



PROGRAM OF STUDIES:

Our School is Virtual...But the Learning, Relationships and Innovation is Real.

iUniversity Prep is a Virtual Academy offered state-wide by Grapevine-Colleyville ISD that allows students the opportunity to learn with innovative teachers, a rigorous curriculum, on a flexible schedule allowing them to succeed academically, emotionally and socially.

MISSION:

...to lead students into a growing love of learning through innovation and excellence.

STRATEGY:

...to create an innovative choice school where students are encouraged and equipped to pursue excellence in academics, service, extra-curricular and community in the world today and the future.

WHAT WE BELIEVE:

- We believe that we are here to provide an exemplary education so students are equipped to take on the challenges today and in the future.
- We are constantly focusing on innovation and meeting students where they are in the learning process.
- We believe in leveraging the technology around us to make a significant contribution in student's lives.
- We believe in deep collaboration and building relationships in order to inspire, encourage and support students to levels beyond expectations.
- We do not settle for anything other than excellence for any member of the school community, and we have the courage to reflect and follow our mission.

A COMPLETE SCHOOL EXPERIENCE

iUniversity Prep provides everything your student needs for an excellent and well-rounded education.

EXTRAORDINARY TEACHERS

Our teachers are the cornerstone academic and learning experience at iUniversity Prep. Our teachers are innovative, experts in their field, certified, passionate, and specially trained to excel in online teaching methodology. They are a part of this school because they realize that one-on-one, personalized instruction is a highly effective and rewarding educational approach. All have bachelor's degrees while many have advanced degrees and national certifications.

AN OUTSTANDING CURRICULUM

The curriculum used at iUniversity Prep is integrated with the very best texts, materials, and educational resources from leading print and online publishers. Our curriculum is one-hundred percent aligned to the Texas Essential Knowledge and Skills (TEKS) and the International Association for K-12 Online Learning (iNACOL) standards. And most important, it meets students' individual needs.

INDIVIDUAL ATTENTION AND PERSONALIZED INSTRUCTION

We use an individualized approach to student learning and success. Using this method and philosophy, teachers can customize instruction to the needs, learning styles, skills, and interests of each student. This gives every student the best opportunity to excel. It allows them to accelerate learning in areas of strength or to receive extra attention in areas of weakness.

INNOVATIVE TECHNOLOGY

iUniversity Prep utilizes a state-of-the-art learning management system, which is an online engine that supports students navigate throughout our school. It provides the seamless delivery of lessons, assessments, scheduling, and more.

SOCIALIZATION, COMMUNITY, FRIENDSHIPS

Our school is virtual; however, our students are part of a very real and supportive community. Students interact regularly in online sessions. They have opportunities to get together to share ideas, compare experiences, and just have fun. Their virtual school experience is enhanced with field trips that bring classroom lessons to life. Clubs, activities, and other extracurricular gatherings enrich social options.

ACHIEVING STUDENT SUCCESS

Our students' will be a part of Grapevine-Colleyville ISD, a nationally recognized school district. We believe that for many students, personalized instruction delivered in a nontraditional educational setting is the best way to learn, grow, and maximize their potential. We meet our students where they are, nurturing their individual gifts and talents and helping them attain personal excellence.

Some students are gifted; some learn at a different pace. Some are involved in extracurricular activities and need more flexibility. Others may not yet have found the right setting in which to succeed. By providing personalized instruction, iUniversity Prep works to ensure that each student's needs are met.

We prepare students for success in whatever they wish to pursue, whether it be an Ivy League university or specialized job training. It is our goal that our students have the skills necessary to be successful in life after high school and have the tools to choose their path.

PERSONALIZED INSTRUCTION:

At iUniversity Prep, we believe that each student has unique abilities and that all students perform better when they receive individual attention. We have an individualized approach to each student's instruction so that we may best address his or her abilities, interests, and learning style. Our individualized approach gives every student the best chance to thrive.

ONGOING STUDENT EVALUATION

In order to create a student's individualized learning plan, we work to understand and know the student fully. We identify and evaluate his or her strengths, weaknesses, aptitudes, and learning styles. We uncover skills that may need to be enhanced and look at ways to advance the student's learning potential. This discovery process allows us to address instruction to meet the student's needs effectively.

This process is ongoing throughout the school year. We monitor progress weekly to ensure each student is on track. Regular testing helps us know how we should modify a student's personalized program for continued success.

GIFTED LEARNERS

Our Gifted and Talented program enables gifted students to deepen, broaden, or accelerate their learning. Challenging advanced courses are available in language arts, math, and science. Gifted Students may have the option to engage in special enrichment projects or perform independent research.

Curriculum:

RESULTS

A quality curriculum is an essential foundation for an exemplary education. At iUniversity Prep, we believe that the curriculum that we utilize is the most complete and provides the excellence our students deserve. The curriculum is also evaluated and revised regularly to ensure that it provides the most effective content and up to date alignment required by the state. At each grade level, we go beyond the basics to challenge students to their highest academic levels to include:

- Developing a strong foundation in reading, writing and mathematics;
- Cultivating a passion for lifelong learning while
- Enhancing critical thinking, and problem-solving skills.

A 21ST CENTURY CURRICULUM FOR 21ST CENTURY SUCCESS

The courses and curriculum we offer help students gain the knowledge and thinking skills they'll need for life, work, and higher education. At each grade level, we blend both structured lessons and self-paced learning in core subjects: English language arts, mathematics, science, and social studies. The courses were written using a backwards design method, by first identifying goals, including knowledge standards and skills students must master. Then assessments and lessons were designed to help students reach the learning goals. Texts, learning materials, and online resources are woven into the courses. Lesson content and interactive learning activities engage students in individual study and collaboration with their classmates.

A COMMITMENT TO LEARNING:

The staff at iUniversity Prep are some of the most talented, innovative and passionate teachers in the profession. These individuals are a part of iUniversity Prep because our approach enables them to work one-on-one with students; they understand how to build relationships, they are skilled in inspiring students to do their best and also have the ability to continue the high expectations of being a part of Grapevine-Colleyville ISD.

Our teachers personalize lessons and assignments to ensure each student receives the right degree of challenge or assistance needed while maintaining the rigor expected of a college prep education. They monitor participation and performance. They provide timely feedback and intervention. Teachers also stay in close communication with students and parents.

The bonds our teachers establish with our students are deep and strong. Often, they get to know the entire family well. These relationships enable our teachers to make truly meaningful, life-changing connections with their students.

HIGH TECH LEARNING SYSTEM

iUniversity Prep provides individualized instruction partnered with advanced technology which makes this program a winning choice for students.

A CUTTING EDGE OF ONLINE EDUCATION

At iUniversity Prep we utilize a learning management system that supports the academic program. At home or wherever the Internet is accessible, our user-friendly system delivers a vibrant virtual learning experience.

The learning management system reinforces our teaching approach and meets the learning needs of students and families. It also allows parents, teachers, and students to interact in a close, supportive way. It adds multimedia excitement to lessons with videos, web applications, and other instructional tools. It is through this learning management system that families can access daily lessons and course assignments, attend live class sessions, monitor the student progress 24/7, view the student schedule, receive email alerts, communicate with teachers, and access online learning resources.

BRINGING LEARNING TO LIFE

The technology utilized at iUniversity Prep enables students to connect to their teachers online, helping them grow and thrive outside a traditional classroom. Upon enrollment, students and parents receive training that gets them acquainted with the system's features and functions.

We believe online technology can enhance learning significantly. It helps make lessons more relevant, meaningful, and fun. As students engage, they deepen their understanding of complex concepts, and they master skills. Using conferencing and interactive teacher live lesson sessions, students interact in real-time in an online setting. By typing or speaking into a microphone, students can ask and answer questions. They also take part in class discussions and work with other students in small-group sessions.

EXTRA-CURRICULAR ACTIVITIES/CLUBS

At iUniversity Prep, we believe that social interactions are a vital part of a well-rounded academic experience. Social experiences offer students a chance to form friendships with fellow classmates. We offer ways for our students to meet, work together, and learn through field trips, volunteer projects, clubs, and activities. Student gatherings and activities enrich the school experience. Through them, students learn life lessons that complement their course lessons. These experiences help students gain social confidence, learn teamwork, and develop leadership and communication skills.

FIELD TRIPS AND GET-TOGETHERS

We give students many opportunities to connect with our supportive community, through field trips and other social events.

CLUBS

Students may choose to explore their creativity through clubs dedicated to music, theater, poetry, and other arts. Others may prefer to delve into computer technology, math competitions, science experiments, or robotics.

Clubs relating to the environment, leadership, and service appeal to students who love helping others or supporting a good cause. Students interested in various types of communications can opt to join clubs for debate, broadcasting, digital storytelling, or the student newspaper. Career and college-planning clubs will encourage students to examine their options and set goals for the future.

VOLUNTEER OPPORTUNITIES

We encourage students to share their time and talents by volunteering. Including service in their lives connects them more deeply with their communities. Volunteering also teaches them the value of teamwork and decision making.

IS iUNIVERSITY PREP RIGHT FOR YOU?

