

LIFE SCHOOL

Course Guide

2012-2013



Life School

Board Approved: November 30, 2011



Course Guide 2012-2013

Dear Parents & Students:

The purpose of this guide is to assist students as they plan their academic future. The high school counselor works with students, parents, and teachers to select appropriate courses for graduation and provide student services throughout the year.

Please take time to review the information in this guide before course selections are finalized. Students are urged to dialogue with their parents prior to meeting with the counselor. The counselor will inform, monitor and advise students and parents regarding graduation requirements, but it is ultimately the responsibility of the student and parent to select courses that are required under the appropriate graduation plan.

A variety of counseling services are offered at the high school. Catalogs, handbooks, and Internet sources are available to students seeking post high school educational opportunities. These opportunities include two and four year colleges and universities, vocational schools, and the armed forces. Financial aid resources and workshops are also available.

Please feel free to contact the campus counselor if there are any questions concerning courses, graduation requirements, scheduling, etc.

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GRADUATION REQUIREMENTS ENTERING H.S. 2007/2008, 2008/2009, and 2009/2010
TEC §74.62, TEC §74.63, and TEC §74.64 & LOCAL REQUIREMENTS (2011-2013 Cohorts)

Subjects	Minimum Program *	Recommended Program	Distinguished Achievement Program **
English	4 credits English I-IV	4 credits English I-IV	4 credits English I-IV
Math	3 credits to include Algebra I, and Geometry	4 credits to include Algebra I, Geometry, and Algebra II***	4 credits to include Algebra I, Geometry, and Algebra II (No Math Models)
Science	3 credits to include Biology, IPC & science elective <u>or</u> Biology, Chemistry & Physics	4 credits 1 must be a biology credit; 2 credits from: <ul style="list-style-type: none"> • IPC • Chemistry • Physics or AP Physics And <ul style="list-style-type: none"> • fourth science course not to include IPC 	4 credits to include Biology, Chemistry, Physics and a fourth state approved laboratory based science course (No IPC or Principles of Tech)
Social Studies	3 ½ credits: World History, World Geography, U.S. History, and U.S. Government	3 ½ credits: World Geography, World History, U.S. History, and U.S. Government	3 ½ credits: World Geography, World History, U.S. History, and U.S. Government
Economics	½ credit	½ credit	½ credit
Foreign Language	None	2 credits of the same language	3 credits of the same language
Fine Arts	None	1 credit	1 credit
Physical Education	1 ½ credits to include Foundations of Personal Fitness, Substitutions Allowed	1 ½ credits to include Foundations of Personal Fitness, Substitutions Allowed	1 ½ credits to include Foundations of Personal Fitness, Substitutions Allowed
Health	½ credit	½ credit	½ credit
Speech	½ credit to include Communication Applications	½ credit to include Communication Applications	½ credit to include Communication Applications
Technology Applications	1 credit to include BCIS, BIM I, BIM II, Desktop Publishing, Digital Graphics /Animation, Multimedia, Video Technology, Tele. Comm. & Networking, Web Mastering	1 credit to include Computer Science, BCIS, BIM I, BIM II, Desktop Publishing, Digital Graphics /Animation, Multimedia, Video Technology, Tele. Comm. & Networking, Web Mastering	1 credit to include Computer Science, BCIS, BIM I, BIM II, Desktop Publishing, Digital Graphics /Animation, Multimedia, Video Technology, Tele. Comm. & Networking, Web Mastering
Elective	6 ½ credits	3 ½ credits	2 ½ credits
TOTAL	24 credits *	26 credits	26 credits **

* Requires ARD approval or administrative approval

**Requirements include four advanced measures as shown on page 8

***If taking Math Models it must be taken before Algebra II

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GRADUATION REQUIREMENTS ENTERING H.S. 2010/2011 HB 3 & LOCAL REQUIREMENTS (2014 Cohort)

Subjects	Minimum Program *	Recommended Program	Distinguished Achievement Program **
English	4 credits English I-IV	4 credits English I-IV	4 credits English I-IV
Math	3 credits to include Algebra I, and Geometry	4 credits to include Algebra I, Geometry, and Algebra II***	4 credits to include Algebra I, Geometry, and Algebra II (No Math Models)
Science	3 credits to include Biology, IPC & science elective <u>or</u> Biology, Chemistry & Physics	4 credits to include IPC****, Biology, Chemistry, Physics Or Biology, Chemistry, Physics, and a fourth lab science (AP Physics, Principles of Tech., or Anatomy and Physiology)	4 credits to include Biology, Chemistry, Physics and a fourth state approved laboratory based science course (No IPC or Principles of Tech)
Social Studies	3 ½ credits: World History, World Geography, U.S. History, and U.S. Government	3 ½ credits: World Geography, World History, U.S. History, and U.S. Government	3 ½ credits: World Geography, World History, U.S. History, and U.S. Government
Economics	½ credit	½ credit	½ credit
Foreign Language	None	2 credits of the same language	3 credits of the same language
Fine Arts	1 credit	1 credit	1 credit
Physical Education	1 credit to include Foundations of Personal Fitness, Substitutions Allowed	1 credit to include Foundations of Personal Fitness, Substitutions Allowed	1 credit to include Foundations of Personal Fitness, Substitutions Allowed
Health	½ credit	½ credit	½ credit
Speech	½ credit to include Communication Applications	½ credit to include Communication Applications	½ credit to include Communication Applications
Technology Applications	1 credit to include BIM I, BIM II, Desktop Publishing, Digital Graphics /Animation, Multimedia, Video Technology, Tele. Comm. & Networking, Web Mastering	1 credit to include Computer Science, BIM I, BIM II, Desktop Publishing, Digital Graphics /Animation, Multimedia, Video Technology, Tele. Comm. & Networking, Web Mastering	1 credit to include Computer Science, BIM I, BIM II, Desktop Publishing, Digital Graphics /Animation, Multimedia, Video Technology, Tele. Comm. & Networking, Web Mastering
Elective	6 credits	4 credits	3 credits
TOTAL	24 credits *	26 credits	26 credits **

* Requires ARD approval or administrative approval

**Requirements include four advanced measures as shown on page 8

***If taking Math Models it must be taken before Algebra II

**** If taking IPC it must be taken before Chemistry and Physics

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GRADUATION REQUIREMENTS ENTERING H.S. 2011/2012 & BEYOND HB 3 & LOCAL REQUIREMENTS (2015 Cohort & Beyond)

Subjects	Minimum Program *	Recommended Program	Distinguished Achievement Program **
English	4 credits English I-IV	4 credits English I-IV	4 credits English I-IV
Math	3 credits to include Algebra I, and Geometry	4 credits to include Algebra I, Geometry, and Algebra II***	4 credits to include Algebra I, Geometry, and Algebra II (No Math Models)
Science	2 credits to include Biology, IPC & science elective <u>or</u> Biology, Chemistry & Physics	4 credits to include IPC****, Biology, Chemistry, Physics Or Biology, Chemistry, Physics, and a fourth lab science (AP Physics, Principles of Tech., or Anatomy and Physiology)	4 credits to include Biology, Chemistry, Physics and a fourth state approved laboratory based science course (No IPC or Principles of Tech)
Social Studies	3 ½ credits: World History, World Geography, U.S. History, and U.S. Government	3 ½ credits: World Geography, World History, U.S. History, and U.S. Government	3 ½ credits: World Geography, World History, U.S. History, and U.S. Government
Economics	½ credit	½ credit	½ credit
Foreign Language	None	2 credits of the same language	3 credits of the same language
Fine Arts	1 credit	1 credit	1 credit
Physical Education	1 credit to include Foundations of Personal Fitness, Substitutions Allowed	1 credit to include Foundations of Personal Fitness, Substitutions Allowed	1 credit to include Foundations of Personal Fitness, Substitutions Allowed
Health	½ credit	½ credit	½ credit
Speech	½ credit to include Communication Applications	½ credit to include Communication Applications	½ credit to include Communication Applications
Technology Applications	1 credit to include BIM I, BIM II, Desktop Publishing, Digital Graphics /Animation, Multimedia, Video Technology, Tele. Comm. & Networking, Web Mastering	1 credit to include Computer Science, BIM I, BIM II, Desktop Publishing, Digital Graphics /Animation, Multimedia, Video Technology, Tele. Comm. & Networking, Web Mastering	1 credit to include Computer Science, BIM I, BIM II, Desktop Publishing, Digital Graphics /Animation, Multimedia, Video Technology, Tele. Comm. & Networking, Web Mastering
Leadership	1 credit	1 credit	1 credit
Elective	6 credits	3 credits	2 credits
TOTAL	24 credits *	26 credits	26 credits **

* Requires ARD approval or administrative approval

**Requirements include four advanced measures as shown on page 8

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**** If taking IPC it must be taken before Chemistry and Physics

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Suggested Academic Plan

	Minimum *	Recommended	Distinguished **
9th Grade	English I Algebra I Biology World Geography Elective PE/Athletics BIM I Leadership	English I Algebra I Biology World Geography Spanish I PE/Athletics BIM I Leadership	Pre - A.P. English I Pre-A.P. Geometry Pre A.P. Biology Pre - A.P. World Geography Spanish I PE/Athletics BIM I Leadership
10th Grade	English II Geometry Chemistry World History Health/Speech Elective Elective Elective	English II Geometry Chemistry World History Health/Speech Spanish II Fine Arts Elective	Pre - A.P. English II Pre - A.P Algebra II Pre - A.P. Chemistry A. P. World History Health/Speech Spanish II Fine Arts Elective
11th Grade	English III Algebra II Science Elective U.S. History College Success Elective Elective Elective	English III Algebra II Physics U.S. History Spanish III College Success Elective Elective	DC English III Pre-A.P. Pre-Calculus Pre-A.P. Physics I DC U.S. History Spanish III College Success Elective Elective
12th Grade	English IV Elective Elective Government/Economics Elective Elective Elective Elective	English IV Pre-Calculus A & P or Physics Government/Economics College Success Elective Elective Elective	DC English IV A.P. Calculus AB A & P or A. P. Physics B DC Govt/Econ College Success Elective Elective Elective

* Requires ARD approval or administrative approval

**Requirements include four advanced measures as shown on page 8

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DISTINGUISHED ACHIEVEMENT PROGRAM

The Distinguished Achievement Program requires that all students who complete the required credits also successfully complete four advanced measures from the three categories below and may do so in any combination.

1. Original research and/or project:

- a. Judged by a panel of professionals in the field that is the focus of the project; **or**
- b. conducted under the direction of mentor(s) **and**
- c. reported to an appropriate audience; and related to Texas Essential Knowledge and Skills

2. Test Data:

- a. A score of three or above on The College Board Advanced Placement examination;
- b. A score of four or above on an International Baccalaureate examination;
- c. 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 National Achievement Scholarship program for Outstanding Negro 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.

