic Spanish-language source materials.		

Spanish V	Credit: 1	HW Load:   
Grade Placement: 11-12		
Prerequisite: Spanish III/IV		
In Spanish V, students are expected to have a strong command of Spanish, as this course is taught entirely in the target language. Students will read a variety of Spanish and Latin American literature chosen by the instructor, and will discuss these works in class. In addition, students will view films that will link the genre presented. Grammar is not taught.		

Spanish VI

Credit: 1

HW Load:



Grade Placement: 11-12

Prerequisite: Spanish V or an AP score of 5 on Spanish IV AP test & you are a senior (juniors will not be allowed to skip Spanish V).


This course is designed for students who have completed Spanish IV AP Language, and earned a 5 on the AP examination. It is also open to students who complete Spanish 5. In level 6 students will read literature and newspapers from different Spanish speaking countries. Additionally, students will create oral presentations, and write and publish a monthly magazine, which will be available online. As a requirement for this course, students will participate in two performances for the community in the school theater. The first one will take place in December and the second one towards the end of the spring semester. These two shows will count as your final examination grade for each semester. This is not optional. The dates for these shows will be chosen in the first three weeks of the school year.



MEDIA & TECHNOLOGY (CTE) COURSE OFFERINGS

courses with an * must have a teacher's signature on choice sheet

Course Code	Course Name	Credits	Length	Grade	Prerequisites
1448.H000.X	The Art of Cinema	1/2	Fall	10-12	None
8262.HT0C.Y	Audio Video Production (AVP)	1	Year	9 -12	None
8270.HT1C.Y	AVP – Advanced	2	Year	10 -12	AVP
8274.RC0C.Y	AVP – Practicum	2	Year	11 - 12	Advanced AVP
8758.H000.Y	*AVP - Ind Study in Tech Apps	1	Year	11-12	AVP
8542.HT0C.Y	Computer Science – Intro	1	Year	9 -12	None
3803.P000.Y	Computer Science AP	1	Year	9 -12	None
8544.HT1C.Y	Computer Science – Advanced	1	Year	10 -12	AP CS
8758.H010.Y	*Computer Science - Ind Study in Tech Apps	1	Year	9 -12	Adv CS & (Dig Elec or Web App) Teacher Approval or Intro or AP CS
8764.HT2C.Y	Digital Electronics	1	Year	10 - 12	None
8297.RC0C.Y	Fashion Design	1	Year	9 – 12	None
8281.HT1C.Y	Graphic Design – Advanced	1	Year	10 - 12	Electronic Magazine
8300.HC1C.Y	Graphic Design 3	1	Year	10 -12	Adv Graphic Design
1823.R000.Y (temp)	Newspaper I	1	Year	9 – 12	Ezine or concurrent
1833.H000.Y (temp)	Newspaper II	1	Year	10 – 12	Newspaper I
1843.H000.Y (temp)	Newspaper III	1	Year	11 – 12	Newspaper II
1848.H100.Y	Newspaper IV	1	Year	12	Newspaper III
8718.HC2C.Y	Robotics I	1	Year	9 -12	Sci Tech
8722.HC2C.Y	Robotics II	1	Year	11-12	Robotics I
8723.HC2C.Y	Robotics III	1	Year	12	Robotics II
1435.H100.X	Screenwriting	1/2	Spring	10-12	None
1830.R000.Y (temp)	Yearbook I	1	Year	9-12	Ezine or concurrent
1831.H000.Y (temp)	Yearbook II	1	Year	10 - 12	Yearbook I
1832.H000.Y (temp)	Yearbook III	1	Year	11 - 12	Yearbook II
1848.H200.Y	Yearbook IV	1	Year	12	Yearbook III
8550.HT0C.Y	Web & Mobile Applications	1	Year	10 - 12	Intro CS or AP CS

The Art of Cinema	Credit: 1/2	HW Load:
Grade Placement: 10-12		
Prerequisite: none		
This course is for students who wish to explore movies in depth. We will analyze the visual, aural, dramatic, thematic, and structural aspects of the motion pictures that best depict cinematic art. We will screen films, interspersed with discussions, lectures, and critical response. This is an opportunity to be introduced to some lesser-known masterpieces, and look at popular favorites with new cinematic eyes. This course is not a film production class.		

Audio Video Production (AVP)	Credit: 1	HW Load: 
Grade Placement: 9-12		
Prerequisite: none		
This is an introduction to digital filmmaking. Students learn film theory, camera, audio, non-linear editing software, and other film production standards in order to work through the stages of production and make film projects. Each student designs a DVD of his/her projects to take away when finishing the course.		
*Articulated credit may be awarded upon successful completion.		

AVP - Advanced	Credit: 2	HW Load:  
Grade Placement: 10-12		
Prerequisite: Audio Video Production		
Students build on the skills learned in the introductory class to create various film projects within a longer time frame and using professional equipment. Short films are submitted to SXSW and other film festivals. On-location shoots off-campus, field trips, and guest speakers enhance the quality of the film projects at this level.		
*Professional certification in Adobe Premiere Pro is offered		
*Articulated credit may be awarded upon successful completion.		