For many students and families, a public virtual school is the ideal environment for learning. It can combine the best of both a quality academic education and the flexibility to optimize experiences outside of school. We understand that every family has its own unique circumstances and every student has his or her unique interests and learning styles. Here is additional information that may help you determine if iUniversity Prep is a good fit for your family.

iUNIVERSITY PREP IS A GOOD FIT FOR STUDENTS WHO:

- Benefit from working at their own pace with more one-on-one attention
- Require a flexible schedule to accommodate competitive sports, performing arts or frequent travel
- Like the ability to learn from home or in various locations
- Want a rigorous academic curriculum to prepare for college
- Need additional time for family, community, or faith-based activities

iUNIVERSITY PREP IS A GOOD FIT FAMILIES WHO CAN:

- Provide ongoing encouragement and guidance to the student
- Dedicate time to keeping their student motivated throughout the day
- Help track student progress and content comprehension
- Organize and structure the student learning day
- Maintain consistent contact with their student's teacher

iUNIVERSITY PREP IS AN IDEAL CHOICE FOR FAMILIES WHO WANT:

- A greater level of involvement in their child's education
- More control over the learning environment and schedule
- The ability to incorporate family priorities and priority and values into learning
- The excitement of seeing their student learn and grow daily

Grapevine-Colleyville ISD has been providing excellence in education to families for over 100 years. Throughout those years we have learned a lot about how to improve student success, provide innovative technology into the classroom and providing choice to our families. Below are some things to think about before deciding if iUniversity Prep is a fit for your family. For many students who are academically on track or advanced, iUniversity Prep is a great option because it provides support, flexibility, and a focused environment that helps them succeed in their studies. Courses for gifted, Pre-AP and Advanced Placement students, a learning schedule that provides flexibility to work at different times, and an environment free of many distractions are a few of the reasons these students enroll at iUniversity Prep.

Students who are behind academically may improve or stabilize their academic performance after enrolling in iUniversity Prep. To achieve this success requires strong commitment and motivation from the family. Regular attendance, completion of remediation activities, and ongoing communication between students, parents, and teachers are essential.

For high school students who are far behind in earning credits toward graduation, our program can be very challenging. For middle school students who have significant gaps in their foundational skills this program can be very challenging. Both of these are particularly true for students who have a large number of previously attempted courses or grade levels in which they were unsuccessful. We recommend consulting our academic counselor to help determine if iUniversity Prep will work for your student as our program is not a fit for every student.

Previously homeschooled families will generally adapt well to iUniversity Prep but some find that our school requires a more structured schedule. They also need to transition from parent-directed learning to

a program directed primarily by the teacher, with support from the child's Learning Coach or parent.

Students who attended a traditional public or private school will find that succeeding at iUniversity Prep takes self-discipline and strong independent study skills. In return, most students develop a closer and more supportive relationship with their teachers. They also enjoy a much more flexible schedule. Students are encouraged to participate in our field trips and online extracurricular activities to ensure they have frequent in-person interactions with other students.

Enrollment for high school students at iUniversity Prep will be a closed enrollment process. Students will be allowed to enroll in high school courses until the 10th day of the semester. After that, enrollment will close for high school students until the next school semester begins. Students will be expected to maintain a minimum pace and will be provided a pacing chart to ensure that students successfully complete each course within the time frame of a traditional semester.

WHAT IS THE LEARNING COACH?

In most cases the Learning Coach is the parent and the on-site person who helps facilitate learning. The learning coach is not expected to teach, but plays a vital role by assisting with lessons and keeping the student on track.

STRUCTURED LEARNING ENVIRONMENT

Being a Learning Coach means providing the structure a student needs to succeed by establishing and managing the daily routine. With this school, you will appreciate the flexibility you have to structure school days so they work with your family's needs.

The Learning Coach monitors student progress and provides reminders when needed. He or she helps the student build positive study habits and remain motivated. Learning Coaches also record attendance and stay in touch with teachers by phone, email messages, and occasional in-person meetings. Your student's teacher will call early in the school year to discuss a regular contact schedule.

THE CHANGING ROLE OF THE LEARNING COACH

As Learning Coach, your involvement changes over time, so does the amount of time a student spends working on the computer: typically about 50–75% for middle school students, and 80–90% for high school students.

MIDDLE SCHOOL – GRADES 6 - 8

Middle School is when our students enter a new world of academic growth and personal discovery. iUniversity Prep helps out students see the wonderful potential they possess and the many opportunities available to them.

LANGUAGE ARTS 6 - 8

There are two main goals in this program. One is to sharpen and strengthen students' skills in reading, writing, listening, and speaking while thinking about, discussing, and gaining enduring understandings. The other is to create a sense of curiosity and excitement about literature. Students are exposed to a wide variety of prose and writing styles. Activities are designed to help students understand, analyze, and critique the literature with both online and offline study. They compose both expository and creative compositions and employ test-taking strategies that are effective for different types of learners.

IN SIXTH GRADE Through the literature of authors such as Jane Yolen, Francisco Jiménez, and E.E.

Cummings, students ponder such questions as, “What’s fair and what’s not?”; “What makes a hero?”; and “What makes you who you are?” While exploring the literary genres of informational text, biography, autobiography, persuasive text, poetry, fiction, folktales, nonfiction, and drama, students strengthen their reading and writing skills and vocabulary development.

IN SEVENTH GRADE Through the literature of authors such as Rita Dove, Gary Soto, and Langston Hughes, students think about questions like, “How can we become who we want to be?”; “Whom can we really count on?” and “Who influences us?” While exploring the literary genres of informational text, biography, fiction, persuasive text, nonfiction, folktales, poetry, and historical documents, students strengthen their reading and writing skills and vocabulary development.

IN EIGHTH GRADE Through the literature of authors including Maya Angelou, Yoshiko Uchida, and Nikki Giovanni, students contemplate questions such as, “How do you stay true to yourself?”; “How do you keep from giving up when bad things happen?”; and “What is the American dream?” While exploring the literary genres of autobiography, biography, folktales, informational text, poetry, fiction, drama, persuasive text, and historical text, students strengthen their reading and writing skills and vocabulary development.

MATH 6-8

The middle school math program provides interactive, engaging content that encourages students to think critically, make real-world connections, and collaborate with peers. These courses contain a variety of online instructional resources such as virtual tools, educational games, and tutorials that enable students to manipulate and make sense of mathematical problems. Throughout the program, students reason abstractly and quantitatively, engage in mathematical discussions, strategically apply concepts, and express their reasoning.

Math 6 Students connect ratio and rate to whole number multiplication and division and also use the concepts of ratio and rate to solve problems. In addition, they extend their understanding of dividing fractions and of writing, interpreting, and applying expressions and equations as well as develop an understanding of statistical thinking.

Math 7 Students build on their knowledge of proportional relationships and operations with rational numbers. They solve real-world problems involving scale drawings, geometric constructions, area, surface area, and volume. Students also draw inferences about populations based on samples.

Pre-Algebra Students prepare for algebra as they extend their understanding of expressions and equations. They solve linear equations and systems of linear equations, use functions to describe quantitative relationships, and analyze two- and three-dimensional space and figures.

Algebra 1 In this course, students explore the properties of real numbers and apply this knowledge to equations, inequalities, and multi-step equations. Students learn to identify, write, and graph functions and equations, simplify radical expressions, and solve quadratic equations. They learn to factor and perform operations with binomials and polynomials. Students calculate slope and use slope-intercept form to graph linear equations. They also learn to solve systems of equations and inequalities both graphically and algebraically. Offered for qualified students.

SCIENCE 6–8

The middle school science program was inspired by the foundations of the Next Generation Science Standards (NGSS), which focus on science and engineering practices, disciplinary core ideas, and crosscutting concepts.

These science standards are rich in content and practice, and they are arranged in a coherent manner across disciplines and grades to provide all students with an internationally benchmarked science education. In accordance with 21st century skills, the media-rich science courses enable students to engage actively in inquiry-based investigations, STEM (science, technology, engineering, and mathematics) projects, as well as cross-disciplinary and cross-curricular activities. Students make connections, collaborate, and reflect on their learning as they work through the content.

SOCIAL STUDIES 6–8

An enhanced and technology-enriched social studies curriculum allows students the opportunity to engage with technology and explore history from ancient China, Egypt, and Greece to modern America. To develop 21st century skills, students utilize their critical- and creative-thinking abilities as they communicate and collaborate with peers to connect what they are learning with the world around them.

ADDITIONAL COURSES AND ELECTIVES 6–8

Art In middle school, students explore how art can be used for design, functionality, or personal expression. Art and artists, from across time and location, and explore how science, math, history, and religion impact art. They study how American and international visual art influences ideas, actions, cultures, and environments. Students use various media and techniques to create two- and three-dimensional visual art projects. Through discussions of art history and criticism, students learn methods to analyze, interpret, and judge artworks.

Business Keyboarding Students begin by learning the functions of all the keys and how to find them quickly. They explore the alphabetic and numeric keyboard, study the history of the keyboard (and new technology), and build speed and accuracy. Proper formatting for various academic and business documents, a discussion on business ethics, and the importance of keyboarding in virtually every career are also covered.

Health and Physical Education With the support of virtual friends, students determine current personal fitness levels and learn to improve those levels. Students also learn safety rules for exercise, how to create equipment from household items, how different activities target different body parts, how to set and reach a goal, and how to be good sports. Activity choices are plentiful, leading students to a healthy and physically active lifestyle. Students keep a log of physical fitness activities so they can monitor and reflect on personal progress.

Exploring Music—a Juilliard eLearning course This course is designed to teach students fundamental musicianship from a Western-Classical approach, while aligning to national music education standards. The course challenges students to improve their listening, notation, analysis, performance, and improvisation skills. With audio, visual, and interactive technologies provided by both The Juilliard School, Connections Education and Grapevine-Colleyville ISD, the course provides a unique and advanced learning experience for students in grades 6–8.

Spanish 1 Spanish I introduces students to Spanish language and culture. Student guides share information on topics such as family and friends, home, food, clothing, and neighborhoods. Culture is presented throughout the course to help students make connections between their culture and the culture of people in the Spanish-speaking world. Opportunities for students to communicate with native speakers throughout the course provide a real-world context.