3. College courses:

- a. A grade of 3.0 or higher on courses that count for college credit (dual and/or concurrent enrollment), including tech prep programs.

Students must earn at least four advanced measures and may do so in any combination. For example, one student might receive a score of three on four Advanced Placement examinations. Another may have a score of three on two Advanced Placement examinations and also complete two projects in a mentorship program. A third student could take two college courses for high school credit, produce a portfolio of exemplary work in a specific field, and assist in primary research under the direction of a mentor at a local university. Original research projects may not be used for more than two of the four advanced measures.

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GENERAL INFORMATION

POLICY STATEMENT

Programs at Life School are designed to furnish equal educational opportunities to all persons regardless of race, sex, handicapping condition, economic or academic background, or limited English proficiency.

GRADUATION REQUIREMENTS

There are three types of graduation programs: the Minimum Program, the Recommended Program, and Distinguished Achievement Program. The student's transcript will have a seal indicating the type of program the student completed.

TAKS EXIT LEVEL TEST GRADUATION REQUIREMENTS

During the spring semester of each school year, the exit level TAKS test is given to all eleventh grade students. The tests are also administered in the fall, spring, and summer to any twelfth grade student who has not passed the minimum requirements of any one section.

Texas Education Code 39.025 (a) has mandated that students must pass each section of the TAKS test by the end of their twelfth grade year in order to receive a diploma. Students who have been denied diplomas and who later achieve a satisfactory score on all parts of the test will be issued a diploma at that time. Tutoring is available through the core subject area departments for any students who did not pass a particular part of the test.

STAAR/END OF COURSE (EOC) TEST GRADUATION REQUIREMENTS

Students first entering ninth grade in the 2011-2012 school year will notice the biggest difference in the new testing program. Under the TAKS program, students were required to take two tests in the ninth grade and four tests in both 10th and 11th grade. In order to graduate, students were required to pass four exit-level tests given at 11th grade.

(Note: TEA continues to update STAAR EOC Information. This information is subject to change based on additional TEA Guidance.)

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With the new STAAR program, the exit-level tests will be replaced with 12 end-of-course (EOC) assessments, which students will take as they complete the corresponding course

The 12 EOC Assessments are:

- English I, English II, English III
- Algebra I, Geometry, Algebra II
- Biology, Chemistry, Physics
- World Geography, World History, and U.S. History

If a student is enrolled in grade 8 and is taking a course for which there is a STAAR EOC assessment, that student will be required to take the applicable STAAR EOC test. For example, an eighth grade student in Algebra I will take the STAAR Algebra I EOC. Life School policy requires the student to take the STAAR EOC for Algebra I and exempts them from taking the STAAR 8th grade mathematics assessment. Please keep in mind all 8th graders are required to take the reading, science and social studies assessments for grade 8.

In addition, a student's score on the STAAR EOC assessment will count 15 percent towards the student's final grade in that course.

To graduate, a student must have a yet-to-be-determined cumulative score on all of the EOC assessments taken in each content area: English, math, science, and social studies. Besides meeting the cumulative score requirement in each of the four core content areas, students on the Recommended High School Program, which is the standard graduation plan, must pass the Algebra II and English III EOC assessments. The passing standards will be set in February 2012.

Information downloaded from

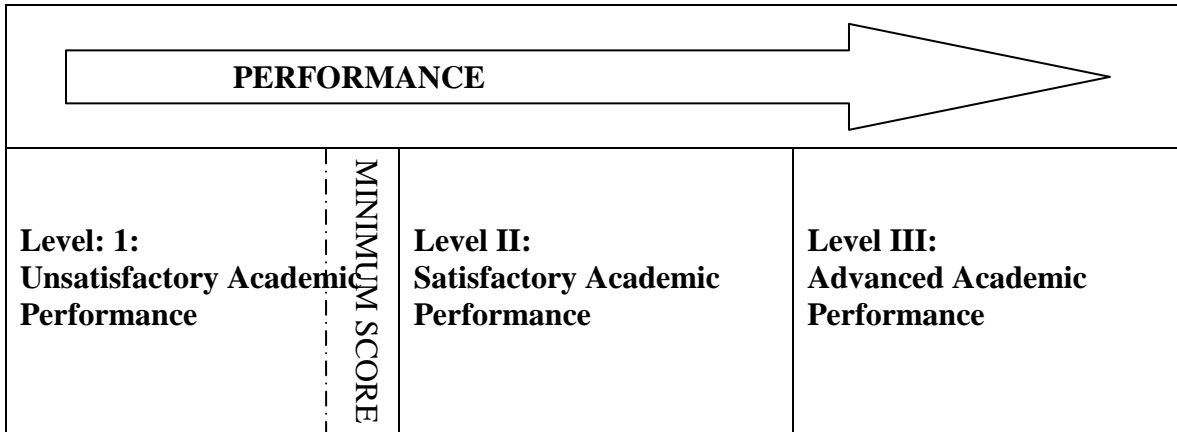
http://www.tea.state.tx.us/index2.aspx?id=2147485434&menu_id=692&menu_id2=796&cid=2147483661 (STARR Information Brochure) on November 2, 2011 at 10:56 a.m.

(Note: TEA continues to update STAAR EOC Information. This information is subject to change based on additional TEA Guidance.)

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GRADUATION REQUIREMENTS:

- Students must reach at least the minimum score



Graduation Requirements for the **DISTINGUISHED ACHIEVEMENT PROGRAM:**

- Take all 12 STAAR EOC assessments
- Meet cumulative score requirement in each of the four content areas
- Achieve Level III: Advanced Academic Performance (postsecondary readiness) on:
 - English III
 - Algebra II

Graduation Requirements for the **RECOMMENDED HIGH SCHOOL PROGRAM:**

- Take all 12 STAAR EOC assessments
- Meet cumulative score requirement in each of the four content areas
- Achieve Level II: Satisfactory Academic Performance on:
 - English III
 - Algebra II

Graduation Requirements for the **MINIMUM HIGH SCHOOL PROGRAM:**

- Take STAAR EOC assessments for courses in which they are enrolled and for which an EOC assessment exists (8-12 tests)
- Meet cumulative score requirement in each of the four core content areas for courses specifically required on the MHSP (could be as few as 8 tests)

Information downloaded from <http://www.tea.state.tx.us/student.assessment/staar/> (July 27, 2011 TEA Update on the STAAR Program) on November 2, 2011 at 2:00 p.m.

(Note: TEA continues to update STAAR EOC Information. This information is subject to change based on additional TEA Guidance.)

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EARLY GRADUATION

Students requesting early graduation must be classified as a junior in order to apply, but they should consult with the counselor during second semester of sophomore year. Students must apply through the counseling office by the last school day in September of the school year of planned early graduation. Applicants should obtain credit verification with a counselor to formalize the student's plan for early graduation. Parent and principal approval are required. Graduating juniors are not eligible for semester exam exemption for first semester exams. Students meeting graduation requirements before the scheduled graduation ceremonies may participate in the ceremonies. Students scheduled to complete credits during the summer after graduation shall not participate in ceremonies and activities until the following school year. Diplomas will be available once verification of summer or correspondence work is complete.

CERTIFICATE OF COURSEWORK COMPLETION

Certificates of coursework completion shall be issued to senior students who successfully complete state and local credit requirements for graduation, but who fail to perform satisfactorily on the exit-level assessment instruments. The student's academic achievement record shall indicate the date on which the certificate was issued.

CLASSIFICATION OF STUDENTS

Senior privileges will be extended to those students who are candidates for graduation and have acquired eighteen credits prior to the current school year. To be classified as a junior, a student must have at least twelve credits toward graduation; a sophomore must have at least six credits toward graduation and a freshman must have been promoted from the 8th grade. There are no mid-year reclassifications with the exception of fourth year students who have at least twenty-one credits and who are able to complete the remainder of graduation credits during the regular period school day.

HONOR GRADUATE

In order to be classified as an Honor Graduate at the end of a student's senior year, he/she must have a cumulative grade average of 3.0-3.49. In order to be classified as High Honors Graduate at the end of a student's senior year, he/she must have a cumulative grade point average of 3.5-4.0.

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NATIONAL HONOR SOCIETY

The National Honor Society is an organization established to recognize and create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop commendable character in students of secondary schools. To be eligible for membership consideration in the National Honor Society, a student must have a cumulative grade average of 3.25 or higher. Candidates must be a current senior, junior, or second semester sophomore, and must have attended Life School for at least one full semester prior to spring selections. A faculty council using the guidelines suggested by the national charter and NHS publications establishes the academic criteria for incoming members.

Membership is never based solely on grades. In the spring, all eligible candidates interested in pursuing a membership in the National Honor Society are requested to complete an application. The faculty council conducts a verification review of service (approximately thirty hours of community service), leadership (school and organizational memberships), and character (awards, work and special accomplishments). Punctuality and attendance are a function of leadership. Therefore excessive tardies or absences may make a student ineligible for membership in NHS. The surveys are objectively evaluated on the basis of the written documentation provided by each candidate. Assistant principals report any documented school code violation for the faculty council's consideration. All initial application reviews are made without the candidate's name or the assistant principal's report to ensure an unbiased reading. Council members independently review each survey. Once the faculty council has collectively agreed on the authenticity of each information survey, the candidate's name and assistant principal's report are added. At that time, the full faculty council then conducts a final review for nomination with each candidate named and considered. Following the final review and with the principal's approval, all nominees and their parents are notified of their selection or non-selection. An induction ceremony is conducted after the notifications. Contact the chapter advisor for further clarifications or questions.

RANKING OF STUDENTS

Students graduating from Life School are ranked following the end of the second semester of the senior year. Grade average will determine a student's academic rank in class, with the first and second ranked students designated Valedictorian and Salutatorian, respectively. The class rank will be determined by the student's cumulative grade average. In the event of a tie in the ranking of students, the total number of Pre-AP/AP/Dual Credit courses completed will be counted; if the students took the same number of Pre-AP/AP/Dual Credit courses, the GPA for those courses will then be considered. If grade points are tied for those courses, then a co-ranking for that position will be awarded.



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To be eligible for Valedictorian and Salutatorian, a student must have attended Life School for the four semesters immediately preceding graduation. Courses taken only during the fall and spring semesters will be considered in determining class rank. Dual credit courses taken during the summer will be considered in determining the class rank and grade point average if it is the first time taking the course and not repeating a course due to previous failure. Summer courses (except dual credit), correspondence courses, and credit by exam, are not calculated for class ranking or considered part of the grade point average. High school courses taken prior to 9th grade will be calculated for class ranking and be part of the grade point average. All grades received remain part of the permanent record or transcript.