AVP – Practicum	Credit: 2	HW Load: No Data Available
Grade Placement: 11-12		
Prerequisite: Advanced Audio Video Production		
Students pitch film project ideas and work independently throughout this course to produce the project(s). A professional reel (portfolio) is created and other preparations are made for a career in the film and TV industry.		
*Articulated credit may be awarded upon successful completion.		

AVP - Ind Study in Tech Apps	Credit: 1	HW Load: No Data Available
Grade Placement: 9-12		
Prerequisite: AVP		
*Select students may choose to enroll as an AVP Lab Assistant and assist an intro Audio Video Production class as they learn the equipment and troubleshoot software. Lab Assistants are in charge of keeping the lab in order, maintaining equipment, and updating the computers. They may also be called upon to do special video projects requested by teachers on occasion.		

Computer Science - Intro	Credit: 1	HW Load:   
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Grade Placement: 9–12

Prerequisite: None

Computer Science underlies most innovation today, from biotechnology to cinematography to national security. Computer science teaches students design, logical reasoning, and problem solving - all valuable beyond the classroom. No prior programming experience required or expected! The course begins with a study of online privacy and the personalization of the internet, before fundamental programming concepts are explored using graphical programming languages. An in-depth study of the general-purpose Python language includes writing encryption and text analysis programs. Students will work together in pair programming for a many of the projects.

Computer Science – AP

Credit: 1

HW Load:



Grade Placement: 9-12

Prerequisite: None

Do you enjoy puzzles or solving logic problems? Want to find faster or more efficient ways to get things done? Computer Science underlies most innovation today, from biotechnology to cinematography to national security. The AP Computer Science course is an introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course.

Computer Science – Advanced

Credit: 1

HW Load:



Grade Placement: 10-12

Prerequisite: AP Computer Science Required

Algorithms and data structures emphasizes the following topics: data structures, abstract data types, recursive algorithms, algorithm analysis, sorting and searching, and problem-solving strategies. This course introduces students to the concept of data structures through abstract data structures including lists, sorted lists, stacks, queues, deques, sets/maps, directed acyclic graphs, and graphs; and implementations including the use of linked lists, arrays, binary search trees, M-way search trees, hash tables, complete trees, and adjacency matrices and lists. This course introduces students to algorithms design including greedy, divide-and-conquer, random and backtracking algorithms and dynamic programming; and specific algorithms including, for example, resizing arrays, balancing search trees, shortest path, and spanning trees.

***Computer Science - Ind Study in Tech Apps**

Credit: 1

HW Load: No Data Available

Grade Placement: 9-12

Prerequisite: Adv Computer Science & (Digital Electronics or Web Apps)

*If you have exhausted the entire Computer Science Curriculum at LASA and you want to explore more about Computers then this course is the right fit for you. Students write a project proposal (can be coded in any language) and then work on their projects. They also have to present their work to their peers and teach each other more complex Computer Science concepts.

Digital Electronics

Credit: 1

HW Load:




Grade Placement: 10–12

Prerequisite: Teacher Approval or Intro CS or AP CS

The transistor, arguably the single most important invention in the last 100 years, has ignited a series of changes that changed the way people do their jobs, pay their bills, communicate, as well as educate and entertain themselves. Starting with the fundamental concepts of electricity and circuit analysis techniques, students will learn how transistors operate and can be used to construct everything from simple logic gates to complex processors. Students will explore resistive, capacitive, basic arduino, and many logic circuits in hands on projects and simulations. Students will work in small groups and utilize a



breadboard, a multimeter, an arduino, an oscilloscope, the SPICE circuit simulator, a logic simulator, a logic analyzer, and FPGA programming platform in their projects.

Fashion Design	Credit: 1	HW Load: New Course for 17-18
Grade Placement: 10-12		
Prerequisites: Art I		
Students will study fashion, textile, and apparel systems, and analyze the nature of fashion.		
They will evaluate factors influencing the apparel industry, analyze the impact of consumer purchasing of fashion and apparel accessories, and propose ways to effectively manage the apparel dollar. Students will also design apparel products using principles and elements of effective design and properly care for each apparel item and clothing in general.		

Graphic Design – Advanced	Credit: 1/2 - 1	HW Load: 
Grade Placement: 10-12		
Prerequisites: Electronic Magazine		
This course examines the graphic form within visual communication and persuasion. Students will gain a deeper understanding of fundamental design elements and typographic principles with an advanced application of those elements through studio assignments. Students will gain proficiency in Adobe Photoshop and Illustrator, with the opportunity to become Adobe Certified in both programs. Students will build an entry-level portfolio demonstrating applied visual problem solving.		

Graphic Design 3 - Problems & Solutions I	Credit: 1	HW Load:
Grade Placement 10-12		
Prerequisite: Graphic Design - Advanced		
Careers in graphic design and illustration span all aspects of the advertising and visual communications industry. Student designers will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. Students will develop advanced professional communication strategies that incorporate teamwork and business skills. Students will create a portfolio of their work for employment as well as earn ACA certification in Adobe software.		