Communication Applications Using video tutorials, students study verbal and nonverbal techniques—including

those of famous orators—to use when presenting simple and complex ideas and when speaking to a group. Using an audiovisual tool to record their speeches, students learn how to speak persuasively, develop position statements, support their arguments, and think analytically. Brainstorming techniques, media analysis, research skills, and presentation strategies are also discussed.

Technology Applications Students use electronic media and software to apply academic concepts as they create meaningful organizers, projects, and presentations. Students locate, retrieve, and evaluate data in order to construct and analyze databases. They produce presentations on Internet safety, online predators, and cyberbullying. Students become effective communicators and collaborators as they plan, evaluate, and synthesize research emphasizing current issues with technology.

Career Explorations From writing an effective resume to giving the perfect interview, students learn how to get started and succeed in their chosen careers. This course introduces possible career options and helps prepare students for the transition from high school to college and from college to the workplace.

Touch Systems Data Entry Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data entry for production of business documents.

AVID (Advancement Via Individual Determination) AVID is a structured, college preparatory system for students who want to take on challenges and advanced courses. Each week, students in the AVID elective class engage in a rigorous college preparatory curriculum, college-age tutor-facilitated study groups, collaborative activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their success in advanced courses. Each year, the AVID Elective class reviews and then builds upon skills learned in prior years of AVID. Potential students will need to apply and interview before being accepted into the elective.

CLUBS AND ACTIVITIES 6-8

Clubs and activities are an integral component to a school community. Clubs will be started based on student interests, proposals for the club and teacher sponsorship. Below are a few clubs that may be of interest to students to join.

Art Club The Art Club sparks imagination and creativity by exploring two- dimensional and three-dimensional art, photography, and graphic design through techniques and styles associated with each medium. Students have the opportunity to create original designs and artwork, share their artwork with peers, learn about appropriate critique guidelines, and provide feedback to other club members.

Book Club Participants read selected books and share their observations with each other. Meeting with professional writers and artists and discussing themes and plots, students participate in synchronous and online group discussions.

Chess Club Members learn, socialize, and play in an atmosphere of friendly competition using an exclusive gaming site. After completing a tutorial, students are matched with competitors of the same skill level, and the online games begin. This club also includes monthly presentations by a Grandmaster from the University of Maryland, Baltimore County, and an end-of-year tournament.

Digital Storytelling Club Students use computer programs to incorporate pictures and audio to tell their original tales. They share the stories both through live sessions to get feedback from their peers and in the school virtual project library for the community to enjoy.

Environmental Club Members exchange ideas about keeping our planet clean and also hear from environmental experts. They discuss global issues and learn how they can influence issues on a local level. Students initiate a project to support the environment.

Gaming and Computer Technology Club Students who have an affinity for computers and gaming explore and discuss online gaming strategies, coding, and new product reviews. Individual and collaborative projects may include designing applications and games.

Student Newspaper Initiate iUniversity Prep's student-managed, student-staffed newspaper. Writers and editors work together to write and organize content for sections of the newspaper including news, entertainment, sports, and school happenings.

Student Yearbook Initiate iUniversity Prep's yearbook managed and staffed by students. Editors, photographers, designers, writers work together to create a school yearbook.

Robotics Club Students focus on the latest trends in robotics, how robots are built and controlled, and how to make one navigate an obstacle course. No previous computer coding experience or materials are needed. Members in some states may have the opportunity to participate in state or regional competitions.

Student Leadership and Service Club This club challenges students who are natural leaders in their communities to take on leadership roles at the state, national, and international levels. Students meet regularly to plan service learning.

High School – Grades 9 - 12*

*Grades 9-11 are offered for the 2013-2014 school year. 12th grade will be added for the 2014-2015 school year.

iUniversity Prep features a high school curriculum that is stimulating, balanced, and fine-tuned to carry our students into successful futures.

Math, science, English, and social studies form the core of the curriculum. But since we want our students to be as well-rounded as they are well-informed, we also offer a range of enriching electives, Advanced Placement (AP) and foreign languages to provide students the opportunity to graduate on the recommended or distinguished Texas graduation plans.

Teenagers today are part of the Internet generation. They've used communications and media technologies all their lives. Parents who recognize this also realize how quickly their sons and daughters can adapt and flourish in our virtual school, since it closely aligns with their preferred learning style. Here are a few reasons why iUniversity Prep is a great fit for your teen.

Flexibility iUniversity Prep offers more flexibility than a traditional high school. Students involved in sports or the arts can work on lessons any time of the day or night, so school schedules no longer conflict with their rehearsal or practice. Students who have jobs can easily plan their lessons to accommodate their work schedules.

Support Licensed and highly experienced school counselor and staff support students and families by assisting with college applications and providing official transcripts for those applying for college. They also provide guidance and counseling for those students entering the workforce or the military. Personalized Learning Plan When your son or daughter enrolls, a staff member works with him or her to shape a Personalized Learning Plan and checks to make sure that graduation requirements are being met. The learning Plan is reviewed regularly and can be adjusted to meet changing needs.

Counselor and staff who care iUniversity Prep's counseling and academic staff are focused on students' development during high school and beyond. The staff is focused on academic achievement, personal and social development outside of the classroom, and college and career readiness. The counselor will hold live sessions throughout each semester to provide opportunities for career and college planning.

Course Options We consult with students, parents, and counselors to determine correct course placement and whether regular, Pre-AP, or AP placement is appropriate.

A wide range of Advanced Placement courses iUniversity Prep offers a full array of college-level AP courses to prepare talented students for the national AP exams. High scores on these tests could enable students to earn early college credit or placement in advanced classes, depending on the individual college's policies.

Our College Board-approved AP Courses Include:

AP Art History

AP Biology

AP Calculus AB

AP Calculus BC

AP Chemistry

AP Computer Science

AP English Language and Composition

AP English Literature and Composition

AP Environmental Science

AP French

AP Human Geography

AP Micro Economics

AP Music Theory

AP Latin

AP Physics B

AP Psychology

AP Spanish Language

AP Statistics

AP United States Government

AP United States History

AP World History

ENGLISH 9–12

Throughout high school, the aim of English courses is to enable students to analyze and critique written works, think critically, conduct research independently, and understand how their writing relates to the literature they are reading. Throughout each course, students read a wide range of literature, write in a variety of genres, and reinforce and expand their skills in grammar, usage, mechanics, and vocabulary. Students have access to online and offline tutorials, rubrics, and graphic organizers.

English I Classic and contemporary works of American, British, and world literature in a variety of genres are introduced in English 9. Students analyze short fiction, nonfiction, and poetry selections. Students also read and analyze novels and other major literary works. Reading and writing assignments strengthen students' understanding of literary elements in poetry, fiction, and drama; the characteristics of narrative, expository, and persuasive writing; correct grammar and usage; and research skills.

PAP English I This Pre-Advanced Placement (Pre-AP) course is designed to prepare students for success in Advanced Placement (AP) English courses and to meet the unique needs of the district's gifted and talented language arts students. Though built upon the regular English I course, Pre-AP English I offers a differentiated curriculum that includes a wider range and a greater depth of subject matter. Its purpose is to increase the student's effectiveness as a reader, speaker, listener, and writer by emphasizing higher-level and critical-thinking skills and by providing opportunities for creative and productive thinking. Emphasis is placed on quality literature, the exploration of literary themes through writing, and the methods of discourse.

English II The timeless themes in world literature are emphasized in English 10, which includes literature of the Americas, Europe, the Middle East, Asia, the Pacific Rim, and Africa. A classic world literature selection introduces each region, followed by contemporary short fiction, poetry, and drama. Students explore the cultures from which each piece of literature derives and consider the similarities that unite the human family. The survey of world literature includes works by Margaret Atwood, Pablo Nerud and Eugene Ionesco. Students continue to strengthen their mastery of the writing process and compose for various purposes. Skills are further developed, including the research process and oral communication.

PAP English II This Pre-Advanced Placement (Pre-AP) course is designed to prepare students for success in Advanced Placement (AP) English courses and to meet the unique needs of the district's gifted and talented language arts students. Pre-AP English II employs a humanities approach to the study of the hero, integrating the areas of literature, religion, philosophy, political science, art, music, history and encourages higher level thinking skills. Through a study of literary heroes in various arenas (classical, political, and contemporary) students extrapolate ideas through composition; review and refine skills in language, critical thinking and reading comprehension; and explore and develop skills in guided and independent research.

English III Students focus on the literary movements that comprise American literature and trace the chronology of national literature from the early American and colonial period through the contemporary period. Students read selections from the Native American oral tradition, seminal historical documents and essays, in addition to fiction, nonfiction, poetry, and drama. The survey of American authors includes Mar Twain, Ralph Ellison, and Julia Alvarez. Students continue to strengthen and apply higher-level critical reading, literary analysis, and research skills through the use of visual organizers and note-taking strategies.

English IV Students study classical and contemporary British literature from the Anglo-Saxon period to the modern era. They examine how the historical, social, and cultural contexts of each period influenced writers. Particular attention is given to the form and function of different types of literature including epic poetry, allegory, poetry, fiction, nonfiction, and drama. The survey of British literature includes excerpts from Geoffrey Chaucer, William Shakespeare, and Virginia Woolf. Students write creative and analytical compositions and participate in collaborative discussions to refine their writing products.