CORRESPONDENCE COURSES

Correspondence courses may be accepted as part of high school graduation requirements for accredited schools in Texas, providing the courses are taken from one of three centers which offer secondary level correspondence courses that have been approved by the Texas Education Agency (TEA). The three sources of acceptable correspondence courses are (a) The Extension Division of Texas Tech University, (b) The Extension Division of the University of Texas and (c) Texas Virtual Schools Network. The student must have the approval of the counselor prior to enrolling in a correspondence course. Correspondence courses are used only for emergency or enrichment and do not become substitutes for residence work. In order to be a candidate for graduation, students must complete correspondence courses prior to May 1. Semester grades received for correspondence courses do not average with other semester grades to award credit.

CREDIT BY EXAM GUIDELINES (CBE)

Students may use credit by examination to demonstrate mastery to earn credit in any academic course in grades 7-12. Exams used to earn credit under this policy shall assess the student's mastery of the essential knowledge and skills of the course. CBE will be accepted only from the Texas Tech University or the University of Texas programs. Test dates will be published at the beginning of each year in the counselor's office. Exams are offered once during the fall semester and once during the spring semester. A student planning to take an examination for acceleration shall be required to complete an application with their counselor no later than 30 days before the scheduled testing date. Only successful completion will be added to the academic achievement record. CBE grades stand alone and cannot be averaged with other semester grades.

CREDIT BY EXAMINATION WITH PRIOR INSTRUCTION

To be eligible to earn credit by exam, a student shall have prior instruction in the subject or course, as determined by the school on the basis of a review of the student's

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educational records. A student must have received a grade of at least 60% in the course in order to qualify to take the credit by exam. The principal may waive the minimum grade requirement of 60% as appropriate to meet individual student needs. To receive credit, students must score a grade of 70% or above on the examination.

CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION

Students must score 90% on the test or above on a test in order to receive credit for the course for which they are seeking credit without prior instruction.

EXAMINATION FOR ACCELERATION

In grades 6-12, students must score a minimum of 90% on a criterion-referenced test that covers the essential knowledge and skills in the course they wish to skip. Students interested in any assessment outside normal class testing should see the academic counselor for information.

PLACEMENT BY EXAMINATION

ACCREDITED SCHOOLS

New students entering the district from accredited public (out of state), private, or parochial schools after grade one shall provide evidence of prior schooling outside the district. They shall be placed initially at the grade level reached elsewhere, or the appropriate grade based on the credits earned, pending observation by the classroom teachers, guidance personnel, and the principal. On the basis of these observations and results of the tests that may be administered by appropriate district personnel, the principal shall determine the final grade placement. For the purpose of this policy, “accredited” shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the Texas Commissioner of Education.

NON-ACCREDITED SCHOOLS

Students entering the district from non-accredited private or parochial schools, including home schools, shall be placed initially at the discretion of the principal, pending testing by administration, and observation by classroom teacher(s), guidance personnel, and the principal. Criteria for placement include scores on core subject test(s), which may be administered by appropriate district personnel.



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TESTING INFORMATION

TEXAS SUCCESS INITIATIVE

Students attending Texas public institutions of higher education must be in compliance with the Texas Success Initiative (TSI), as of fall 2003 (Texas Education Code §51.3062) in order to enroll in public institutes of higher education. The law requires all entering college students to be assessed for college readiness in reading, mathematics and writing unless the student qualifies for an exemption. Each student who fails to meet the minimum passing standard of the exam offered by the institution must be placed in a developmental education program designed to help the student achieve college readiness.

You are exempt from taking the Texas Success Initiative (TSI) test if any one of the conditions listed below applies:

- ◇ ACT: 23 or higher composite score with a minimum of 19 on English and math sections
- ◇ SAT: 1070 or higher composite score with a minimum of 500 on the Verbal and Math sections
- ◇ TAKS: Minimum scores of 2200 on the English/Language Arts section with a minimum writing sub-score of 3, and a minimum score of 2200 on the mathematics section.
- ◇ Veterans and active duty personnel serving for at least 3 years preceding enrollment.
- ◇ Transfer from a private or independent institution or an accredited out-of-state institution and has satisfactorily completed college-level coursework as determined by the receiving institution.
- ◇ Enroll in a certificate program of one year or less (Level-One certificates, 42 or fewer semester credit hours or the equivalent) at a public community college, a public technical institute, or a public state college.

What TSI exams are available to students?

The exams currently authorized to satisfy TSI are:

- ASSET
- COMPASS
- THEA
- ACCUPLACER

Information downloaded from

http://cbgm41.thecb.state.tx.us/search?site=WWW&client=wwwnew_frontend&proxystylesheet=wwwnew_frontend&proxyreload=1&output=xml_no_dtd&q=THEA (Texas Success Initiative) on November 2, 2011 at 2:05 p.m.

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PSAT - PRELIMINARY SCHOLASTIC APTITUDE TEST

The PSAT is a test that measures verbal and mathematical reasoning abilities important to success in college work. This test gives students the opportunity to assess their verbal and mathematical skills, forecast an SAT score, discover whether they would be successful in an AP course, participate in the Student Search Service, qualify for the National Merit Scholarship, and participate in enrichment programs. This test is offered in the fall at Life School. Please see the guidance counselor for more information.

ACT - AMERICAN COLLEGE TEST

The ACT is America's most widely accepted college entrance exam. It assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay. Results are reported as a composite score with sub-scores for each area ranging from 1-36. Check the college or university ahead of time to verify if this test is needed. A registration fee, paid by the student, is required.

SAT REASONING - SCHOLASTIC APTITUDE TEST

The SAT Reasoning Test is a measure of the critical thinking skills students need for academic success in college. The SAT assesses how well students analyze and solve problems—skills learned in school that are needed in college. Each section of the SAT is scored on a scale of 200-800, and the writing section contains two sub scores. The SAT is typically taken by high school juniors and seniors. A registration fee, paid by the student, is required.

SAT II: SUBJECT TESTS - SCHOLASTIC APTITUDE TEST II

Subject Tests (formerly SAT II: Subject Tests) are designed to measure students' knowledge and skills in particular subject areas, as well as their ability to apply that knowledge. Students take the Subject Tests to demonstrate to colleges their mastery of specific subjects like English, history, mathematics, science, and language. The tests are independent of any particular textbook or method of instruction. The tests' content evolves to reflect current trends in high school curricula, but the types of questions change little from year to year. Many colleges use the Subject Tests for admission, for course placement, and for advising students about course selection. Used in combination with other background information (high school record, scores from other tests like the SAT Reasoning Test, teacher recommendations, etc.), they provide a dependable measure of academic achievement and are a good predictor of future academic performance. Some colleges specify the Subject Tests required for admission or placement; others allow applicants to choose which tests to take. A registration fee, paid by the student, is required.



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TOP 10% COLLEGE ADMISSIONS

The Texas public college or university of your choice must automatically admit you if:

1. Your class ranking grade point average places you in the top 10% of your high school graduating class.
2. You apply no later than two years after you graduate from a Texas high school.
3. You submit a completed application before the deadline established by the college.

NOTE: According to Title 19, Part 1, Chapter 5, Subchapter A, Rule §5.5 (g) a institute of higher education can limit the number of students admitted under this section if the number of applicants eligible and applying for admission to the institution exceeds by more than 10 percent the average number of first-time freshmen admitted the previous two academic years. If an institution chooses to limit the number of students admitted under this section, it must ensure that:

- (1) At least 97 percent of first-time freshmen admitted are in the top 10 percent of their high school class; and
- (2) Clear guidelines are established for the selection of students based on one or a specified combination of the following methods:
 - (A) A lottery in which all students qualified for automatic admission have an equal chance for selection;
 - (B) Students are selected on a first-come, first-admitted basis following receipt of a complete application; or
 - (C) At least four or more criteria identified in Texas Education Code, §51.805 are used to select students admitted.

COLLEGE-BOUND STUDENT-ATHLETE

A prospective student-athlete desiring to enter either an NCAA division I or II or NAIA college or university must read the “NCAA Guide for the College-Bound Student-Athlete” or the “NAIA Guide for the College-Bound Student-Athlete”. These are the most important publications for all high-school athletes preparing to compete at the college level. These publications summarize the rules and regulations in an easy-to-read form. They include guidelines which relate to recruiting, financial aid and college freshman eligibility requirements for NCAA Divisions I and II / NAIA institutions. Copies of these publications can be obtained online at www.ncaa.org/library/general/cbsa/2007-08/2007-08_cbsa.pdf or www.playnaia.org/d/NAIA_GuidetoCollegeBoundStudentAthlete.pdf

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NO PASS, NO PLAY

A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any class (other than an identified advanced class) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility after the seven calendar day waiting period has ended following a grading period, or the three school weeks evaluation period when the principal and teachers determine that he or she has earned a passing grade (70 or above) in all classes, other than those that are advanced. All students are eligible during a school holiday of a full calendar week or more. A student enrolled in any A.P. course must earn a grade of 60 in order to meet the standard for the “No Pass No Play” requirement. A student enrolled in Pre-A.P. and Dual Credit courses in core subjects (ELA, Mathematics, Science, Social Studies, Economics or Foreign Language) must earn a grade of 60 in order to meet the standard for the “No Pass No Play” requirement.

PRE-A.P. & A.P. PROGRAM

A Pre-A.P. course curriculum is enriched, accelerated and based on introducing and developing College Board strategies. Compared to regular classes, Pre-A.P. courses expect a greater retention and appreciation of prior knowledge, as well as a deeper understanding of the course topics. Pre-A.P. courses teach the skills necessary for success in A.P. courses, and students should expect extensive reading, writing and math assignments. Enrolling in a Pre-A.P. course is highly recommended for students who wish to take A.P. or Dual Credit courses and want to prepare for college.

The Advanced Placement Program, sponsored by the College Board, offers ambitious and capable high school students an opportunity to take college-level courses at the local high school. Upon successful completion of the course, the student receives high school credit. If the student takes the A.P. exam and scores in an acceptable range, then advanced college credit may be awarded upon college entrance. Well before taking A.P. exams, students should check college websites about specific advanced placement and credit policies. Colleges and universities have policies regarding how much credit may be awarded for a given score on an A.P. exam, including any courses from which the student will be exempted or any higher-level courses the student will be allowed to enter.

Although not required, Life School students enrolled in A.P. courses are expected to take the A.P. exam(s) that accompanies the A.P. course(s) in which the student is enrolled. Costs of these exams must be paid by the student; however, limited financial assistance is available. Interested students should see the counselor for more information.



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CRITERIA FOR PRE – A. P. AND A. P. COURSES

The criteria for placement in Pre – A. P. and A. P. classes are listed below.