Graphic Design 4 – Problems & Solutions I	Credit: 1	HW Load
Grade Placement 11-12		
Prerequisite: Graphic Design 3 – Problems & Solutions I		


Newspaper I	Credit: 1	HW Load:  
Grade Placement: 9-12		
Prerequisite: Ezine or concurrent enrollment		
Students apply skills from Ezine (Graphic Design 1) to the production of a student-run newspaper. As newspaper staffers, students plan content, interview sources, draft assignments, and complete written and visual communications regularly. Projects are suggested by staffers and lead by upperclassmen. Newspaper production includes graphic design (including Adobe Suite programs), word processing, and commercial photography, as well as print, digital, and online media as well. This course requires leadership and teamwork as well as some additional hours after school.		

Newspaper II	Credit: 1	HW Load:
Grade Placement: 10 – 12		
Prerequisite: Newspaper I		
Students apply skills learned in Newspaper 1 to newspaper production. They help determine news coverage and editorial policy. As newspaper staffers, students plan content, interview sources, draft assignments, and complete written and visual		

communications regularly. Projects are suggested by staffers and lead by upperclassmen. Newspaper production includes graphic design (including Adobe Suite programs), word processing, and commercial photography, as well as print, digital, and online media as well. This course requires leadership and teamwork as well as additional hours after school.

Newspaper III	Credit: 1	HW Load:
Grade Placement: 11 – 12		
Prerequisite: Newspaper II		
Students apply skills developed in Newspaper II newspaper production. They determine news coverage and editorial policy. As newspaper staffers and editors, students lead content planning, edit student work, distribute assignments, and help complete written and visual communications regularly. Students lead the course by guiding fellow staffers or leading as editors, necessitating additional out-of-class time. Newspaper production includes graphic design (including Adobe Suite programs), word processing, and commercial photography, as well as print, digital, and online media as well. This course requires leadership and teamwork as well as significant additional hours after school.		

Newspaper IV	Credit: 1	HW Load
Grade Placement: 12		
Prerequisite: Newspaper III		
Students apply skills advanced in Newspaper III to newspaper production. As newspaper staffers and editors, students lead content planning, edit student work, distribute assignments, and help complete written and visual communications regularly. Fourth-year newspaper students are not required to be editors, nor are they guaranteed editorship, but are expected to lead the course by guiding fellow staffers and editors, necessitating additional out-of-class time. Newspaper production includes graphic design (including Adobe Suite programs), word processing, and commercial photography, as well as print, digital, and online media as well. This course requires leadership and teamwork as well as significant additional hours after school, as students are expected to help lead on student projects and classwork.		



Robotics I (Computer applications)	Credit: 1	HW Load: 
Grade Placement: 9 – 12		
Prerequisite: SciTech & Algebra I or Teacher approval.		
Robotics I is an exploratory course designed to introduce LASA students to the world of high technology through engineering principles. Robotics I is a one-year course covering the topics of computers in communication, electricity, pneumatics, kinematics, robotic sub-systems, teamwork, computer aided design and manufacturing procedures, 3-D modeling and motion testing. We spend time with LEGO Mindstorms robotics operations and in the actual construction of student designed robots. Typical software packages used include Autocad, Solidworks, Inventor, Robolab, MS Office. This course satisfies the Technology Application graduation requirement.		



Robotics II (electronics)	Credit: 1	HW Load:
Grade Placement: 10 – 12		
Prerequisite: Robotics I		
The purpose of the Robotics II course is to continue the development of LASA students into the world of high technology through engineering principles. Robotics II is a one-year course continuing the development, understanding, and application of the topics of electricity, data acquisition, pneumatics, kinematics, robotics, teamwork, design and manufacturing procedures, and introducing applications in a competitive environment and the development of robotic technology based community service projects. Typical software packages used include LabView, Autocad, Solidworks, Inventor, Robolab, MS Office. This course satisfies the Technology Application graduation requirement.		

Robotics III (Independent study)	Credit: 1	HW Load:
Grade Placement: 11 – 12		
Prerequisite: Robotics II		

Robotics III is a one-year course continuing the development, understanding, and application of the topics within robotics. It affords the students the opportunity to pursue independent interest within the field of robotics which could include, but not be limited to, custom drive trains, data acquisition, end manipulators, encoders, etc....

Screenwriting	Credit: 1/2	HW Load: No Data Available
Grade Placement: 10-12		
Prerequisite: None		
Screenwriting requires the writer to tell stories visually. We will learn to write for the screen by watching and studying feature films and their scripts. We will work to develop voice and style as write short films that can later be produced by the Audio Video Production classes. Students that wish it, will have the opportunity to write a longer, feature film as well.		

Web & Mobile Applications	Credit: 1	HW Load:  
Grade Placement: 10-12		
Prerequisite: Intro to Computer Science or AP Computer Science Required		
Moving beyond the static pages of the early web, today's dynamic internet is based on serving web applications to users. Starting from the basics of how the web works, students will learn how to implement and deploy their own web applications. The projects will address password security as well as issues in scaling a web application to support large numbers of users. Topics covered include HTML, CSS, HTTP, JavaScript, cookies, processing user input, using databases, as well as security protocols and user verification. With mobile phone sales soon exceeding two billion units per year, mobile applications are in high demand. Develop real applications using Android Studio that run on your phone.		