AP English Language and Composition This course provides high school students with college-level instruction in language, rhetoric, and exposition. Students study and write various kinds of analytic and persuasive essays on literary and nonliterary topics. Students become skilled readers of prose written in various periods, disciplines, and rhetorical contexts. Both reading and writing are designed to make students aware of the interactions among a writer's purposes, the audience's expectations, and subjects, as well as the way writing conventions and language contribute to effectiveness in writing. This course effectively prepares students for the AP English Language and Composition exam by enabling them to read, comprehend, and write about complex texts while developing further communication skills on a college level.

AP English Literature and Composition This course prepares high school students for the AP English Literature and Composition exam by providing them with college-level instruction in various kinds of analytic and persuasive essays on literary and nonliterary topics. Students become skilled readers of prose written in various periods, disciplines, and rhetorical contexts. Through their integrated reading and writing activities, students analyze and evaluate the interactions among a writer's purposes, audience expectations, and subjects, as well as the way writing conventions and language contribute to effectiveness in writing.

Journalism Students gain firsthand experience writing news, sports, and feature articles and following proper journalism guidelines. The activities and assignments simulate an actual newsroom. In addition, students can contribute to the school newspaper and other monthly publications.

MATH 9–12

These math courses are designed to enable students to develop and apply mathematical concepts, skills, and problem-solving strategies. Students are taught to use interactive online tools, think critically, and utilize helpful test-taking strategies. In math, students continually apply what they are learning to real-world situations, review frequently, and take advantage of enrichment opportunities.

Algebra 1 Students learn about the properties of real numbers and apply their knowledge to equations, inequalities, and multi-step equations. They move on to identify, write, and graph functions and equations; simplify radical expressions; solve quadratic equations; and factor and perform operations with binomials and polynomials. Students calculate slope and use the slope-intercept form to graph linear equations. They also learn to solve systems of equations and inequalities both graphically and algebraically.

PAP Algebra 1 Pre-Advanced Placement (Pre-AP) courses are designed to prepare students for entry into Advanced Placement (AP) mathematics courses and to meet the unique needs of the district's gifted and talented mathematics students. Basic content is the same as the on level course, but instruction allows for greater depth and complexity in the curriculum. Students will develop advanced problem-solving skills and algebraic symbol manipulation, computation in problem solving contexts, mathematical language and communication, connections inside and outside mathematics, reasoning, multiple representations, applications and modeling, and justification.

Algebra 2 Students engage in high-level mathematical discussions and apply algebraic concepts to real-world scenarios as they build on prior knowledge of functions, systems of equations, the quadratic formula, and factoring. Students also continue to study arithmetic and geometric sequences and series, probability and statistics, and trigonometric identities and equations.

PAP Algebra 2 Pre-Advanced Placement (Pre-AP) courses are designed to prepare students for entry into Advanced Placement (AP) mathematics courses and to meet the unique needs of the district's gifted and talented mathematics students. Basic content is the same as the on level course, but instruction allows for greater depth and complexity in the curriculum. Course will include conic sections and their transformations, and rational, polynomial, exponential, and natural log functions exploring the topics in more depth and enhancing this exploration with the use of technology.

Geometry This course guides students through the exploration of geometric figures. They analyze plane figures and three-dimensional figures and apply formulas to calculate area, surface area, and volume. They learn how to use inductive and deductive logic to conduct formal proofs through predictions, counter examples, and drawing conclusions. Students also conduct detailed analyses of the properties of parallel and perpendicular lines, triangles, polygons, quadrilaterals, and circles, including similarity and transformations.

PAP Geometry Pre-Advanced Placement (Pre-AP) courses are designed to prepare students for entry into Advanced Placement (AP) mathematics courses and to meet the unique needs of the district's gifted and talented mathematics students. Basic content is the same as the on level course, but instruction allows for greater depth and complexity in the curriculum. Emphasis is on the development of critical-thinking skills and deriving geometric proofs. Students will solve meaningful problems by representing figures, transforming figures, and analyzing and proving relationships.

Precalculus This course includes an in-depth study of functions. Students review the principles and techniques algebra, geometry, and trigonometry, and they learn to explore, solve, and evaluate various functions, equations, and inequalities. Mathematical reasoning and problem solving are stressed to prepare for calculus at high school or college level. A TI-83+ or TI-84+ graphing calculator is strongly recommended.

PAP Precalculus Pre-Advanced Placement (Pre-AP) courses are designed to prepare students for entry into Advanced Placement (AP) mathematics courses and to meet the unique needs of the district's gifted and talented mathematics students. Basic content is the same as the on level course, but instruction allows for greater depth and complexity in the curriculum. Emphasis will be on preparation for Advanced Placement Calculus. Course will include additional opportunities for the development of critical-thinking skills, exploring the topics in more depth and enhancing this exploration with the use of technology.

Calculus Students are introduced to advanced concepts relating to limits, differentiation, and integration. Using graphs and equations, they investigate finite and infinite limits, apply various methods such as the chain rule to solve derivatives, and use both area calculations and the substitution method to evaluate integrals. A TI-83+ or TI-84+ graphing calculator is strongly recommended.

AP Calculus AB This college-level course covers such concepts as derivatives, integrals, limits, approximation, applications, and modeling. In the first semester, students begin by reviewing function notation, then exploring absolute value, piecewise, exponential, logarithmic, trigonometric, polynomial, and rational functions. After studying limits and continuity, students move on to concepts of derivatives, including the chain rule, differentiation, implicit differentiation, and logarithmic differentiation. Toward the end of the course, students apply what they have learned to solve integration problems. This course effectively prepares students for the AP Calculus AB exam. A TI-83+ or TI-84+ graphing calculator is required for this course, but it is not provided by iUniversity Prep.

AP Calculus BC This course, an extension of AP Calculus AB, emphasizes broad concepts and applicable methods. Students describe and analyze functions, limits, and graphs; calculate and apply derivatives; interpret and apply integrals; and study polynomial approximations and series. The course provides opportunities for students to apply concepts to real-world situations. This course effectively prepares students for the AP Calculus BC exam.

Math Models Students delve into fundamental math concepts and apply those concepts to real-life situations. Topics covered include prime factorization, operations with rational numbers and integers, solving equations, properties of real numbers, and basic statistics. The goal is to establish a solid base for studies of more advanced math.

AP Statistics Students gain an understanding of the vocabulary, method, and meaning of statistics. They explore data and patterns found in the world around them by analyzing information and noting statistical relationships. They apply their knowledge to relevant, open-ended tasks requiring them to connect multiple statistical topics together. To demonstrate their comprehension, students actively construct experiments to understand, interpret, communicate, and apply statistical methods. General topics of study include planning and designing a study, anticipating patterns, and making statistical inferences. This course effectively prepares students for the AP Statistics exam.

SCIENCE 9–12

The science courses challenge students with a rigorous curriculum that includes opportunities to explore and apply concepts in depth. In addition to designing and conducting experiments and engaging in independent research, students also complete active, inquiry- oriented lessons and participate in online tutorials and virtual labs.

Biology Students have frequent opportunities to debate scientific findings and analyze how biology impacts society as they study topics such as ecology, genetics, and anatomy. Using both hands-on experiments and interactive tools, they also study cells, compare microorganisms, investigate plant and animal structure and function, and explore the history of life on Earth.

PAP Biology Pre-Advanced Placement (Pre-AP) courses are designed to prepare students for entry into Advanced Placement (AP) science courses and to meet the unique needs of the district's gifted and talented science students. They are designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and issues in science. Basic content is the same as the on level course, but instruction allows for greater depth and complexity in the curriculum. This course involves greater detail in the above topics and will move at a faster pace. Special projects and independent/group activities are required.

AP Biology This challenging course is designed to provide a college-level experience and prepare students for the AP Biology exam. Students are engaged in a wide variety of activities with substantial emphasis on interpreting and collecting data in virtual labs, writing analytical essays, and mastering biology concepts and connections. The key themes in the course include the scientific processes; the effects of science on technology and society; the chemistry and makeup of living organisms; and genetics, diversity, and evolution.

Chemistry Students are given the opportunity to model atomic structure and to observe, represent, and interpret reactions between atoms and molecules. Students investigate the properties of solutions and analyze the nature of solids, liquids, and gases using interactive tools. They describe and calculate the energies of different types of reactions and explore electrochemistry.

PAP Chemistry Pre-Advanced Placement (Pre-AP) courses are designed to prepare students for entry into Advanced Placement (AP) science courses and to meet the unique needs of the district's gifted and talented science students. They are designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and issues in science. Basic content is the same as the on level course, but instruction allows for greater depth and complexity in the curriculum. Topics covered in Chemistry Pre-AP are more in-depth and involve a more mathematical approach than regular Chemistry. Emphasis is placed on individual study and problem solving.

Earth and Space Science Students focus on the study of space and the geologic and atmospheric forces that shape our world. Through experimentation and investigation, students explore Earth cycles including the geosphere, hydrosphere, cryosphere, atmosphere, and carbon cycle. They learn about scientific inquiry, geologic time, space exploration, the solar system, and the universe. Students use Web 2.0 tools, interactive experiences, higher-order thinking, collaborative projects, and real-world application through labs and a variety of assessments.

AP Environmental Science The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems that are natural and human-made, and prepare for the AP Environmental Science exam. Students evaluate the relative risks associated with these problems and examine alternative methods for resolving or preventing problems. Hands-on and virtual lab experiences support student content mastery.

Integrated Physics and Chemistry Students explore and learn the basic concepts of chemistry and physics. The chemistry- focused lessons extend prior knowledge of the properties, states, and structure of matter; explore the

dynamics of chemical bonding and reactions; and introduce students to nuclear chemistry. The physics-focused lessons enable students to explore motion, force, work, power, energy, wave mechanics, electricity, magnetism, optics, and the electromagnetic spectrum. Additional content includes Earth science. Hands-on explorations and virtual simulations enhance students' comprehension of key science concepts.