Pre – A. P. / A.P. English

1. TAKS Reading score must be 2200 or higher for the two previous years.
2. The student's final grade in their last Language Arts course must be 90 or higher or student must have a teacher recommendation.
3. The student's final grade in their last Reading course (if applicable) must be 90 or higher.

Pre – A. P. / A. P. Math

1. TAKS Math score must be 2200 or higher for the two previous years.
2. The student's final grade in their math course must be 80 or higher or student must have a teacher recommendation.

Pre – A. P. / A. P. Science

1. The student's final grade in their science course must be 80 or higher or student must have a teacher recommendation.

Pre – A. P. / A. P. Social Studies

1. The student's final grade in their science course must be 80 or higher or student must have a teacher recommendation.

Students entering Pre – A. P. courses are considered to be placed on a 'Pre – A. P.' waiver for English, Math , Science and/or Social Studies courses if they enroll in such courses without meeting the designated course criteria.

Note: STAAR requirements will be updated upon release of scoring rubric from TEA.

A teacher may voluntarily recommend a student for the Pre-A. P. / A. P. The teacher must be from the same academic discipline as the class for which the student applies.

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DUAL CREDIT CRITERIA

Students interested in enrolling in dual credit courses should first review the requirements below.

Criteria for dual credit courses, Grades 9-12:

1. The student must have passed the previous course in the same academic discipline (core, Pre A. P., A. P., or dual credit course) with a 90 average.
2. The student must have passed all his/her high school classes the previous year.
3. The student must have passed all the parts of his/her most recent TAKS test.
4. The student must meet all the entrance requirements for the community college.
5. The student pays all the costs associated with taking the college course.
6. The student is responsible for admission to the college and transfer of credit.

A teacher may voluntarily recommend a student for the dual credit program. The teacher must be from the same academic discipline as the class for which the student applies.

DUAL CREDIT PROGRAM

Dual Credit courses allow high school students to earn high school credit and college hours for one course. Dual credit enrollment is offered to qualified juniors and seniors through the Dallas County Community College System (DCCCS) or Navarro College. Students must also meet the DCCCS or Navarro College academic requirements for most courses.

Credit for successfully completed college course(s) shall be earned in one-half unit increments. A one-semester, three-hour college course will be equal to a one-semester high school course. The grade must be a minimum of “C” to qualify for high school credit.

Students earning a grade below a “C” from a dual credit class, or electing to withdraw from any course will be removed from the dual credit program in the subsequent semesters. Students with excessive absences or tardies in regular education or dual credit classes may be removed from the dual credit program and placed back in regular courses.

If Life School is in session and the college is not, students are required to be in attendance at Life School. Attendance is mandatory and will be checked. Students who fail to attend class may be removed from the dual credit classes and placed back in regular courses.



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LOCAL CREDIT COURSE

Local credit courses are approved by the Board of Directors for local credit only. These courses do not count toward state graduation requirements. Local credit courses will not be included in the accumulated grade points for class rank.

SCHEDULE CHANGE PROCEDURE

In order to provide course continuity, enhance student learning, and allow accurate projections of course offerings and class size, the following schedule change procedure is in effect. There will be no changes except those initiated by administration after the first five days of the semester. The only permitted schedule changes will be for students placed in the wrong level of a required class (math, for instance), students needing a course for graduation, students needing out of a class already passed, and changes for leveling class sizes. Requests for schedule changes which meet the above criteria must be initiated during the first five days of each semester. There will be no schedule changes for electives except at semester.

CALCULATION OF COURSE CREDIT

Students receive credit for courses with a grade of 70% or better. If the course is a two-semester sequence, the two semester grades are averaged for a yearly final grade. If a student fails one semester of a two-semester course, he or she will receive only one-half credit for the semester passed if the yearly average is below 70%. According to state law, students must be in attendance 90% of the days a class is offered to receive credit.

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GRADE AVERAGE FORMULA

Level 1

**Level 2
+ .5 points**

**Level 3
+ 1.0 points**

English I, II, III, IV	Algebra II	All Pre-A.P. or A.P
Algebra I, Geometry	Spanish I-II	All Dual Credit
Mathematical Models	Chemistry I	Spanish III-IV
Principles of Technology	Anatomy & Physiology	
Biology I	Pre-Calculus	
World Geography	Physics I	
U.S. and World History	Engineering Design & Prob.	
Government		
Economics		
Health		
Communication Applications		
All Technology Applications		
All Electives including Fine Arts, Journalism, PE		
All Career Tech		

Grade	Level 1 Grade Point	Level 2 Grade Point	Level 3 Grade Point
100	4.0	4.5	5.0
99	3.9	4.4	4.9
98	3.8	4.3	4.8
97	3.7	4.2	4.7
96	3.6	4.1	4.6
95	3.5	4.0	4.5
94	3.4	3.9	4.4
93	3.3	3.8	4.3
92	3.2	3.7	4.2
91	3.1	3.6	4.1
90	3.0	3.5	4.0
89	2.9	3.4	3.9
88	2.8	3.3	3.8
87	2.7	3.2	3.7
86	2.6	3.1	3.6
85	2.5	3.0	3.5
84	2.4	2.9	3.4
83	2.3	2.8	3.3
82	2.2	2.7	3.2
81	2.1	2.6	3.1
80	2.0	2.5	3.0
79	1.9	2.4	2.9
78	1.8	2.3	2.8
77	1.7	2.2	2.7
76	1.6	2.1	2.6
75	1.5	2.0	2.5
74	1.4	1.9	2.4
73	1.3	1.8	2.3
72	1.2	1.7	2.2
71	1.1	1.6	2.1
70	1.0	1.5	2.0
0-69	0	0	0

Board Approved: November 30, 2011



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Only semester grades are used in calculating the grade point average (GPA) for these courses. Extra points are added for grade averaging purposes only and are not shown on the transcript. GPA is calculated by dividing the cumulative grade points by the cumulative potential credits. The grade average is reported on a 4.0 scale.

Summer courses (except dual credit), correspondence courses, and credit by exam are not calculated for class ranking or considered part of the grade point average. High school courses taken prior to 9th grade will be calculated for class ranking and be part of the grade point average. All grades received remain part of the permanent record or transcript.

TRANSFER GRADES

Transfer grades from other schools which receive a letter grade will be counted as follows:

A+ = 98	B+ = 88	C+ = 78	D+ = 68	F = 60, no credit
A = 95	B = 85	C = 75	D = 65	
A- = 92	B- = 82	C- = 72	D- = 62	

Transfer students shall receive honors grade credit and point values based on the same standards and policies which govern students who complete equivalent courses in the district. Credits transferred from home schooling or from a non-accredited private school will not be counted towards the student's GPA. Transfer students shall not receive additional grade point value for honors courses taken outside the district for which an equivalent course was not available in the district to a student graduating the same year.

GRADE MARKING SYSTEM

The following system will be used to determine a student's grade:

Six Weeks Grade

50% Test/Major Projects

50% Daily Average (includes quizzes, homework, etc.)

Semester Grade

The average of the 1st, 2nd and 3rd six-weeks grades counts as 80% of semester grade.

Semester exam counts as 20% of semester grade.

Final Grade

Semester 1 and semester 2 grades averaged together.

Note: STAAR Assessment will be calculated as 15% of the student's grade.

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In a full year course, a student must earn a passing grade for the year in order to receive credit for the course. If a student does not earn a passing grade for the year, the student is required to take summer school for each failed semester. Summer school grades will not be averaged with traditional school year grades.

SEMESTER EXAM EXEMPTIONS

The following policy is provided to encourage consistent daily classroom attendance. Juniors and seniors may be exempted from any semester exam. Students exempted from an exam **MUST** attend that class on exam day. Students with an unexcused absence on the day of the semester exam may receive a zero for the exam. The following criteria must be met in order to be exempt from exams. Please refer to the Student/Parent Handbook for the definition of excused and unexcused absences.

0 excused absences – 80% semester average
1 excused absence – 85% semester average
2 excused absences – 90% semester average
3 excused absences – 95% semester average

Three tardies per class will be considered equal to one unexcused absence. Students with an unexcused absence in a class will be denied the right to an exemption in that class.

Students who qualify for the exemption may opt to take the exam. Except for school-sponsored activities, students missing class more than three times during a semester forfeit the right to an exemption. Exam grades of students who opted to take the exam will be counted as part of their semester grade.

STUDENT RECORDS

A student's school records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the school until the student withdraws or graduates. This record moves with the student from school to school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 years of age or who is a dependent for tax purposes. A parent will be denied access to the records for his/her student if the school receives a copy of court documents terminating his/her parental rights. Parents must submit a written request for records which is signed and dated by one or both parents. Parents need to allow a minimum of 72 hours for the school to process records requests.



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Towards EXcellence, Access and Success (TEXAS) Grant Program

Program Purpose

The Texas Legislature established the TEXAS (Towards EXcellence, Access and Success) Grant to make sure that well-prepared high school graduates with financial need could go to college.

Who can apply? Students who...

For an initial award

- Are Texas residents
- Have not been convicted of a felony or crime involving a controlled substance
- Show financial need
- Have an EFC less than or equal to 4000
- Register for the Selective Service or are exempt from this requirement
- **AND**
 - Be a graduate of an accredited high school in Texas not earlier than the 1998-99 school year
 - Complete the Recommended High School Program or Distinguished Achievement Program in high school
 - Enroll in a non-profit public college or university in Texas within 16 months of graduation from a public or accredited private high school in Texas and
 - Have accumulated no more than 30 semester credit hours, excluding those earned for dual or concurrent courses or awarded for credit by examination (AP, IB or CLEP).
- **OR**
 - Have earned an associate degree from a public technical, state or community college in Texas and
 - Enroll in any public university in Texas no more than 12 months after receiving their associate's degree.

Students entering the program from high school who continue in college and who meet program academic standards can receive awards for up to 150 semester credit hours, until they receive a bachelor's degree, or for five years if enrolled in a 4-year degree plan or six years if enrolled in a 5-year degree plan, whichever comes first.

Students entering the program based on acquisition of an associate's degree who continue in college and who meet program academic standards can receive awards for up to 90 semester credit hours, until they receive a bachelor's degree, or for three years if enrolled

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in a 4-year degree plan or four years if enrolled in a 5-year degree plan, whichever comes first.

The academic requirements for continuing in the program are:

- At the end of the first year, a student entering the program must be meeting the school's Satisfactory Academic Progress (SAP) requirements.
- At the end of the second year in the program or later years, all students must complete at least 75% of the hours attempted in the prior academic year, have an overall college grade point average (GPA) of at least 2.5 on a 4.0 scale and complete at least 24 semester credit hours per year.

Where may awards be used?

A TEXAS Grant may be used to attend any public institution of higher education in Texas.

How much can be awarded?

The award amount (including state and institutional funds) is equal to the student's tuition and required fees.