Yearbook I	Credit: 1	HW Load:  
Grade Placement: 9 – 12		
Prerequisite: Ezine or concurrent enrollment in Ezine		
In this yearlong, CTE, elective course, students will work as a team to produce the LASA yearbook. They will learn the basics of photography, graphic design, and journalism. Students will also gain experience in advertising, marketing, sales and business. This course involves continuous collaboration, problem solving, team building, time management, and organization. These students serve as leaders, constantly monitoring the production process, asking the question: What can I do now? They lead by example, aware at all times that their positions involve multiple levels of interaction involving design, production, and training. They also compete with the UIL and nationally, and they have the opportunity to receive professional certifications.		

Yearbook II	Credit: 1	HW Load:
Grade Placement: 10 – 12		
Prerequisite: Yearbook I		
In this yearlong, CTE, elective course, students will work as a team to produce the LASA yearbook. They will build on the skills that they learned in Yearbook I. Students in Yearbook II will have the experience of taking on more specialized roles and leading the staff. This course involves continuous collaboration, problem solving, team building, time management, and organization. These students serve as leaders, constantly monitoring the production process, asking the question: What can I do now? They lead by example, aware at all times that their positions involve multiple levels of interaction involving design, production, and training. They also compete with the UIL and nationally, and they have the opportunity to receive professional certifications.		

Yearbook III	Credit: 1	HW Load:
Grade Placement: 11 – 12		
Prerequisite: Yearbook II		

In this yearlong, CTE, elective course, students will work as a team to produce the LASA yearbook. They will build on the skills that they learned in Yearbook II. Students in Yearbook III will be leading the staff alongside the editors. This course involves continuous collaboration, problem solving, team building, time management, and organization. These students serve as leaders, constantly monitoring the production process, asking the question: What can I do now? They lead by example, aware at all times that their positions involve multiple levels of interaction involving design, production, and training. They also compete with the UIL and nationally, and they have the opportunity to receive professional certifications.

Yearbook Editor	Credit: 1	HW Load:
Grade Placement: 12		
Prerequisite: Yearbook III		
In this yearlong, CTE, elective course, students will lead the team as they produce the LASA yearbook. These students will have advanced photography, graphic design, journalism skills. They guide the staff in all decisions for the yearbook. They lead by example, aware at all times that their positions involve multiple levels of interaction involving design, production, and training. They also compete with the UIL and nationally, and they have the opportunity to receive professional certifications.		

FINE ARTS COURSE OFFERINGS

courses with an * must have a teacher's signature on choice sheet

Course Code	Course Name	Credits	Length	Grade	Prerequisites
5053.P000.Y	AP Studio Art: Drawing	1	Year	11-12	Teacher Approval
5054.P000.Y	AP Studio Art: 2-D Design	1	Year	11-12	Teacher Approval
5055.P000.Y	AP Studio Art: 3-D Design	1	Year	11-12	Teacher Approval
5051.P000.Y	AP Art History	1	Year	10-12	None
5930.P000.Y	AP Music Theory	1	Year	10-12	None
5000.R000.Y	Art I	1	Year	9-12	None
5002.H000.Y	Ceramics	1	Year	10-12	Art I
5401.R000.Y	Choir I	1	Year	9-12	None
5402.R000.Y	Choir II	1	Year	10-12	Choir I
5403.H000.Y	Choir III	1	Year	11-12	Choir II
5404.H000.Y	Choir IV	1	Year	12	Choir III
5201.R000.Y	Concert Band I	1	Year	9-12	None
5202.R000.Y	Concert Band II	1	Year	10-12	Concert Band I
5203.H000.Y	Concert Band III	1	Year	11-12	Concert Band II
5204.H000.Y	Concert Band IV	1	Year	12	Concert Band III
5151.R000.Y	Dance I	1	Year	9-12	None
5152.R000.Y	Dance II	1	Year	10-12	Dance I
5153.R000.Y	Dance III	1	Year	11-12	Dance II
5154.R000.Y	Dance IV	1	Year	12	Dance III
5032.H000.Y	Drawing	1	Year	10-12	Art I
5501.R300.Y	Guitar I	1	Year	9-12	None
5502.R300.Y	Guitar II	1	Year	10-12	Guitar I
5221.R000.Y	*Jazz Ensemble I	1	Year	9-12	Tryouts-Outs
5222.R000.Y	Jazz Ensemble II	1	Year	10-12	Jazz I
5223.H000.Y	Jazz Ensemble III	1	Year	11-12	Jazz II
5224.H000.Y	Jazz Ensemble IV	1.50	Year	12	Jazz III
5601.R000.Y	Musical Theatre	1	Year	9-12	None
50602.R000.Y	Musical Theatre II	1	Year	9-12	Musical Theatre II
5321.R100.Y	Orchestra I	1	Year	9-12	None