Physics Students apply the math and science skills they already learned to explain the laws of motion, analyze the laws of thermodynamics, describe the behavior of waves, and investigate the relationship between electricity and magnetism. They are introduced to quantum physics and are asked to apply physics concepts to real-life situations.

PAP Physics Pre-Advanced Placement (Pre-AP) courses are designed to prepare students for entry into Advanced Placement (AP) science courses and to meet the unique needs of the district's gifted and talented science students. They are designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and issues in science. Basic content is the same as the on level course, but instruction allows for greater depth and complexity in the curriculum. Pre-AP Physics is a first year Pre-calculus based introductory physics course also dealing with a broad range of topics. In Pre-AP Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion, changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Pre-AP Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical-thinking skills.

AP Physics B Students explore matter, energy, and the way the universe is put together in AP Physics B. This course, which does not require calculus, covers five general areas: Newtonian mechanics, thermalphysics, electricity and magnetism, waves and optics, and atomic and nuclear physics. Students learn the core principles involved and then apply them to solve various problems. This course effectively prepares students for the AP Physics B exam.

Anatomy & Physiology Students learn about anatomical structures and physiology of the human body. Body systems are discussed in terms of how each participates in homeostasis of the body. Students learn about selected major pathologies, including causes, symptoms, diagnostic procedures, and treatments, as well as common changes that occur through the life span

Astronomy Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology and space exploration. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, and develop critical-thinking skills.

Aquatic Science Students delve deep into Earth's bodies of water and study geologic structures and how they impact oceans. They investigate characteristics of various populations, patterns of distribution of life in our aquatic systems, and ongoing changes occurring every day in the ecosystems. Students have the opportunity to explore the relationships among living organisms and see how they are affected by the oceans' currents, tides, and waves.

Environmental Systems Students have an opportunity to study the fundamentals of ecology and investigate ways to protect the environment. They review the scientific method and the water and carbon cycles. Students also take a look at various kinds of pollution and ways to safeguard our natural resources.

SOCIAL STUDIES 9–12

Through these courses, students receive an overview of the most important cultural, socioeconomic, and political events in United States and world history. They also study the most influential people of critical historical periods. All high school social studies courses are designed to be thought-provoking, sharpening the student's ability to question, read, analyze, and interpret different forms of information and better communicate ideas to others.

Economics This course provides an introduction to macroeconomics and microeconomics and covers such basics as supply and demand, labor issues, financial markets, taxes and international trade. Students also examine how capitalism and the global economy work.

AP Microeconomics This course introduces the ways in which people make use of limited resources. Students examine supply and demand, factors of production, the roles of labor and management, the relationship between the environment and the economy, and the impact of government policies on individuals' economic decisions. Students also study the stock market and trace the progress of various stocks. This course effectively prepares students for the AP Microeconomics Exam.

AP Macroeconomics Students cover the overall economy and explore the gross domestic product (GDP) and other indicators. Students also examine inflation, unemployment, world trade patterns, and the role of the Federal Reserve. Working with a theoretical economy, they also use fiscal and monetary policy to create high employment and a higher standard of living. This course effectively prepares students for the AP Macroeconomics exam.

World Geography Students explore the world's cultural regions by focusing on location, physical characteristics, demographics, historical changes, economic activity, and land use. They are encouraged to examine real-life situations, develop an understanding of multiculturalism, and compare relationships between people and their environment.

PAP World Geography Students in Pre-AP World Geography will study geography in greater depth and complexity. Emphasis will be placed on physical, economic, environmental, and cultural geography. Students will be required to participate in oral and written presentations, write various essays and read required selections taken from primary and secondary sources. Content selection will provide higher level thinking skills as well as a basis for students to compare and analyze man and his global environment.

AP Human Geography The course is designed to provide college-level instruction on the patterns and processes that impact the way humans understand, use, and change Earth's surface. Students use geographic models, methods, and tools to examine human social organization and its effect on the world, and they are challenged to use maps and geographical data to discern spatial patterns and analyze changing interconnections among people and places.

United States Government This course focuses on the basic principles and organization of the U.S. government. Students examine the growth of democracy, federalism, separation of powers, checks and balances, and public policies and services. They are provided with an overview of the legislative, executive, and judicial branches and are encouraged to understand and participate in the nation's government.

AP United States Government Students survey the complex subjects of the U.S. government and politics. They make detailed analyses of the process and institutions (both formal and informal) by which the political system functions and the policy decisions are made. These analyses include the constitutional structure of government, participatory politics, the formal institutions of power (and extra-constitutional influences on them), and the public policy and individual rights and liberties. This course effectively prepares the students for the AP United States Government exam.

United States History Students follow the significant developments in America's history. They explore the growth of American society from early settlement and colonization to the emergence of America as an independent nation. The causes and aftermath of the Civil War are discussed, as is America's involvement in World War I. Students explore social and economic whirlwinds of the Roaring Twenties and the subsequent Great Depression, World War II, the Cold War, and the turmoil and societal changes of the 1960s and 1970s. The final part of the course explores America's history from Watergate to the early 21st century. Throughout this course, geography and government concepts are introduced and discussed.

AP United States History Students are exposed to a broad body of historical knowledge as they prepare for the AP United States History exam. They are required to express their ideas clearly in writing, learn to interpret and apply data from original source documents, and identify less commonly represented points of view. In addition, students cover the exploration and colonization of America, the rise of nationalism and sectionalism, and events through the present day.

World History Beginning with a review of ancient civilizations, this course moves through the emergence of nation-states and the age of exploration and colonization, culminating in the advances and turmoil of the 20th century and its evolution into today's global, networked society. Students use primary sources to bring the past to life through the words and experiences of those who lived it.

PAP World History Students in Pre-AP World History will study the history of the world in greater depth than the regular course. Emphasis will be placed on the major political, social, economic, and artistic movements throughout the various periods covered. Students will be required to participate in oral and written presentations, write various essays and research papers, and read required selections taken from primary sources. Content selected will provide higher level thinking skills as well as a basis for the students to compare and analyze ways of life and patterns of culture, emphasizing both the diversity and commonality of mankind's behavior.

AP World History This course covers 600 C.E. to the present, with an introductory unit on the period from around 8000 B.C.E. to 600 C.E. In the first semester, students examine patterns of change and the connections among various world cultures. As future world citizens, students apply the knowledge they have learned to their current civilization. This course effectively prepares students for the AP World History exam.

Psychology The course begins with a review of the ways people have sought to explain human behavior from ancient times through today. Students explore research methods and discover how the scientific method has moved psychology from hypnosis and mesmerism to using serious inquiries to prove theories. They also investigate brain personality theories to help understand such complex mental processes as learning, memory, thought, and language.

AP Psychology The equivalent of an introductory college course, this course includes an overview of current research methods and theories. Students explore therapies used by professionals and examine the way people learn and think. Human reactions, instincts, aggression, intimacy, altruism, and information retention are studied. The course prepares students for the AP Psychology exam.

Sociology Students examine the sociological processes that underlie everyday life, focusing on globalization, cultural diversity, critical thinking, new technology, and the growing influence of mass media.

Electives

Health This course covers first aid, the benefits of good nutrition, and the dangers of alcohol and drug use. Students learn how to evaluate their own fitness and nutritional needs and how to make changes that lead to a healthier lifestyle over the long run. Also discussed are strategies for resisting peer pressure and ways fitness can influence self-image and overall well-being.

Physical Education Physical Education This course emphasizes self-directed activities that a student can participate in for a lifetime. This includes the option of learning and practicing yoga. Students' skill levels are measured with written assignments, class evaluations, and demonstrations of a particular skill.

Art I Students begin exploring the basic elements of art and its role in history through their examination of works from Paleolithic times to the Roman Empire. The goal is to enhance students' understanding of ancient history and show how art reflects historical events. Basic drawing skills will be developed through contour line, value (shading to show form), perspective (illusion of space) and portraiture. Each student will demonstrate his/her accomplishments through a portfolio of work.

AP Art History This course is designed to provide college-level instruction in art history and prepare students for the AP Art History exam. Students examine major forms of artistic expression from the past to the present and from a variety of cultures. They learn to look at works of art critically, with intelligence and sensitivity, and to articulate what they see or experience.

Music Theory This course deals with the elements of music including a study of such basics as scale structure, chord structure, chord progression, key and meter signatures, rhythmic and melodic dictation and notation. Composing and music arranging are studied, as well as sight singing and ear training.

AP Music Theory AP Music Theory course will provide students with an intensive study of the principles and trends found in the Common Practice Period of Western music composition and history. Students will study vocal and instrumental music across a number of different time periods and genres and will analyze scores based on the aforementioned trends. Students will also study aural skills, learn to sight-read music using the Kodaly system, and will write chorales in four-part texture using their knowledge of chords and tonal relationships.

Speech

Communication Applications Using video tutorials, students study verbal and nonverbal techniques—including those of famous orators—to use when presenting simple and complex ideas and when speaking to a group. Using an audiovisual tool to record their speeches, students learn how to speak persuasively, develop position statements, support their arguments, and think analytically. Brainstorming techniques, media analysis, research skills, and presentation strategies are also discussed.

World Languages

Spanish I Students cover basic vocabulary, grammar, spelling, and punctuation to build a solid foundation for further study. Assignments include engaging in simple conversation, writing paragraphs, and listening to Spanish dialogue. Students also study the history and culture of Spanish-speaking peoples.