For 2010-2011, the state amount is approximately:

- \$6,780 per year for public universities and state college students
- \$1,780 per year for public community college students
- \$3,150 per year for public technical college students

How can you apply?

You apply for the TEXAS Grant when you complete and submit the [Free Application for Federal Student Aid \(FAFSA\)](#) or other application as required by your college's financial aid office. Funding is limited, so you need to submit your application as soon as possible after January 1 of your senior year. The financial aid office at each college and university will determine if TEXAS Grant is part of the aid package that is offered to you.

Website address for the Free Application for Federal State Aid (FAFSA)

www.fafsa.ed.gov



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Additional Information

Your eligibility for this program is determined by the financial aid office at your college. Contact your college financial aid office for additional information on eligibility or availability of funds.

To read more about this program check out: [Texas Education Code, §56.301](#) and [Coordinating Board Rules, Chapter 22 L](#).

Information retrieved from:

<http://www.collegeforalltexans.com/index.cfm?ObjectID=E81912E0-DF96-53C5-8EE1C469C7298F15> downloaded on 1-20-2011.

Note: New information has not been posted as of 11/2/2011.

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COURSE DESCRIPTIONS

Course descriptions enable students and parents to gain a deeper understanding of the courses that are offered at Life School so that the best possible selection of courses may be made for each student. It is essential that students seriously consider a particular subject before scheduling, and be aware that some courses have special requirements or expenses. Additional information about these courses is available from the instructor or counselor. The courses offered each year are based upon student demands and available facilities; therefore, it is possible that a course listed may not be offered if there are not enough students who request it.

THE CONTENTS OF THIS GUIDE ARE NOT CONTRACTUAL, AND DO NOT GIVE RISE TO A CLAIM OF BREACH OF CONTRACT AGAINST LIFE SCHOOL. FURTHER, THE CONTENTS OF THIS GUIDE APPLY TO ALL STUDENTS OF THE SCHOOL AS THE CONTENTS NOW APPEAR OR MAY BE AMENDED IN THE FUTURE.

ALL CLASS OFFERINGS ARE CONTINGENT ON MINIMUM ENROLLMENT REQUIREMENTS AND BUDGET.



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LIFE SCHOOL

MIDDLE SCHOOL COURSE OFFERINGS



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COURSE DESCRIPTIONS

A Note About Grade 7 & 8 Electives: It is important to know that this course description guide includes all courses that are offered at Life School. However, due to enrollment and teacher availability, **not every class may be offered every year at all campuses.**

ENGLISH LANGUAGE ARTS AND READING

ENGLISH LANGUAGE ARTS COMMUNICATIONS 07

Grade Placement: 7

ENGLISH LANGUAGE ARTS COMMUNICATIONS (7TH GRADE) places an emphasis on learning the writing process. Students will use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students will use their writing skills to create literary texts (short stories and poems), expository and procedural texts, and persuasive texts. Students will understand the function of and use of the conventions of academic language when speaking and writing which will include parts of speech, conventions, and sentence structure. This course encompasses a modified curriculum for 7th grade English Language Arts.

ENGLISH LANGUAGE ARTS

Grade Placement: 7

ENGLISH LANGUAGE ARTS (7TH GRADE) places an emphasis on learning the writing process. Students will use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students will use their writing skills to create literary texts (short stories and poems), expository and procedural texts, and persuasive texts. Students will understand the function of and use of the conventions of academic language when speaking and writing which will include parts of speech, conventions, and sentence structure.

PRE- A. P. ENGLISH LANGUAGE ARTS

Grade Placement: 7

PRE – A. P. ENGLISH LANGUAGE ARTS (7TH GRADE) follows the TEKS based instruction; however, there are higher expectations for this class. Each student has demonstrated the ability to perform at a rigorous academic level by developing their higher intellectual skills. Our goal this year is to consistently challenge each student to expand their knowledge to the next level. Students will use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students will use their writing skills to create literary texts (short stories and poems), expository and procedural texts, and persuasive texts. Students will understand the function of and use of the conventions of academic language when speaking and writing which will include parts of speech, conventions, and sentence structure.



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READING CONNECTIONS 07

Grade Placement: 7

READING CONNECTIONS 07 (7TH GRADE) is a course that places an emphasis on the TEKS that address reading instruction. Students are expected to read and understand a wide variety of literary and information texts. The course content will include reading fluency; vocabulary development; comprehension of literary texts including theme and genre, poetry, drama, fiction and non-fiction, sensory language, culture and history, expository texts, persuasive texts, and procedural texts. This course encompasses a modified curriculum for 7th grade Reading.

READING

Grade Placement: 7

READING (7TH GRADE) is a course that places an emphasis on the TEKS that address reading instruction. Students are expected to read and understand a wide variety of literary and information texts. The course content will include reading fluency; vocabulary development; comprehension of literary texts including theme and genre, poetry, drama, fiction and non-fiction, sensory language, culture and history, expository texts, persuasive texts, and procedural texts.

PRE – A. P. READING

Grade Placement: 7

PRE – A. P. READING (7TH GRADE) follows the TEKS based instruction; however, there are higher expectations for this class. Each student has demonstrated the ability to perform at a rigorous academic level by developing their higher intellectual skills. Our goal this year is to consistently challenge each student to expand their knowledge to the next level. This course places an emphasis on the TEKS addressing reading instruction where students read and understand a wide variety of literary and information texts. The course content will include reading fluency; vocabulary development; comprehension of literary texts including theme and genre, poetry, drama, fiction and non-fiction, sensory language, culture and history, expository texts, persuasive texts, and procedural texts.

ENGLISH LANGUAGE ARTS COMMUNICATIONS AND READING CONNECTIONS 08

Grade Placement: 8

ENGLISH LANGUAGE ARTS COMMUNICATIONS AND READING CONNECTIONS 08 (8TH GRADE) places an emphasis on the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. There is a shift in the writing emphasis for 8th graders. Students must connect with the author and evaluate the purpose and meaning of the text. However, students are still exposed to different forms of writing including poetry, narrative, expository, and research report writing as well. This course encompasses a modified curriculum for 8TH grade English Language Arts and Reading.

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ENGLISH LANGUAGE ARTS AND READING

Grade Placement: 8

ENGLISH LANGUAGE ARTS (8TH GRADE) places an emphasis on the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. There is a shift in the writing emphasis for 8th graders. Students must connect with the author and evaluate the purpose and meaning of the text. However, students are still exposed to different forms of writing including poetry, narrative, expository, and research report writing as well.

PRE – A. P. ENGLISH LANGUAGE ARTS

Grade Placement: 8

PRE – A. P. ENGLISH LANGUAGE ARTS (8TH GRADE) follows the TEKS based instruction; however, there are higher expectations for this class. Each student has demonstrated the ability to perform at a rigorous academic level by developing their higher intellectual skills. Our goal this year is to consistently challenge each student to expand their knowledge to the next level. This course places an emphasis on the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. There is a shift in the writing emphasis for 8th graders. Students must connect with the author and evaluate the purpose and meaning of the text. However, students are still exposed to different forms of writing including poetry, narrative, expository, and research report writing as well.

MATHEMATICS

CONCEPTS OF MATHEMATICS 07

Grade Placement: 7

CONCEPTS OF MATHEMATICS 07 (7TH GRADE) will focus on direct proportional relationships in number, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; and using statistical measures to describe data. Students will also use algebraic thinking, geometric properties and relationships and spatial reasoning to analyze situations and solve problems. Students use appropriate statistics, representations of data reasoning, and concepts of probability to draw conclusions, evaluate arguments, and make recommendations. This course encompasses a modified curriculum for 7th grade Mathematics.



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MATHEMATICS

Grade Placement: 7

MATHEMATICS (7TH GRADE) will focus on direct proportional relationships in number, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; and using statistical measures to describe data. Students will also use algebraic thinking, geometric properties and relationships and spatial reasoning to analyze situations and solve problems. Students use appropriate statistics, representations of data reasoning, and concepts of probability to draw conclusions, evaluate arguments, and make recommendations.

PRE – A. P. MATHEMATICS

Grade Placement: 7

PRE – A. P. MATHEMATICS (7TH GRADE) includes an in-depth, rigorous study of topics in both regular seventh and eighth grade courses. Each student has demonstrated the ability to perform at a rigorous academic level by developing their higher intellectual skills. Our goal this year is to consistently challenge each student to expand their knowledge to the next level. Emphasis is placed on operations with rational numbers, algebraic reasoning and proportional relationships.

MATHEMATICS ENRICHMENT

Grade Placement: 7

MATHEMATICS ENRICHMENT will focus on differentiated strategies and instruction that address the TEKS skills and competencies by targeting student needs using diagnostic screeners and comprehensive modules that include knowing and understanding fractions; understanding and reading word problems; and operations. This course will build skills and the conceptual understanding needed for success in Algebra.

CONCEPTS OF MATHEMATICS 08

Grade Placement: 8

CONCEPTS OF MATHEMATICS 08 (8TH GRADE) includes a review and a more in-depth, rigorous study of the concepts and skills presented in the seventh grade. Emphasis is placed on problem solving techniques, meaning of negative numbers, fractions in expressions and equations, proportional reasoning, graphing, constructing numerical equations, variables, measurement concepts, tables, and probability and statistics to make predictions. The focus of the eighth grade curriculum is to prepare students for high school mathematics, especially Algebra I, by analyzing proportional and non-proportional relationships. This course encompasses a modified curriculum for 8th grade Mathematics.

MATHEMATICS

Grade Placement: 8

MATHEMATICS (8TH GRADE) includes a review and a more in-depth, rigorous study of the concepts and skills presented in the seventh grade. Emphasis is placed on problem solving techniques, meaning of negative numbers, fractions in expressions and equations, proportional reasoning, graphing, constructing numerical equations, variables, measurement concepts, tables, and probability and statistics to make predictions. The focus of the eighth grade curriculum is to prepare students for high school mathematics, especially Algebra I, by analyzing proportional and non-proportional relationships.

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PRE – A. P. ALGEBRA I

Grade Placement: 8

Credit: 1 credit

PRE – A. P. ALGEBRA I will emphasize the study of linear functions. Student will use functions to represent, model, analyze, and interpret relationships in problem situations. Topics include graphing, solving equations and inequalities, and systems of linear equations. Quadratic and nonlinear functions will be introduced. This is the same course that is offered at the high school level and high school credit is given. *Please be aware that this course will become a permanent part of the student's high school transcript and will be factored into the student's overall high school grade average/GPA.*

SCIENCE

PRINCIPLES OF SCIENCE 07

Grade Placement: 7

PRINCIPLES OF SCIENCE 07 (7TH GRADE) is interdisciplinary in nature; however, much of the content focus is on organisms and the environment. The five strands that are covered in the course are scientific investigation and reasoning; matter and energy; force, motion and energy; earth and space; and organisms and environments. Students will participate in activities such as:

- *Inquiry lessons and lab activities, and
- *Guided research projects.