5092.H000.Y	Sculpture	1	Year	10-12	Art 1
5691.R000.Y	Technical Theatre I	1	Year	9-12	None
5692.R000.Y	Technical Theatre II	1	Year	10-12	Tech Theatre I
5693.H000.Y	Technical Theatre III	1	Year	11-12	Tech Theatre II
5694.H000.Y	Technical Theatre IV	1	Year	12	Tech Theatre III

AP Studio Art: Drawing, 2-D Design, and 3-D design Credit: 1

HW Load: No Data Available

Grade Placement: 11-12

Prerequisite: Drawing, Printmaking, Painting, Ceramics, Sculpture

Students enter this course with work from previous level III courses, as well as work completed over the summer. Having these pieces finished before the course begins will ensure that the students are on track to have their portfolio completed by May. The first three breadth pieces must be finished and photographed by the end of the first week so it is imperative that students enter the class with three strong finished pieces.

The first semester covers the breadth section of the portfolio. This section is made of teacher based prompts that can be answered with medium(s) of the student's choosing. Students are encouraged to use mediums and techniques that they are already proficient with.

The second semester is dedicated to the completion of the concentration section of the AP portfolio. Students will use a variety of mediums/techniques to develop a strong individual style. Concentrations should focus around a central theme of exploration and will consist of approximately 12 finished pieces. All AP students will present their work in a slide show presentation during gallery night and most will also take one of the AP Studio Art Exams and submit their portfolios to College Board.

AP Music Theory

Credit: 1

HW Load:

Grade Placement: 9-12

Prerequisite: None

The ultimate goal of the AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals is approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course progresses to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation.

Art 1

Credit: 1

HW Load:



Grade Placement: 9

Prerequisite: None

Art 1 is an art appreciation course in that Art 1 students will be exposed to a wide variety of mediums and techniques throughout the year and will focus on learning how to closely examine the world around them. The class starts with learning how to translate what your eyes see into an under drawing, or framework, on which to build. Students develop drawing skills and complete a large mixed media self-portrait. This is followed by the creation of ceramic cups and bowls, still-life paintings in acrylic, palette knife landscapes, watercolor, individual and group linoleum and intaglio prints, and abstract sculptures. Students also interview artists at the East Austin Studio Tour and select one significant piece from art history to study and recreate.

For more visit <http://lasavisualart.weebly.com/art-1.html>

Ceramics

Credit: 1

HW Load:



Grade Placement: 10-12

Prerequisite: Art 1

Students use design elements and principles while exploring ceramic techniques, clays, glazes, and firings. They explore surface treatment relating to form, variety in ceramic materials, and firing temperatures. Students begin with hand building techniques and will create several pieces for the Empty Bowl Project before moving on to large vessels, throwing on the pottery wheel and the eventual creation of a complete tea set. Students will leave this class with a complete understanding of basic low and mid fire clay bodies, glazes and techniques; as well as the start of a digital portfolio.

Choir I-IV

Credit: 1

HW Load:

Grade Placement: 9-12

Prerequisite: None

The LBJ Concert Choir is open to students with a strong desire to sing. Whether participating in adjudicated events like the TMEA Region/All-State, UIL Solo/Ensemble, and UIL Concert/Sight-Reading competitions; or rehearsing tirelessly to prepare many public concerts; students commit their time and talent to the performing arts. The curriculum centers on Sight-singing, music literacy, and performance. Students will make heavy use of solfege with Curwen hand signs, and perform a variety of music from the classical cannon.

Concert Band I-IV

Credit: 1

HW Load:

Grade Placement: 9-12

Prerequisite:

Dance I-IV

Credit: 1

HW Load: No Information available

Grade Placement:

Prerequisite:

Dance is open to any 9-12th grade student. The intent is to give students an awareness and reverence for the physical body and its athletic and expressive capabilities. Students experience these elements through a variety of genres (ballet, jazz, modern, social dance and more). Introductory elements of dance choreography and performance are also included.

Dance II - IV will offer performance opportunities and training in a variety of dance styles as well as methods instruction in composition, choreography, production, and dance history.

Drawing

Credit: 1

HW Load:



Grade Placement: 10-12

Prerequisite: Art 1

Students use art elements and principles to develop skills and sensitivity in a variety of methods and techniques. They increase awareness of composition with abstract, non-objective, and realistic renderings. Students will use a variety of media such as graphite, prismacolor, charcoal, conte crayon, oil pastel, watercolor, India ink, digital media and collage. Students will study the human figure, portraits (animal and human), perspective, still life, landscape/dreamscape as well as working from imagination.

Guitar I

Credit: 1

HW Load:

Grade Placement: 9-12

Prerequisite:

Guitar II

Credit: 1

HW Load:

Grade Placement: 9-12

Prerequisite:

Musical Theatre I

Credit: 1

HW Load:


Grade Placement: 9-12

Prerequisite: None

Musical Theatre will expose students to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance. The course will also provide an atmosphere in which students benefit from a teaching and learning experience in these performance disciplines of musical theatre.


Musical Theatre II	Credit: 1	HW Load:
Grade Placement: 10-12		
Prerequisite: Musical Theatre I		
This is an opportunity for students to continue Musical Theatre I for a second year in order to advance their skills from their first Music Theatre course.		