Spanish II As they engage in more advanced conversations, write paragraphs and stories, and translate to and from Spanish, students improve their vocabulary and grammar. Intense listening comprehension exercises aid in understanding more complex thoughts and subjects.

Spanish III Students build their vocabulary and communication skills even further in Spanish III. Advanced grammar, including the study of tenses, sentence structure, and punctuation, is covered. Students also practice correct accents and learn to comprehend real-world native speech.

Spanish IV The fourth year of Spanish covers advanced grammar including present, past, future, and conditional tense verbs, subjunctive mood, articles, and adjectives. Students focus on the Spanish-speaking world including its culture, people, geographical locations, and histories.

AP Spanish Language The main objective of this course is to develop students' interpersonal communication skills and prepare them for the AP Spanish Language exam. Students develop a strong command of the Spanish language and become very proficient in reading.

Latin I Students gain a foundation in Latin grammar and vocabulary as well as an appreciation and understanding of the Roman culture as the foundation for much of Western culture. Through the study of Latin, students will gain an appreciation for and understanding of the grammatical constructs of the English language as they increase their vocabulary and understanding of word origins.

Latin II Students build on their knowledge of Latin grammar and vocabulary and gain a solid foundation in the structure of the language as well as an understanding of the life and times of ancient Romans. They learn to appreciate how Roman engineering, art, commerce, and law systems were all supported by a clear, expressive, and flexible language.

Latin III Students expand their knowledge of Latin by exploring prose written and spoken by Roman figures such as Caesar, Cicero, and Catullus. Through exposure to authentic texts, students strengthen their vocabulary as well as their understanding and appreciation of well-crafted writing.

AP Latin The purpose of this course is to give the students another year of translating in preparation for the Advanced Placement Exam. Students will study the literary technique used by the Roman author Vergil. Students will be refining their ability to read and understand Latin prose and poetry and to comprehend and interpret the readings of Vergil. Works will be analyzed for content, style, and connotation of words. Students will study the life and times of Vergil.

French I This course introduces students to basic vocabulary and grammar. Lessons and assignments focus on simple speaking and reading, comprehension, and composition. Students also study the history and culture of French-speaking peoples around the world.

French II Students are exposed to more complex reading, writing, and listening coursework. They explore advanced grammatical structure and apply vocabulary and word usage to various situations.

French III This course is designed for students with strong listening and speaking skills plus a solid vocabulary base. The focus is on verb conjugation, direct and indirect object pronouns, and tenses. Students also improve their writing and speaking skills as they study the culture, art, and governments of French-speaking countries.

French IV Students cover present, past, future, and conditional tense verbs, subjunctive mood, articles, and adjectives while delving more deeply into French culture. This course, rich in authentic reading material, uses native-speaker recordings to enrich the student's culture, grammar, and vocabulary lessons.

AP French The purpose of this course is to prepare students to take the Advanced Placement Language Exam given each spring. Students will study the use of language for active communication. Specifically, they will understand the spoken target language in both formal and conversational situations. Students will express ideas accurately and resourcefully, both orally and in writing, with reasonable fluency. Students will develop a vocabulary sufficiently ample for reading newspaper and magazine articles, contemporary literature, and other non-technical writings, without dependence on a dictionary. Students will receive extensive training in the organization and writing of compositions, review syntax, and study selected works by contemporary authors.

German I Students use discussions and other activities to learn how to speak, read, write, and understand basic German. Simple grammar, punctuation, and spelling are reinforced with interactive lessons, games, and activities. Students also study German culture and history, as well as the influence of the German language.

German II In this course, students are introduced to increasingly complex vocabulary and grammar. There is more emphasis on improving spoken communication and listening comprehension.

German III Students learn to express themselves using an ever-increasing vocabulary, present-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind, including listening, speaking, reading, and writing. Culture is sprinkled throughout the course in order to help the learner focus on the German-speaking world and its culture, people, geographical locations, and histories.

American Sign Language I This course introduces students to the fundamentals of American Sign Language. They explore vocabulary, grammar, and conversation using basic signing and fingerspelling techniques. Special activities and exercises also help students understand the culture of the deaf and hard of hearing community.

American Sign Language II In this course, students continue their study of American Sign Language (ASL). Students expand their ASL vocabulary, grammar, and conversational skills. In addition, students complete activities and exercises that help them understand the culture of the deaf and hard of hearing community.

Chinese I Spoken by one-fifth of the world's population, Mandarin is the dialect of Beijing and the basis for modern standard Chinese. This course emphasizes listening skills, including the mastery of Chinese tones and tonal changes, as well as vocabulary and grammar skills. Students also begin to identify and write Chinese characters.

Chinese II This course enables students to further develop the skills of listening to, speaking, reading, and writing Mandarin Chinese at a more advanced level. As they are immersed in Chinese culture, students expand their vocabulary, practice interacting with others, and learn the use of appropriate terms to communicate in various everyday situations.

Chinese III Students continue to expand their knowledge of Mandarin Chinese in this course. They build

their knowledge of vocabulary, sentence patterns, and grammar points through communicative texts; enhance their listening and speaking skills through pronunciation and intonation; and work to improve their reading ability. Students advance their skills by learning to write in various formats such as journals, essays, and letters, and by composing simplified Chinese characters. By studying Chinese culture, including origins, histories, anecdotes, and more, students learn to compare and contrast various aspects of this other culture with their own.

Japanese I In today's business world, learning Japanese can be extremely valuable. This course focuses on spoken and written Japanese with a thorough grounding in Japanese culture. Using warm-up activities, reading, vocabulary studies, games, and multimedia presentations, students gain the foundation to communicate successfully in Japanese.

Japanese II Students practice listening, speaking, reading, and writing skills as they express themselves using new vocabulary, present-tense verbs, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Students learn about the culture through a focus on the people, lifestyle, geography, and history of Japan.

Technology

Fundamentals of Computer Science This course helps students understand hardware, software, and operating systems. Topics include hardware features and commonly used business applications. Students learn the basics of creating a word processing document in Microsoft Word®, a spreadsheet in Excel®, and PowerPoint® presentations. Internet safety skills are also covered including the effective use of search engines and respect for intellectual property rights. In addition, students create their own presentations on subjects such as cyberbullying.

AP Computer Science A Students develop the skills to write programs or parts of programs in order to correctly solve specific problems. There is an emphasis on the design issues that make programs understandable, adaptable, and, when appropriate, reusable. The development of useful computer programs and classes is used as a context for introducing other important concepts of computer science including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications.

Web Technologies In this course, students learn the basics of building safe websites including the use of hypertext markup language (HTML). They then plan their own sites and learn how to link and navigate pages. As they progress to more complex design techniques, students also learn how graphics can make a site more attractive.

Web Design This course provides a comprehensive introduction to the essentials of website design. From designing page layouts to coding with CSS and JavaScript®, students learn how to create a complete website. Through study of real-world design scenarios and hands-on projects, students create compelling, usable websites using KompoZer, one of the Internet's easiest- to-use open-source editing applications.

Game Design This course introduces students to the basic skills necessary for game design. Students study the various games in the industry, explore the processes and art of making game elements, and develop a prototype showing their understanding of the game design process.

Concepts of Engineering Technology Students apply computer-aided design skills to draw plans and diagrams by creating points, lines, three-dimensional models, and more. They also learn how to translate abstract concepts into functional designs and create a diverse portfolio of projects.

Business/Career/Technology

Business Information Management I This course introduces students to various information and communications technologies and explains how information systems are used to solve problems and make better business decisions.

Touch System Data Entry Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data entry for production of business documents.

Principles of Business, Marketing, and Finance Students explore factors influencing how marketing decisions are made, including the impact of marketing decisions on an organization and its customers. They gain a working knowledge of practical marketing and business vocabulary. They also evaluate how the actions of competitors influence marketing decisions in the global marketplace.

Money Matters Students gain understanding of financial management, including key language and terminology, time-value of money, financial markets and securities, financial statements, financial analysis, risk and return, valuation of stocks and bonds, capital budgeting and valuation, cost of capital and capital structure, working capital management, dividend policy, and international finance. Students apply financial tools and understand how they impact financial decision making.

Introduction to Entrepreneurship I and II Students learn the basics to plan and launch their own business by studying successful entrepreneurs and basic economic concepts such as competition, production, setting up a business plan, and more. In course II, students continue to develop skills including setting goals, understanding financial concepts, working with others, and managing employees.

AVID (Advancement Via Individual Determination) AVID is a structured, college preparatory system for students who want to take on challenges and advanced courses. Each week, students in the AVID elective class engage in a rigorous college preparatory curriculum, college-age tutor-facilitated study groups, collaborative activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their success in advanced courses. Each year, the AVID Elective class reviews and then builds upon skills learned in prior years of AVID. Potential students will need to apply and interview before being accepted into the elective.

AVAILABLE COLLEGE PROGRAMS

CONCURRENT ENROLLMENT

The concurrent enrollment program is designed to provide students with the opportunity to complete college courses during their last two years of high school. All students must be enrolled in a minimum of six high school credits; three credits per semester. The concurrent college class does not count as one of the six required credits. Concurrent enrollment provides the opportunity for juniors and seniors to take any course offered at any

university or college campus. Students must meet college entrance requirements in order to participate in concurrent enrollment courses.