This course encompasses a modified curriculum for the state approved course for 7th grade science.

SCIENCE

Grade Placement: 7

SCIENCE (7TH GRADE) is interdisciplinary in nature; however, much of the content focus is on organisms and the environment. The five strands that are covered in the course are scientific investigation and reasoning; matter and energy; force, motion and energy; earth and space; and organisms and environments. Students will participate in activities such as:

- *Inquiry lessons and lab activities, and
- *Guided research projects.

PRE – A. P. SCIENCE

Grade Placement: 7

PRE – A. P. SCIENCE (7TH GRADE) follows the TEKS based instruction; however, there are higher expectations for this class. Each student has demonstrated the ability to perform at a rigorous academic level by developing their higher intellectual skills. Our goal this year is to consistently challenge each student to expand their knowledge to the next level. This course is interdisciplinary in nature; however, much of the content focus is on organisms and the environment. The five strands that are covered in the course are scientific investigation and reasoning; matter and energy; force, motion and energy; earth and space; and organisms and environments. Students will participate in activities such as:

- *Inquiry lessons and lab activities, and
- *Guided research projects.



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PRINCIPLES OF SCIENCE 08

Grade Placement: 8

PRINCIPLE OF SCIENCE 08 (8TH GRADE) is interdisciplinary in nature; however, much of the content focus is on earth and space. The five strands that are covered in the course are scientific investigation and reasoning; matter and energy; force, motion and energy; earth and space; and organisms and environments. Students will participate in activities such as:

- *Inquiry lessons and lab activities, and
- *Guided research projects.

This course encompasses a modified curriculum for the state approved course for 8th grade science.

SCIENCE

Grade Placement: 8

SCIENCE (8TH GRADE) is interdisciplinary in nature; however, much of the content focus is on earth and space. The five strands that are covered in the course are scientific investigation and reasoning; matter and energy; force, motion and energy; earth and space; and organisms and environments. Students will participate in activities such as:

- *Inquiry lessons and lab activities, and
- *Guided research projects.

PRE – A. P. SCIENCE

Grade Placement: 8

PRE – A. P. SCIENCE (8TH GRADE) follows the TEKS based instruction; however, there are higher expectations for this class. Each student has demonstrated the ability to perform at a rigorous academic level by developing their higher intellectual skills. Our goal this year is to consistently challenge each student to expand their knowledge to the next level. This course is interdisciplinary in nature; however, much of the content focus is on earth and space. The five strands that are covered in the course are scientific investigation and reasoning; matter and energy; force, motion and energy; earth and space; and organisms and environments. Students will participate in activities such as:

- *Inquiry lessons and lab activities, and
- *Guided research

SCIENCE ENRICHMENT

Grade Placement: 8

SCIENCE ENRICHMENT (8TH GRADE) targets specific science concepts in a variety of engaging formats including hands-on activities. This course reinforces science concepts in the following modules: carbon chemistry, physical science, life science, earth and space science, and meteorology.

Life School

SOCIAL STUDIES

FOUNDATIONS OF TEXAS HISTORY

Grade Placement: 7

TEXAS HISTORY introduces students to a survey of a rich understanding of Texas History. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. Every 7th grade Texan has the privilege of learning the history of our great state. As you study Texas, you will gain a better appreciation of its heritage. This course encompasses a modified curriculum for Texas History.

TEXAS HISTORY

Grade Placement: 7

TEXAS HISTORY introduces students to a survey of a rich understanding of Texas History. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. Every 7th grade Texan has the privilege of learning the history of our great state. As you study Texas, you will gain a better appreciation of its heritage.

PRE – A. P. TEXAS HISTORY

Grade Placement: 7

PRE – A. P. TEXAS HISTORY follows the TEKS based instruction; however, there are higher expectations for this class. Each student has demonstrated the ability to perform at a rigorous academic level by developing their higher intellectual skills. Our goal this year is to consistently challenge each student to expand their knowledge to the next level. This course introduces students to a survey of a rich understanding of Texas History. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. Every 7th grade Texan has the privilege of learning the history of our great state. As you study Texas, you will gain a better appreciation of its heritage.

FOUNDATIONS OF AMERICAN HISTORY

Grade Placement: 8

FOUNDATIONS OF AMERICAN HISTORY is a study of United State History from early colonial period through reconstruction. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. This course encompasses a modified curriculum for American History.

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AMERICAN HISTORY

Grade Placement: 8

AMERICAN HISTORY is a study of United State History from early colonial period through reconstruction. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction.

PRE – A. P. AMERICAN HISTORY

Grade Placement: 8

PRE – A. P. AMERICAN HISTORY follows the TEKS based instruction; however, there are higher expectations for this class. Each student has demonstrated the ability to perform at a rigorous academic level by developing their higher intellectual skills. Our goal this year is to consistently challenge each student to expand their knowledge to the next level. This course is a study of United State History from early colonial period through reconstruction. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction.

PHYSICAL EDUCATION

PHYSICAL EDUCATION (P.E.)

Grade Placement: 7-8

PHYSICAL EDUCATION for boys and girls shall be concerned with the development of physical fitness and the learning of skills. The program provides each student with opportunities to develop skill and understanding in a variety of sports activities, with daily exercise designed to help students develop and maintain physical fitness for their age. The student is evaluated on the basis of skill in each sport, knowledge and strategy, rules, history, and terminology in each sport, and behavior in terms of participation, health, and safety practices. Suiting out and daily participation is imperative.

ATHLETICS

Grade Placement: 7-8

All athletics are on the interscholastic competitive level; students are placed in these classes based on tryouts. LIFE SCHOOL offers the following sports: football, volleyball, basketball, golf, cross-country and track and field. Practices are scheduled before and after school. Medical exam/physical required. Students must meet athletic department criteria.

Life School

ELECTIVES

A Note About Grade 7 & 8 Electives: It is important to know that this course description guide includes all courses that are offered at Life School. However, due to enrollment and teacher availability, **not every class may be offered every year at all campuses.**

FINE ARTS

ART

Grade Placement: 7-8

ART introduces students to four basic strands: perception, creative expression/performance, historical and cultural heritage, and critical evaluation that provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

BAND

Grade Placement: 7-8

BAND introduces students to four basic strands: perception, creative expression/performance, historical and cultural heritage, and critical evaluation that provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In band, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluative multiple forms of problem solving.

This course provides an opportunity for students to begin instrumental development. Students will perform at concerts, competitions, and festivals and will have the opportunity to participate in more individual competitions such as solo and ensemble, all-region, area, and state band. This band will perform at all designated football games, pep assemblies, parades, marching contests, concerts, and festivals. Time will be required outside of class for practice, rehearsals, trips, and other engagements. Attendance at all rehearsals and performances outside of school is required.

CHOIR

Grade Placement: 7-8

CHOIR introduces students to four basic strands: perception, creative expression/performance, historical and cultural heritage, and critical evaluation that provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In Choir, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluative multiple forms of problem solving.

Beginning Choir classes are smaller classes that are designed to introduce students to proper singing techniques and to become comfortable with their voice. They also learn basic music theory, sight reading

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and work on music for one performance. The purpose and goal of Beginning Choir is to provide a music education and choral education that will enable Beginning Choir students to transition into secondary Choir.

THEATRE ARTS

Grade Placement: 7-8

THEATRE ARTS introduces students to four basic strands: perception, creative expression/performance, historical and cultural heritage, and critical evaluation that provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

SPEECH

COMMUNICATION APPLICATION

Grade Placement: 8

Credit: ½ unit

COMMUNICATION APPLICATIONS fulfills the graduation requirement for speech. Students identify, analyze, develop and evaluate communication skills needed for professional and social success in interpersonal, group, and professional interactions and presentations. *Please be aware that this course will become a permanent part of the student's high school transcript and will be factored into the student's overall high school grade average/GPA.*

HEALTH

HEALTH

Grade: 8

Credit: ½ unit

HEALTH is required for graduation for all high school students and is offered as an elective to 8th grade students. In this class, the students participate in simple experiments, self-inventories, and projects that help them learn how to make healthy choices in all areas of their daily lives – physically, mentally, and socially. *Please be aware that this course will become a permanent part of the student's high school transcript and will be factored into the student's overall high school grade average/GPA.*

Life School

FOREIGN LANGUAGE

SPANISH I

Grade Placement: 8

Credit: 1 unit

SPANISH I is designed to introduce students to the Spanish language and culture. The students will develop skills in listening, speaking, reading, and writing Spanish. Students will explore various aspects of Hispanic culture, heritage, and peoples. Major emphasis is on conversational usage of Spanish in real-life situations. This is the same course that is offered at the high school level and high school credit is given.

Please be aware that this course will become a permanent part of the student's high school transcript and will be factored into the student's overall high school grade average/GPA.

TECHNOLOGY APPLICATIONS

TECHNOLOGY APPLICATIONS

Grade Placement: 7-8

This course develops technology skills focusing on word processing, spreadsheets, databases, graphic programs, operating systems, webpage design, and keyboarding. It develops basic skills.

OTHER ELECTIVE COURSES

APPLIED SKILLS MS

Grade Placement: 7-8

Prerequisite: Assessment and Administrator Approval

Credit: 1 unit

APPLIED SKILLS course is designed to prepare students for independence, understanding and eventual integration into the community workplace. Students will gain knowledge in time management, goal setting, perception training, and organizational skills.



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LIFE SCHOOL

**HIGH SCHOOL
COURSE OFFERINGS**



Life School

COURSE DESCRIPTIONS

A Note About High School Electives: It is important to know that this course description guide includes all courses that are offered at Life School. However, due to enrollment and teacher availability, **not every class may be offered every year at all campuses.**

ENGLISH

ENGLISH COMMUNICATIONS I

Grade Placement: 9

Prerequisite: Assessment and Administrative Approval

Credits Unit: 1 unit

ENGLISH COMMUNICATIONS I is the study of grammar, literature, composition, vocabulary development, and spelling. Development of reading, writing, and language concepts are stressed. Students focus on various types of literature including plays, novels, and poetry; and develop writing skills through multiple compositions. This course encompasses a modified curriculum for English I.

ENGLISH I

Grade Placement: 9

Prerequisite: None

Credit: 1 unit

ENGLISH I is the study of world literature by genre and theme based on the Texas Essential Knowledge and Skills objectives. Emphasis is placed on reading, writing, speaking, and listening skills. Students read novel-length works and practice the research process. Summer reading may be required.