Orchestra	Credit: 1	HW Load:
Grade Placement: 9-12		
Prerequisite:		

Painting	Credit: 1	HW Load: 
Grade Placement: 10-12		
Prerequisite: Art 1		
Students strengthen their concepts of design and continue experimental painting in both two and three dimensions. Students will explore acrylic, watercolor, oil and gouache paint. They will explore painting on different surfaces such as canvas board, furniture, mural boards and paper. Students will also learn to stretch and prepare their own canvas for painting on. Painting on a toned ground, glazing, scumbling, wet on wet, impasto and drybrush are a few of the many painting techniques this course heavily emphasizes. This course investigates color theory, composition as well as rendering from life and photographs.		

Piano I	Credit: 1	HW Load:
Grade Placement: 9-12		
Prerequisite: None		
The Piano I Class is designed to teach the concepts and fundamentals needed to perform. It increases musical understanding beyond musical literacy by teaching a vocabulary of chords and leys, accompaniment patterns, and improvisational techniques. At the completion of the course, students will have learned to play a basic level of repertoire.		

Piano II	Credit: 1	HW Load:
Grade Placement: 9-12		
Prerequisite: Piano I		
The Piano II Class is designed to teach the concepts and fundamentals needed to perform at a more advanced level. It increases musical understanding beyond musical literacy by teaching a vocabulary of chords and leys, accompaniment patterns, and improvisational techniques. At the completion of the course, students will have learned to play an advanced level of repertoire.		

Printmaking	Credit: 1	HW Load: 
Grade Placement: 10-12		
Prerequisite: Art 1		
This course allows personal expression and choice of techniques using elements and principles of design. Students will explore printmaking mediums such as linoleum (for relief printing) in black and white, color reduction printing in linoleum and woodcut, dry point on plexi glass, silkscreen printing on fabric and paper, monoprinting (additive, subtractive and found object) and cyanotype. Students will create an artist's book for their midterm exam that incorporates prints from the first semester.		

Sculpture	Credit: 1	HW Load: 
Grade Placement: 10-12		
Prerequisite: Art 1		
Students will learn to sculpt with clay, paper, wire, glass and fabric. Projects will include an: abstract installation, life size bust, jewelry pieces, glass coasters, deconstructed screen printing and more. Students will also learn the basics of photography both to help them gain a better understanding of how to frame compositions and to learn how to professionally photograph their work. This class is recommended for students that would like to take AP 3D design the following year.		

Technical Theatre I-IV	Credit: 1	HW Load:
Grade Placement: 9-12		
Prerequisite: None		
Tech Theatre 1 is an introduction to design and construction in the theatrical arts. We study design, scenery, lighting, and sound, costumes and props. In advanced levels 2-4 we design and construct for actual shows. These courses do fulfill the fine arts credit for graduation.		

ELECTIVE COURSE OFFERINGS

courses with an * must have a teacher's signature on choice sheet

Course Code	Course Name	Credits	Length	Grade	Prerequisites
1420.R000.X	Delta	1/2	Fall or Spring	11-12	US History
8598.RC00.Y	*Fire Fighter I	1	Year	11-12	Application
8600.HT00.Y	Fire Fighter II	1	Year	12	Fire Fighter I
1522.H000.X	How to Be An Adult	1/2	Semester	9-12	None
9511.R000.X	Off Period First Block	0	Semester	12	11th grade
9517.R000.X	Off Period Last Block	0	Semester	12	11th grade
9511.R100.Y	Off Period First Block	0	Year	12	11th grade
9517.R100.Y	Off Period Last Block	0	Year	12	11th grade
0831.F000.X	Office/Teacher Aide	1/2	Fall or Spring	12	11th grade
0831.F000.Y	Office/Teacher Aide	1	Year	12	11th grade
9343.R000.Y	*PRALS I	1	Year	11-12	Application
9353.R000.Y	PRALS II	1	Year	12	PRALS I
8048.R000.Y	Sports Med I	1	Year	11-12	None
8049.R000.Y	Sports Med II	1	Year	12	Sports Med I

Delta	Credit: 1/2	HW Load: No information
Grade Placement: 11-12		
Prerequisite: US History		
This mandatory course for high school graduation is completed during the school day in a period called "Delta". A teacher will run the class but the courses is a self-paced Web based program. Students have one semester to complete the course.		

Firefighter I	Credit: 1	HW Load: No information
Grade Placement: 11		

Prerequisite: This is an application based course, see counselor if interested and the counselors and fire academy teacher made presentations in all sophomore classes. More information can be found at: www.LBJFIRE.org . This course is only for juniors. It is double blocked. Students have to apply and about 10 students are selected to attend the courses.

Firefighter II	Credit: 1	HW Load: No information
Grade Placement: 12		
Prerequisite: Firefighter I		
2nd year of Firefighter course. It is double blocked.		