DUAL ENROLLMENT

The Dual Enrollment Program allows students to take courses that apply toward both high school and college graduation. Only a limited number of courses meet the strict requirements of this program. Students must maintain a 70 or above to receive high school credit for the course and meet college entrance requirements. The following TCC courses are available for Dual credit:

GCISD	TCC Dual Enrollment	
English IV	English 1301 English 2322	Composition I and Composition II British Literature I and British Literature II
Independent Study in Mathematics	Math 1314	Functional Mathematics Approach to College Algebra
Government	Government 2305	US Government
Economics	Econ 2301	Principles of Microeconomics

TEXAS VIRTUAL SCHOOL NETWORK

Texas Education Code 26.0031 requires that at the time and in the manner that a school district or open-enrollment charter school informs students and parents about courses that are offered in the district's or school's traditional classroom setting, the district or school shall notify parents and students of the option to enroll in a course offered through the state virtual school network under Chapter 30A. Dual credit opportunities through the University of Texas-Arlington, the University of Texas-Permian Basin, and Lamar University are available through the Texas Virtual School Network. Students must meet college entrance requirements in order to participate in dual credit courses through TXVSN. See: www.txvsn.org <http://www.txvsn.org/documents/TEC26.0031.pdf>

CLUBS AND ACTIVITIES 9–12

Art Club This club sparks imagination and creativity by exploring two-dimensional and three-dimensional art, photography, and graphic design through techniques and styles associated with each medium. Students have the opportunity to create original designs and artwork, and they share their artwork with peers, learn about appropriate critique guidelines, and provide feedback to other club members.

Book Club Participants read selected books and share their observations with each other. Students participate in synchronous and online group discussions covering topics such as theme and plot, and they have opportunities to meet with professional writers and artists.

Brainteasers Club A weekly brainteasers newsletter provides students the opportunity to solve a variety of puzzles and problems including anagrams, crossword puzzles, crack the code, and logic grids. In addition, students are encouraged to create their own brainteasers to share on message boards and in student-made publications.

Broadcast Club Students learn about the history and new trends of broadcast media and have an opportunity to share their work with peers. Throughout the year, students explore the growth of print (from newspapers to blogs), audio (from radio shows to podcasts), and video (from television to Internet videos). Guest speakers share their experience in the broadcast field.

Chess Club Students play in an atmosphere of friendly competition using an exclusive gaming site. After completing a tutorial, students are matched with competitors of the same skill level, and the online games begin.

College Planning Club Designed for 10th and 11th grade students, this club helps those who plan to attend college develop a portfolio that focuses on elements sought by college admissions committees.

Digital Storytelling Club Students bring storytelling into the 21st century by using a variety of computer programs to incorporate pictures and audio to tell their original tales. They share the stories both through LiveLesson sessions to receive feedback from their peers and in the Virtual Library for the entire community to enjoy.

Environmental Club brings an awareness of the environment as they exchange ideas about keeping our planet clean. They discuss such global issues as alternative energy, recycling, and allocating limited resources, learning how they can influence these issues on a local level. Students also hear from experts who work on environmental issues.

Gaming and Computer Technology Club Students who have an affinity for computers and gaming explore and discuss online gaming strategies, coding, and new product reviews. Individual and collaborative projects may include designing applications and games.

History Club studies various periods of history as they explore civilizations and cultures around the world and make connections and comparisons while developing a deeper understanding of the intricacies of historical events. Students also have the opportunity to participate in the National History Day competition and receive guidance from the club coordinator.

Newspaper club is a student-staffed newspaper. Our writers and editors work together to write and organize content for sections of the newspaper including news, entertainment, sports, and school events.

Music Club Students who enjoy performing, composing, or listening to music explore various musical genres, with opportunities to collaborate with others and exercise their creativity by designing their own musical instruments or participating in a virtual showcase and talent show.

Pen Pals is a classic way to build friendships. Students develop their skills in letter writing, written expression, and penmanship while making friends with other students across the country.

Pens and Lens: Student Literary Magazine The monthly Pens and Lens magazine recognizes and publishes original student works. This recognition encourages and inspires others to pursue both writing and photography.

Poetry Corner high school writers work together to explore the language of poetry, and weekly forums are held to share and critique original work.

Quiz Bowl During this weekly academic competition, high school students apply their knowledge of fun facts. Winners are named at the end of the year.

Robotics Club focuses on the origins, applications, and latest trends in robotics. They learn how robots are built and controlled, and then they move on to the challenge of programming a robot to navigate an obstacle course. No previous computer coding experience is needed, and no materials are required for participation. Club members in may have opportunities to participate in state or regional robotic competitions.

Science Club Students gain hands-on experience with the scientific method, planning experiments, and observing the world. They are encouraged to engage in experiments at home and share the process and results with their peers in Live Lesson sessions. Additionally, students can predict the outcomes and alter variables of experiments conducted in Live Lesson sessions.

Sports Club Students who enjoy athletics explore a variety of sporting activities from around the world. Members discuss the similarities and differences of seasonal sports and have the opportunity to learn about training techniques and fitness programs. Students also use Activity Tracker to document personal fitness habits and routines.

Student Leadership and Service Club This club challenges students who are natural leaders in their communities to take on leadership roles at the state, national, and international levels. Students meet regularly to plan service learning projects and share the outcomes of community outreach

Theater Arts Club Students learn about choreography, set design, tech crew, and musical scores for on- and off-Broadway productions. Working both individually and collaboratively, students are encouraged to write their own plays or musical scores.

Grapevine-Colleyville ISD Graduation Requirements

Courses	State Minimum Credit	State Recommended Credit	State Distinguished Achievement Credit
English	4	4	4
Mathematics	3	4	4
Science	2	4	4
Social Studies	2.5	3.5	3.5
Economics	.5	.5	.5
Health	.5	.5	.5
Physical Education	1	1	1
Fine Arts	1	1	1
Speech	.5	.5	.5
Technical Credit	1	1	1
Academic Elective	1	0	0
Other Languages	0	2	3
Electives	9	4	3
Total Credits	26	26	26
	As per HB1144, students will be enrolled in this program only under special circumstances.		Must include 4 Advanced Measures

Classification determination: (Reclassification at the end of each academic year)

Sophomore	6 Credits
Junior	12 Credits
Senior	18 Credits

Mathematics: Minimum program must include Algebra I, Geometry, and choice of one additional math course. All others require Algebra I, Geometry, Algebra II, and choice of one additional math course.

Science: Minimum program must include Biology and IPC. A student may substitute Chemistry and Physics for IPC. Recommended must include Biology, Chemistry, Physics and IPC or a fourth year science course. DAP must include Biology, Chemistry, Physics and a fourth year Science credit.

Social Studies: Minimum program must include World History or World Geography, US History, Economics and US Government. All others include World Geography, World History, US History, Economics and US Government.

Physical Education: Marching Band, Drill Team, and Cheerleading count as Physical Education credit in the fall semester only. Athletics will count as a physical education credit in both semesters.

Fine Arts: One credit selected from Art, Dance, Music, or Theater

Speech: Professional Communication or Communication Applications.

Technical Credit: One credit which may be satisfied by one or more of the following classes: Business Information Management I/II, Digital and Interactive Multimedia, Fundamentals of Computer Science, Computer Maintenance, Computer Technician, Principles of Information Technology, Concepts of Engineering, Computer Science, Touch Systems Data Entry, Animation, Video Game Design, Web Design, Web Technologies, Graphic Design and Illustration, Audio/Video, Virtual and Global Business, Independent Study in Tech Apps.

Other Languages: Levels I and II (State Recommended) or I, II, and III of the same language for the DAP.

Academic Elective: Must be selected from World History, World Geography, or any science course approved by the State Board of Education for science credit under 19 TAC 112. If a student elects to replace IPC with either

chemistry or physics as described in Science above, the academic elective must be the other of these two science courses.

Distinguished Achievement Program Requirements:

1. Students must meet the state DAP Requirements.
2. Students must achieve four Advanced Measures.
3. Advanced Measures must focus on demonstrated student performance at the college or professional level. Student performance on advanced measures must be assessed through an external review process.

Advanced Measures:

- A score of 3 or above on any College Board Advanced Placement Exam
- A score of 4 or above on an International Baccalaureate Exam
- A grade of 3.0 or higher on courses that count for college credit
- A score on the PSAT that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of the College Board; or as part of the Academic Competition for Black American High School Students of the National Merit Scholarship Corporation. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.

Student Success Initiative Requirements

In accordance with the Texas Student Success Initiative, current 5th grade and 8th grade students may advance to the next grade level through course completion, as outlined in GCISD Policy EIE Local, in addition to passing the reading and mathematics STAAR tests for their respective grade levels.

GCISD High School Grade Point System

Grade		On Level	Pre-AP	AP
A+	100	5.0	6.0	6.25
A+	99	4.9	5.9	6.15
A+	98	4.8	5.8	6.05
A	97	4.7	5.7	5.95
A	96	4.6	5.6	5.85
A	95	4.5	5.5	5.75
A	94	4.4	5.4	5.65
A-	93	4.3	5.3	5.55
A-	92	4.2	5.2	5.45
A-	91	4.1	5.1	5.35
A-	90	4.0	5.0	5.25
B+	89	3.9	4.9	5.15
B+	88	3.8	4.8	5.05
B	87	3.7	4.7	4.95
B	86	3.6	4.6	4.85
B	85	3.5	4.5	4.75
B	84	3.4	4.4	4.65
B-	83	3.3	4.3	4.55
B-	82	3.2	4.2	4.45
B-	81	3.1	4.1	4.35
B-	80	3.0	4.0	4.25
C+	79	2.9	3.9	4.15
C+	78	2.8	3.8	4.05
C+	77	2.7	3.7	3.95
C	76	2.6	3.6	3.85
C	75	2.5	3.5	3.75
C	74	2.4	3.4	3.65
C-	73	2.3	3.3	3.55
C-	72	2.2	3.2	3.45
C-	71	2.1	3.1	3.35
C-	70	2.0	3.0	3.25
F	0-69	0.0	0.0	0.00

COURSE CREDIT

A student in grades 9–12 will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be required to retake the semester in which he or she failed.