PRE-A.P. ENGLISH I

Grade Placement: 9

Prerequisite: See Pre-A.P. criteria

Credit: 1 unit

PRE-A.P. ENGLISH I students cover the same TEKS as those enrolled in English I. The curriculum incorporates some additional materials, but primarily employs higher level thinking skills and problem solving strategies to the English I curriculum. Summer reading may be required.



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ENGLISH COMMUNICATIONS II

Grade Placement: 10

Prerequisite: Assessment and Administrative Approval

Credit: 1 unit

ENGLISH COMMUNICATIONS II is the study of a variety of literary forms and continues skill development in language, reading, and composition. Curriculum includes a study of the short story and a grammar review focusing on parts of a sentence, punctuation, usage, sentence structure, and composition. Reading assignments emphasize poetry, novels, and essays. Literary analysis, research skills, and vocabulary development will be stressed. Development of reading, writing, and language concepts are stressed. This course encompasses a modified curriculum for English II.

ENGLISH II

Grade Placement: 10

Prerequisite: English I

Credit: 1 unit

ENGLISH II is the study of world literature by genre and theme based on the Texas Essential Knowledge and Skills objectives. Emphasis is on reading, writing, speaking and listening skills. Students read novel-length works and complete a research paper. Summer reading may be required.

PRE-A.P. ENGLISH II

Grade Placement: 10

Prerequisite: See Pre-A.P. criteria

Credit: 1 unit

PRE-A.P. ENGLISH II is the study of world literature by genre and theme. Extensive writing, reading and independent research projects prepare students for the skills necessary for success in the dual credit English courses. Major projects include novels and a research paper. Summer reading may be required.

ENGLISH COMMUNICATIONS III

Grade Placement: 11

Prerequisite: Assessment and Administrator Approval

Credit: 1 unit

ENGLISH COMMUNICATIONS III is the study of a chronological survey of American literature from the beginning of history in the United States through contemporary times. It coordinates literature, composition, grammar, and vocabulary through representative readings from historical documents, essays, dramas, short stories, and novels of significant American writers. Development of reading, writing, and language concepts are stressed. This course encompasses a modified curriculum for English III.

Life School

ENGLISH III

Grade Placement: 11

Prerequisite: English II

Credit: 1 unit

ENGLISH III is the study of American literature by genre and theme based on the Texas Essential Knowledge and Skills objectives. Reading, writing, speaking, and listening skills are emphasized. Students will read novel-length works and complete a research paper. Summer reading may be required.

AP ENGLISH III – ENGLISH LANGUAGE AND COMPOSITION

Grade Placement: 11

Prerequisite: see A. P. criteria

Credit: 1 unit

AP ENGLISH III engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

ENGLISH COMMUNICATIONS IV

Grade Placement: 12

Prerequisite: Assessment and Administrative Approval

Credit: 1 unit

ENGLISH COMMUNICATIONS IV is the study of language, composition, and British literature. It includes an intensive study of vocabulary, sentence structure, and multi-paragraph compositions. This course provides the critical reading and writing skills necessary for college and the work force. Development of reading, writing, and language concepts are stressed. This course encompasses a modified curriculum for English IV.

ENGLISH IV

Grade Placement: 12

Prerequisite: English III

Credit: 1 unit

ENGLISH IV is the study of British literature by genre and theme based on the Texas Essential Knowledge and Skills objectives. Reading, writing, speaking, and listening skills are emphasized. Students read novel-length works and complete a research paper. Summer reading may be required.



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AP ENGLISH IV – ENGLISH LITERATURE AND COMPOSITION

Grade Placement: 12

Prerequisite: see A. P. criteria

Credit: 1 unit

AP ENGLISH IV ENGAGES STUDENTS IN THE CAREFUL READING AND CRITICAL ANALYSIS OF IMAGINATIVE LITERATURE. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone.

READING CONNECTIONS I

Grade Placement: 9-12

Prerequisite: Assessment and Administrative Approval

Credit: ½-1 unit

READING I is designed to improve basic reading skills for students who are reading below grade placement. The course includes vocabulary development and strategies for improving comprehension, study skills, and reading across the curriculum. Students work at their ability levels using individualized materials. Students are to read classroom books and magazines for pleasure. Some pre-and post-placement testing is necessary. This course encompasses a modified curriculum for the state approved course for Reading I.

READING CONNECTIONS II

Grade Placement: 9-12

Prerequisite: Assessment and Administrative Approval

Credit: ½-1 unit

READING II is designed to improve basic reading skills for students who are reading below grade placement. The course includes vocabulary development and strategies for improving comprehension, study skills, and reading across the curriculum. Students work at their ability levels using individualized materials. Students are to read classroom books and magazines for pleasure. Some pre-and post-placement testing is necessary. This course encompasses a modified curriculum for the state approved course for Reading II.

READING CONNECTIONS III

Grade Placement: 9-12

Prerequisite: Assessment and Administrative Approval Credit: ½-1 unit

READING III is designed to improve basic reading skills for students who are reading below grade placement. The course includes vocabulary development and strategies for improving comprehension, study skills, and reading across the curriculum. Students work at their ability levels using individualized materials. Students are to read classroom books and magazines for pleasure. Some pre-and post-placement testing is necessary. This course encompasses a modified curriculum for the state approved course for Reading III.

Life School

CREATIVE WRITING

Grade Placement: 11-12

Prerequisite: None

Credit: .5 - 1 unit

In this course, students will develop many writing strategies useful across the curriculum. Students will keep a personal journal, form peer writers' support groups in the class, and write several genres, such as short story, poetry, personal essay, and drama. Students will study writers' markets and submit pieces for publication. Emphasis will be placed on editing completed work for possible publication.

RESEARCH AND TECHNICAL WRITING

Grade Placement: 11-12

Prerequisite: None

Credit: .5 - 1 unit

RESEARCH AND TECHNICAL WRITING is a rigorous composition course that asks high school students to skillfully research a topic or a variety of topics and present that information through a variety of media. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of his/her own writing as well as the writing of others insures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers.

MATH

CONCEPTS OF ALGEBRA I

Grade Placement: 9-12

Prerequisite: Assessment and Administrator Approval

Credit: 1 unit

CONCEPTS OF ALGEBRA I is a course that will emphasize the study of linear functions. Student will use functions to represent, model, analyze, and interpret relationships in problem situations. Topics include graphing, solving equations and inequalities, and systems of linear equations. Quadratic and nonlinear functions will be introduced. This course encompasses a modified curriculum for Algebra I.

ALGEBRA I

Grade Placement: 9

Prerequisite: None

Credit: 1 unit

ALGEBRA I includes work with functional relationships and problem solving in real situations, including, but not limited to, such skills as table building, coordinate graphing, algebraic analysis, equation-writing, equation-solving, operations with polynomials, factoring, and computation. Students will have opportunities to develop logical reasoning by making and justifying generalizations based on experience with fundamental algebraic concepts.

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STRATEGIC LEARNING FOR HIGH SCHOOL MATHEMATICS

Placement: 9

Prerequisite: Assessment and Administrator Approval

Credit: 1 unit

STRATEGIC LEARNING FOR HIGH SCHOOL MATHEMATICS is a course intended to create strategic mathematical learners. The basic understandings will stimulate students to think about their approach to mathematical learning. These basic understandings will include identifying errors in the teaching and learning process, input errors, physiological concerns and key cognitive skills. The essential knowledge and skills will foster a deeper understanding of the task of learning mathematical concepts. Use of personal data and statistical analysis will establish relevance and aid in creation of personalized learning goals.

CONCEPTS OF MATHEMATICAL MODELS WITH APPLICATIONS

Placement: 11

Prerequisite: Assessment and Administrator Approval

Credit: 1 unit

CONCEPTS OF MATHEMATICAL MODELS WITH APPLICATIONS is a course where students will use a variety of representations (concrete, numerical, graphical, verbal, and tabular) and technology to solve applied problems. Real-life application problems will involve finance, probability, fine arts, and science. **Mathematical Models with Applications may be taken as one of the four mathematics credits required for the Recommended Graduation Plan, but if selected, it MUST be taken prior to Algebra II (not an option for DAP candidates).** This course encompasses a modified curriculum for Mathematical Models with Applications.

MATHEMATICAL MODELS WITH APPLICATIONS

Grade Placement: 10-11

Prerequisite: Algebra I

Beginning with the class of 2011, Math Models must be taken prior to Algebra II.

Credit: 1 unit

In MATHEMATICAL MODELS WITH APPLICATIONS, students use algebraic and geometric reasoning. Mathematical methods are used to model and solve applied problems involving personal finance, data, chance, patterns, music, design, and science. This course is not considered college preparatory. **Mathematical Models with Applications may be taken as one of the four mathematics credits required for the Recommended Graduation Plan, but if selected, it MUST be taken prior to Algebra II (not an option for DAP candidates).**

CONCEPTS OF GEOMETRY

Placement: 9-12

Prerequisite: Assessment and Administrative Approval

Credit: 1 unit

CONCEPTS OF GEOMETRY is a course in which relations, properties, and measurement of surfaces, lines, and angles in one, two, and three-dimensional figures are investigated and used. It is designed to develop deductive reasoning and to emphasize problem solving using informal proofs and definitions with integration of algebraic concepts. This course encompasses a modified curriculum for Geometry.

Life School

GEOMETRY

Grade Placement: 10

Prerequisite: Algebra I

Credit: 1 unit

GEOMETRY connects students to the outside world through a variety of applications and settings. Students will have opportunities to develop deductive, inductive, creative, and critical thinking skills within a framework which includes plane and solid geometry and studies of other types of geometry. Students will also become familiar with the historical development and usefulness of formal mathematical structure.

PRE - A. P. GEOMETRY

Grade Placement: 9-10

Prerequisite: Algebra I, see Pre - A. P. criteria

Credit: 1 unit

PRE - A. P. GEOMETRY covers all the elements of the regular Geometry course as well as expanded objectives and assignments to help students prepare for Pre - A. P. and A. P. courses. Expectations include success with extensive advanced applications of the topics.

CONCEPTS OF ALGEBRA II

Grade Placement: 11-12

Prerequisite(s): Assessment and Administrator Approval

Credit: 1 unit

CONCEPTS OF ALGEBRA II is the second course in Algebra. Algebra II includes the study of more advanced algebraic concepts and techniques as well as reinforcement of the basic skills introduced in Algebra I. Students will work on skills necessary for TAKS mastery. This course encompasses a modified curriculum for Algebra II.

ALGEBRA II

Grade Placement: 10-12

Prerequisite: Algebra I, Geometry

Credit: 1 unit

ALGEBRA II continues to build upon Algebra I with extensive work in linear, quadratic, polynomial, rational, exponential and logarithmic functions. Problem solving in real situations is a focus. This course prepares students for advanced math and college algebra courses.