How to be An Adult	Credit: 1/2	HW Load: No Information available
Grade Placement: 12		
Prerequisite: Successful Junior Year		
<p>This elective teaches students how to navigate the grownup world, incorporating real-life documents, information, and experiences whenever possible. Throughout the semester each students will create a simulated life, managing a monthly budget, applying for jobs, finding place a place live, buying and maintaining a car, and planning for retirement. Course Topics include personal finance, college, employment, citizenship, healthcare, family life, and home management.</p>		

Off Period	Credit: 0	HW Load:
Grade Placement: 12		
Prerequisite: Successful Completion of Junior Year		
<p>This is either the first period of the day or the last period of the day. You cannot have an off period during the middle of the day. You can sign up for this by semester or year long. You cannot take 2 off periods a day.</p>		

Office Aide	Credit: 0	HW Load:
Grade Placement: 12		
Prerequisite: Successful completion of junior year		
<p>All students will report to the office the first day of school. Students will be allowed to ask a teacher if they can be an aide for them BUT, we must have one student stay in the office to be an "office aide". You can sign up for this course as a semester or year long....no, you cannot have 2 of these courses!</p>		

PRALS I	Credit : I	HW Load: No Information
Grade Placement: 11-12		
Prerequisites: Application Required		
<p>Peer Assistance, Leadership, and Service (PALS) is a course is for students who have a passion for working with kids. Students accepted into the program train for about six-weeks to hone their skills as mentors, leaders, and peer helpers. After training and team-building, students travel to two elementary schools on Tuesdays and Thursdays to work one-on-one with their mentees. PALS will be responsible each week for planning their own lessons and activities for their mentee. PALS serve both as role models and helpers by teaching math, reading, and social-emotional skills to their mentees, and PALS consistently work on building their own charismatic abilities and confidence throughout the year. In addition to serving as a peer mentor for two lucky elementary school students, PALS also work to change the world around them. PALS engage in fall and spring service projects around campus and volunteer in the community to practice leadership, excellence, and commitment to being the best version of themselves that they can be.</p>		

PRALS II	Credit : I	HW Load: No Information
Grade Placement: 11-12		
Prerequisites: PRALS I		
<p>This course is for second-year PALS to continue their growth and education in leadership, service, and mentoring. In addition to the responsibilities that first-year PALS carry, second-year PALS also serve as role models and trainers for new inductees. Second-year PALS also have the responsibility of choosing the spring service project nonprofit foundation for which we raise funds or awareness. Second-year PALS have the chance to continue building and practicing important skills needed in college</p>		

and beyond. Through real-world experience, PALS gain leadership, insight, empathy, and problem-solving and communication skills as peer helpers and mentors.

Sports Med I	Credit : I	HW Load: No Information
Grade Placement: 11-12		
Prerequisites: None		
<p>This course provides an opportunity for the study and application of the components of sports medicine including but not limited to: sports medicine related careers, organizational and administrative considerations, prevention of athletic injuries, recognition, evaluation, and immediate care of athletic injuries, rehabilitation and management skills, taping and wrapping techniques, first aid/CPR/AED, emergency procedures, nutrition, sports psychology, anatomy and physiology, therapeutic modalities and therapeutic exercise.</p>		

Sports Med II	Credit : I	HW Load: No Information
Grade Placement: 11-12		
Prerequisites: Sports Medicine I		
<p>This course is designed for athletic training students. It provides an in-depth study and application of the components of sports medicine including but not limited to: basic rehabilitative techniques; therapeutic modalities; wound care, taping and bandaging techniques, prevention, recognition, and care of musculoskeletal injuries; injuries to the young athlete; drugs in sports; modern issues in sports medicine. Individualized and independent assignments will be included in this course. This course will involve outside-of-class time homework and time required working with athletes and athletic teams.</p>		

ATHLETICS

Aerobic Dance	Credit: 1/2	HW Load:
Grade PLacement: 9-12		
Prerequisite: None		
<p>Principles of Dance will focus on learning dance terminology, history and techniques. For students who have not had previous dance training, or for those who are working at a beginning level of skill and technique. The student will further develop creative expression through movement, develop an awareness of space, time and energy as design factors in dance and develop self-confidence through dance and appreciation for dance as an art form. There are no prerequisites for this class.</p>		

ATHLETICS	Fall Course Code	Spring Course Code	Sport Description
	6565.R000.X	6566.R000.X	Aerobic Dance
6922.R010.X		Drill Team (1st Time)	
6922.R020.X		Drill Team (2nd Time)	
6922.R030.X		Drill Team (3rd Time)	
6922.RL00.X		Drill Team (4th Time)	
6021.R000.Y		Individual Sports I (yearlong)	
6331.R010.X		Marching Band I	
6331.R020.X		Marching Band II	