CREDIT BY EXAM—If a Student Has Taken the Course

A student who has previously taken a course or subject—but did not receive credit for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school.

The school counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject. The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an exam. [For further information, see the school counselor and policy EHDB (LOCAL).]

CREDIT BY EXAM—If a Student Has Not Taken the Course

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction or to accelerate to the next grade level. The exams offered by the district are approved by the district's board of trustees. The dates on which exams are scheduled during the 2013–2014 school year will be published in appropriate district publications and on the district's website.

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam or a score designated by the state for an exam that has alternate scoring standards. A student may take an exam to earn course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's course sequence, the student must complete the course.

A student in elementary school will be eligible to accelerate to the next grade level if the student scores at least 80 on each exam in the subject areas of language arts, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student's parent gives written approval of the grade advancement.

High School Credit by Examination

For students currently enrolled in the district in grades 9 through 12, GCISD awards credit for a course in which the student has received no prior instruction if the student scores 90 percent or above on the criterion-referenced examination for that course. Students scoring less than 90 percent on such an examination shall not be given credit for the course. Credit obtained shall be recorded on the academic achievement record for grades 9 through 12. The recorded scores are the scores obtained from the Credit by Examination. [See policy EHDC] GCISD Board Policy states that grades for courses completed in grades 9 through 12, dual credit courses, and through correspondence shall be included in the calculation of the weighted grade point average for purposes of class ranking. Only credits earned after the successful completion of grade 8 shall be included in the calculation of the weighted grade point average. [See policy EIC] The district will provide at least 6 days annually when credit by examinations will be administered in grades 9–12. The schedule for Credit by Examinations, for students enrolled in GCISD in grades 9 through 12 will be published on the district's website, printed in a brochure available in the counselor's offices, and listed in this handbook. Requests for Credit by Examinations are made by completing the **High School Credit by Exam Registration Form** and returning it to the student's counselor. The counseling office will then forward the registration form to the Director of Accountability and Continuous Improvement.

The **High School Credit by Examination** exam dates and registration deadline dates are as follows:

Exam Dates	Registration Deadline
October 12, 2013	September 20, 2013
October 19, 2013	September 20, 2013
February 15, 2014	January 31, 2014
February 22, 2014	January 31, 2014
June 18, 2014	June 3, 2014
June 19, 2014	June 3, 2014

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. If a student does not earn a 70 or higher each semester in a grade 9-12 course required for graduation, the student will be required to retake the semester in which he or she failed.

In grades 1-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in three of the following are: language arts, mathematics, science, and social studies.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned. In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR. In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment.

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state mandated assessment only for the course in which he or she is enrolled unless otherwise required to do so by federal law.

Parents of a student who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

Students will also have multiple opportunities to retake EOC assessments. Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, school counselor, or special education director.

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see policy EIF (LEGAL).] For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

Career Planning Resources for Grapevine-Colleyville Independent School District

AchieveTexas

www.achievetexas.org

AchieveTexas is an education initiative designed to prepare students for a lifetime of success. It allows students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship. AchieveTexas is designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine rigorous academics with relevant career education. When schools integrate academic and technical education, students can see the —usefulness of what they are learning. The system also facilitates a seamless transition from secondary to postsecondary opportunities. This initiative uses the sixteen federally defined Career Clusters of the States' Career Clusters initiative (www.careerclusters.org) as the foundation for restructuring how schools arrange their instructional programs. A Career Cluster is a grouping of occupations and broad industries based on commonalities. The sixteen Career Clusters provide an organizing tool for schools, small learning communities, academies, and magnet schools. Programs of Study (POS) have been developed for each of the Career Clusters. The POS represent a recommended sequence of coursework based on a student's interest or career goal.

America's Career Info Net www.acinet.org/acinet This is the place to search for occupational information, industry information, and state-specific labor market information.

Bridges Transitions Co. www.bridges.com Bridges builds on a K – 16 Framework that aligns student planning and programs of study to career clusters and pathways. Bridges ignites the first spark of career awareness when middle school students start using Bridges' resources to increase self-knowledge and explore all their options, as they create a personalized Texas Achievement Plan (TAP) based on their assessment results. Once in high school, students plan their coursework based on their interests, aptitude, and career goals with an emphasis on college readiness. All work is saved in a lifelong online portfolio as students make the transition from middle school to high school and beyond. Self-directed resources, in English and Spanish, guide all students and their parents on a learning path toward secondary and postsecondary success. Meanwhile, Bridges' professional development services, customized to AchieveTexas implementation, empower educators to effectively demonstrate the relevance between classroom learning and career aspirations.

College.gov www.college.gov College.gov is being built by the U.S. Department of Education in collaboration with students. This site is intended to be the go-to source for information and resources about planning, preparing and paying for postsecondary education (such as 2- or 4-year colleges and universities, and vocational or career

schools). Most importantly, college.gov is intended to provide inspiration and hope to all students, and encourage them to consider and pursue a postsecondary education.

CollegeforTexans.com www.collegefortexans.com Everything a Texan needs to know about preparing for, applying for, and paying for college or technical school. And it's all in one up-to-date, easy to navigate mega site almost as big as the state itself. And remember, \$4 billion is available every year to help Texans attend college.

College Board Inspiring Minds

www.collegeboard.com

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the College Board is composed of more than 5,700 schools, colleges, universities and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,800 colleges through major programs and services in college readiness, college admission, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT® and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities and concerns.

Free Application for Federal Student Aid www.fasfa.ed.gov

U.S. Department of Education FREE Application for Federal Student Aid Web

Federal Student Aid

<http://studentaid.ed.gov/PORTALSWebApp/students/english/index.jsp>

The Department's Federal Student Aid (FSA) programs are the largest source of student aid in America. If you're interested in financial aid for college or a career school, you've come to the right place. These programs provide more than \$60 billion a year in grants, loans, and work-study assistance. Read on to find out more and to find out how to apply for this aid.

Reality Check

www.cdr.state.tx.us/RealityCheck/

This site allows students to search for careers starting with the expenses they need to cover, the salaries they want to make, or their career choices.

InDemand www.careervoyages.gov/indemandmagazine-main.cfm Check out InDemand—Connecting today's students with the careers of tomorrow. Each issue will explore careers in a different high growth industry. It will provide students as well as guidance counselors, parents, and teachers with interesting and relevant information about career opportunities, education, and the skills needed for various jobs. It offers resources to explore careers and tips about how to help students build successful futures.

O*Net Resource Center

www.onetcenter.org

The nation's primary source of occupational information. Here you will find news and information about the O*NET program. This site is your source for O*NET products, including O*NET data, career exploration tools, and reports.

OSCAR - Computer Assisted Research Center

www.ioscar.org

Occupational skill and computer assisted researcher.

ACADEMIC HONESTY POLICY for iUniversity Prep

Policy Statement – Honest/Integrity – The Grapevine-Colleyville ISD and the staff of iUniversity Prep wish to be

on record as opposing all cheating, plagiarism and dishonesty. To support this policy, certain safeguards are in place for elections and for academic security. However, for such a policy to be meaningful, the support of all students and parents is required.

1. **Cheating** – Any intentional giving/discussing/using of external assistance relating to an examination, test or quiz, without express permission of the teacher.
2. **Fabrication** – Any intentional falsification or invention of data, citation or other authority in an academic exercise.
3. **Unauthorized collaboration** – Intentional collaboration of an assignment between a student and other person, if such collaboration is not permitted.
4. **Plagiarism** – Any intentional use of another's ideas, words or work as one's own. Plagiarism includes the misuse of published/copyrighted material, whether written or visual, and/or the work of the other students.
5. **Theft or alteration of materials** – Any intentional or unauthorized taking, concealment or alterations of student, teacher, office or library materials.
6. **Pattern of test avoidance** – A pattern of absences for tests or major assignment due dates for the apparent advantage of performing better at a later date or for gaining extra work or study time.
7. **Pressure for unsubstantiated grade changes** – Any student request for a raised grade that is not based on mistakes in correction, recording, averaging or other clerical error.
8. **Abusive conduct with computers and the network** – Such conduct includes, but is not limited to, prohibited use, damage or theft of system hardware or software; the altering of any system software or software configurations; placing unlawful information, computer viruses or harmful programs on any computer; and pirating copyrighted software.
9. **Prohibited Use:** Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to distribution of:
 - a. Information that violates or infringes upon the rights of any other person.
 - b. Defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive or illegal material.
 - c. Advertisement, solicitations, or political lobbying
 - d. Information that encourages the use of controlled substances or the use of the system for the purpose of inciting crime.**Warning:** Inappropriate use may result in the cancellation of network privileges and the learning management system. The site administrator and district security administrator may close the account at any time deemed necessary. Depending upon the seriousness of the offense, any combination for the following will be enforced. Education Code, district procedure, school discipline policy and network use guidelines.
10. **Unauthorized electronic entry** – Any entry without permission. Any access, downloading and/or printing of materials that would be considered by any staff member to be pornographic, unlawful, obscene, or otherwise objectionable.

All students will have due process in handling in the infraction listed in this policy. Possible penalties for infractions include: parent notification, academic probation, removal from a course, suspension or expulsion.

I acknowledge that I have read and understand the Academic Honesty Policy of iUniversity Prep. I realize there will be consequences if the policy is violated.

Student Name: _____

Student Signature: _____

Date: _____

Parent Name: _____

Parent Signature: _____

Date: _____