	6331.RL00.X		Marching Band III
	6331.RL10.X		Marching Band IV
	6901.R110.X	6901.R120.X	Wrestling 9th Boys (After School or During School Day)
	6901.R130.X	6901.R140.X	Wrestling 10th Boys (After School or During School Day)
	6901.R150.X	6901.R160.X	Wrestling 11th Boys (After School or During School Day)
	6901.R170.X	6901.R180.X	Wrestling 12th Boys (After School or During School Day)
	6901.R210.X	6901.R220.X	Wrestling 9th Girls (After School or During School Day)
	6901.R230.X	6901.R240.X	Wrestling 10th Girls (After School or During School Day)
	6901.R250.X	6901.R260.X	Wrestling 11th Girls (After School or During School Day)
	6901.R270.X	6901.R280.X	Wrestling 12th Girls (After School or During School Day)
	6911.R010.X	6911.R020.X	Baseball 9th (After School or During School Day)
	6911.R030.X	6911.R040.X	Baseball 10th (After School or During School Day)
	6911.R050.X	6911.R060.X	Baseball 11th (After School or During School Day)
	6911.R070.X	6911.R080.X	Baseball 12th (After School or During School Day)
	6912.R110.X	6912.R120.X	Boys Basketball 9th (After School or During School Day)
	6912.R130.X	6912.R140.X	Boys Basketball 10th (After School or During School Day)
	6912.R150.X	6912.R160.X	Boys Basketball 11th (After School or During School Day)

	6912.R170.X	6912.R180.X	Boys Basketball 12th (After School or During School Day)
	6912.R210.X	6912.R220.X	Girls Basketball 9th (After School or During School Day)
	6912.R230.X	6912.R240.X	Girls Basketball 10th (After School or During School Day)
	6912.R250.X	6912.R260.X	Girls Basketball 11th (After School or During School Day)
	6912.R270.X	6912.R280.X	Girls Basketball 12th (After School or During School Day)
		6913.R110.X	Boys Track and Field 9th (After School)
		6913.R120.X	Boys Track and Field 10th (After School)
		6913.R130.X	Boys Track and Field 11th (After School)
		6913.R140.X	Boys Track and Field 12th (After School)
		6913.R210.X	Girls Track and Field 9th (After School)
		6913.R220.X	Girls Track and Field 10th (After School)
		6913.R230.X	Girls Track and Field 11th (After School)
		6913.R240.X	Girls Track and Field 12th (After School)
	6914.R110.X		Boys Cross Country 9th (Before School)
	6914.R120.X		Boys Cross Country 10th (Before School)
	6914.R130.X		Boys Cross Country 11th (Before School)
	6914.R140.X		Boys Cross Country 12th (Before School)
	6914.R210.X		Girls Cross Country 9th (Before School)
	6914.R220.X		Girls Cross Country 10th (Before School)
	6914.R230.X		Girls Cross Country 11th (Before School)
	6914.R240.X		Girls Cross Country 12th (Before School)
	6921.R010.X		Cheerleading 1st Time Taken (After School)

	6921.R020.X		Cheerleading 2nd Time Taken (After School)
	6915.R010.X		Volleyball 9th (After School or During School Day)
	6915.R030.X		Volleyball 10th (After School or During School Day)
	6915.R050.X		Volleyball 11th (After School or During School Day)
	6915.R070.X		Volleyball 12th ((After School or During School Day)
	6916.R110.X	6916.R120.X	Boys Golf 9th (After School)
	6916.R130.X	6916.R140.X	Boys Golf 10th (After School)
	6916.R150.X	6916.R160.X	Boys Golf 11th (After School)
	6916.R170.X	6916.R180.X	Boys Golf 12th (After School)
	6916.R210.X	6916.R220.X	Girls Golf 9th (After School)
	6916.R230.X	6916.R240.X	Girls Golf 10th (After School)
	6916.R250.X	6916.R260.X	Girls Golf 11th (After School)
	6916.R270.X	6916.R280.X	Girls Golf 12th (After School)

ATHLETICS	Fall Course Code	Spring Course Code	Sport Description
	6918.R010.X		Swimming 9th (Before School)
	6918.R030.X		Swimming 10th (Before School)
	6918.R050.X		Swimming 11th (Before School)
	6918.R070.X		Swimming 12th (Before School)
	6919.R010.X	6919.R020.X	Tennis 9th (After School)
	6919.R030.X	6919.R040.X	Tennis 10th (After School)
	6919.R050.X	6919.R060.X	Tennis 11th (After School)

	6919.R070.X	6919.R080.X	Tennis 12th (After School)
	6923.R010.X	6923.R020.X	Football 9th (Before School Day or During School Day)
	6923.R030.X	6923.R040.X	Football 10th (Before School Day or During School Day)
	6923.R050.X	6923.R060.X	Football 11th (Before School Day or During School Day)
	6923.R070.X	6923.R080.X	Football 12th (Before School Day or During School Day)
		6924.R130.X	Boys Soccer 9th (After School)
		6924.R140.X	Boys Soccer 10th (After School)
		6924.R160.X	Boys Soccer 11th (After School)
		6924.R180.X	Boys Soccer 12th (After School)
		6924.R220.X	Girls Soccer 9th (After School)
		6924.R240.X	Girls Soccer 10th (After School)
		6924.R260.X	Girls Soccer 11th (After School)
		6924.R280.X	Girls Soccer 12th (After School)
		6925.R020.X	Softball 9th (After School)
		6925.R040.X	Softball 10th (After School)
		6925.R060.X	Softball 11th (After School)
		6925.R080.X	Softball 12th (After School)
	6012.R000.Y		YOGA - Year long course