PRE - A. P. ALGEBRA II

Grade Placement: 10-11

Prerequisite: Geometry, see Pre-A.P. criteria

Credit: 1 unit

PRE - A. P. ALGEBRA II covers all elements of the regular Algebra II course as well as expanded objectives and assignments to prepare students for Pre - A. P. and A. P. courses. Expectations include success with extensive advanced math applications.

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ADVANCED QUANTITATIVE REASONING

Grade Placement: 11-12
Prerequisite(s): Algebra II
Credit: 1 unit

ADVANCED QUANTITATIVE REASONING includes the analysis of information using statistical methods and probability, modeling change and mathematical relationships, and spatial and geometric modeling for mathematical reasoning. Students learn to become critical consumers of real-world quantitative data, knowledgeable problem solvers who use logical reasoning and mathematical thinkers who can use their quantitative skills to solve authentic problems. Students develop critical skills for success in college and careers, including investigation, research, collaboration, and both written and oral communication of their work, as they solve problems in many types of applied situations.

PRE-CALCULUS

Grade Placement: 11-12
Prerequisite: Algebra II
Credit: 1 unit

PRE-CALCULUS is a study of functions (linear, quadratic, polynomial, rational, exponential, logarithmic and trigonometric) as well as conic sections, vectors, parametric equations, and sequences and series. This course prepares students for advanced math, A. P. Calculus, or college Pre-Calculus.

PRE - A. P. PRE-CALCULUS

Grade Placement: 11-12
Prerequisite: Algebra II, see Pre - A. P. criteria
Credit: 1 unit

PRE-A.P. PRE-CALCULUS is a rigorous investigation of functions (linear, quadratic, polynomial, rational, exponential, logarithmic and trigonometric) as well as conic sections, vectors, parametric equations, and sequences and series. This course prepares students for advanced math, A. P. Calculus, or college Pre-Calculus. Pre - A. P. Pre-Calculus is designed to prepare students for A. P. Calculus AB and will require students to explore and master concepts at a faster pace and more in-depth.

A. P. CALCULUS AB

Grade Placement: 12
Prerequisite: Pre-Calculus, see A. P. criteria
Credit: 1 unit

A. P. CALCULUS AB, a rigorous College Board-defined course, includes differentiation, integration, and applications. It is designed for the exceptional math student who plans to pursue a math-related career. Students are encouraged to take the Advanced Placement test.

Life School

SCIENCE

PRINCIPLES OF INTEGRATED PHYSICS AND CHEMISTRY (IPC)

Placement: 10-12

Prerequisite: Assessment and Administrative Approval

Credit: 1 unit

PRINCIPLES OF INTEGRATED PHYSICS AND CHEMISTRY (IPC) is a study of the physical aspects of the world. Topics will include properties of matter, atomic structure, the periodic table, motion, energy, forces, work, machines and electricity. A large portion of this course will consist of laboratory and demonstrations. **IPC will no longer satisfy the science requirements in the Distinguished Achievement Graduation Plan effective school year 2007-2008 (graduating class of 2011 and beyond). IPC will no longer satisfy the science requirements in the Recommended Graduation Plan after school year 2012-2013 (graduating class of 2016).** This course encompasses a modified curriculum for IPC.

INTEGRATED PHYSICS AND CHEMISTRY

Grade Placement: 9

Prerequisite: None

Credit: 1 unit

In INTEGRATED PHYSICS AND CHEMISTRY, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. This course covers the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and basic principles of chemistry. **IPC will no longer satisfy the science requirements in the Distinguished Achievement Graduation Plan effective school year 2007-2008 (graduating class of 2011 and beyond). IPC will no longer satisfy the science requirements in the Recommended Graduation Plan after school year 2012-2013 (graduating class of 2016).**

PRINCIPLES OF BIOLOGY

Grade Placement: 9-12

Prerequisite: Assessment and Administrative Approval

Credits: 1 unit

PRINCIPLES OF BIOLOGY is a course which provides a general knowledge of the natural order of living organisms and their relationship with the environment. Areas of study will include the systems and ecology. Laboratory procedures, observation, measurement, classification, prediction, and reporting skills will be emphasized. This course encompasses a modified curriculum for Biology.

BIOLOGY I

Grade Placement: 9-10

Prerequisite: None

Credit: 1 unit

BIOLOGY I is designed for the study of living things. It provides the student with opportunities to acquire basic skills, techniques, and knowledge necessary to help understand today's biological issues. Areas of emphasis include microbiology, ecology, cell structure, molecular biology, genetics, and a general survey of organisms from bacteria to plants and animals.

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PRE - A. P. BIOLOGY

Grade Placement: 9-12

Prerequisite: None

Credit: 1 unit

PRE – A. P. BIOLOGY is designed for students who show an advanced aptitude toward science. Areas of study will include the essential elements and objectives of those in regular Biology I with greater depth and at a more accelerated rate. A greater emphasis will be placed on lab and the ability to evaluate, outline, organize, and report scientific information. Laboratory procedures, observation, measurement, classification, prediction, and reporting skills will be stressed. Therefore, strong math skills are important. The student should be proficient in reading and projects are required.

PRINCIPLES OF CHEMISTRY

Grade Placement: 10

Prerequisite: Assessment and Administrator Approval

Credit: 1 unit

PRINCIPLES OF CHEMISTRY students conduct laboratory investigations and field work. Students will use scientific methods during investigations and make informed decisions using critical thinking and problem solving. Students will study a variety of topics: matter, energy, atomic structure, periodic table, gases, bonding, nuclear fusion, solutions, acids and bases, chemical and physical changes and chemical reactions. Students will study how chemistry is a part of our lives and how it relates to other processes. This course encompasses a modified curriculum for Chemistry I.

CHEMISTRY I

Grade Placement: 10

Prerequisite: Biology I, Algebra I

Credit: 1 unit

CHEMISTRY I students conduct laboratory investigations and field work. Students will use scientific methods during investigations and make informed decisions using critical thinking and problem solving. Students will study a variety of topics: matter, energy, atomic structure, periodic table, gases, bonding, nuclear fusion, solutions, acids and bases, chemical and physical changes and chemical reactions. Students will study how chemistry is a part of our lives and how it relates to other processes.

PRE – A. P. CHEMISTRY

Grade Placement: 10-12

Prerequisite: Biology or Pre – A. P. Biology and Algebra I

Credits: 1 unit

PRE - A. P. CHEMISTRY is designed for students who show an advanced aptitude toward the physical sciences. Areas of study will include the essential elements and objectives of those in the regular chemistry course with greater depth and at a more accelerated rate. Emphasis will be placed on the ability to evaluate, outline, organize, and report scientific information. Projects are required.

Life School

PRINCIPLES OF PHYSICS

Grade Placement: 11-12

Prerequisite: Assessment and Administrator Approval

Credit: 1 unit

PRINCIPALS OF PHYSICS students study a variety of topics that include the laws of motion, changes within physical systems, conservation of energy and momentum, force, thermodynamics, characteristics and behavior of waves, and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills. This course encompasses a modified curriculum for Physics I.

PHYSICS I

Grade Placement: 11-12

Prerequisite: Biology, Chemistry I, and Algebra II

Credit: 1 unit

PHYSICS I students study a variety of topics that include the laws of motion, changes within physical systems, conservation of energy and momentum, force, thermodynamics, characteristics and behavior of waves, and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills.

PRE - A. P. PHYSICS I

Grade Placement: 11-12

Prerequisite: Biology, Chemistry I, Algebra II, Pre-Calculus, or concurrently enrolled in Pre-Calculus; see Pre - A. P. criteria

Credit: 1 unit

PRE-A.P. PHYSICS I students study a variety of topics that include the laws of motion, changes within physical systems, conservation of energy and momentum, force, thermodynamics, characteristics and behavior of waves, and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills. Pre-A.P. Physics is designed to prepare students for A.P. Physics B and will require students to explore and master concepts at a faster pace and more in-depth.

A. P. PHYSICS B

Grade Placement: 12

Prerequisite: Pre-Calculus, Physics I, see A. P. criteria

Credit: 1 unit

A. P. PHYSICS B covers topics that include classical mechanics, Newtonian motion and thermodynamics. Modern physics topics on sound, light, optics, electromagnetism, relativity, and quantum physics are also covered. Students are encouraged to take the Advanced Placement test.



Course Guide 2012-2013

PRINCIPLES OF ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS

Grade Placement: 11-12

Prerequisite: Biology I and Chemistry I, Assessment and Administrative Approval

Credit: 1 unit

PRINCIPLES OF ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS is a course which provides a general knowledge of the structures and functions of the components of the human body using technology, models, and dissection. The course is designed to build a knowledge base for those students who wish to pursue a medical-related career.

ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS

Grade Placement: 11-12

Prerequisite: Biology I and Chemistry I

Credit: 1 unit

ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS offers students general exploratory and advanced activities in the structures and functions of the components of the human body using technology, models, and dissection. The course is designed to build a knowledge base for those students who wish to pursue a medical-related career.

SOCIAL STUDIES

FOUNDATIONS OF WORLD GEOGRAPHY

Grade Placement: 9-12

Prerequisite: Assessment and Administrative Approval

Credit: 1 unit

FOUNDATIONS OF WORLD GEOGRAPHY is designed to acquaint the student with the geographical make-up of the earth and the physical forces that can alter it. Geographical terminology will be defined. Physical and cultural geography will be compared. Students will explore the physical setting of the earth, the interaction of physical environments and will analyze patterns of urban growth in relationship to the geography of the area. This course encompasses a modified curriculum for World Geography.

WORLD GEOGRAPHY STUDIES

Grade Placement: 9

Prerequisite: None

Credit: 1 unit

WORLD GEOGRAPHY STUDIES challenges students to examine people, places, and environments from the two perspectives of geography: spatial and ecological. Students will develop an understanding of geographic location, allocation of resources, global competition, and cultures.

Life School

PRE – A. P. WORLD GEOGRAPHY STUDIES

Grade Placement: 9

Prerequisite: See A. P. Criteria

Credit: 1 unit

PRE – A. P. WORLD GEOGRAPHY STUDIES represents an in-depth study of the concepts of World Geography. It provides students the opportunity to pursue focused study of the interaction of people and cultures with their physical environments in the major areas of the world. Instructional methods in this course are designed to prepare students for successful completion of the A. P. social studies courses offered at Life School.

FOUNDATIONS OF WORLD HISTORY

Placement: 10-12

Prerequisite: Assessment and Administrative Approval

Credit: 1 unit

FOUNDATIONS OF WORLD HISTORY offers students an overview of all of human history. Students will examine major ideas and themes over time and space. The major emphasis is on significant people, events, and ideas from the earliest time to the present. This course encompasses a modified curriculum for World History.

WORLD HISTORY STUDIES

Grade Placement: 10

Prerequisite: None

Credit: 1 unit

WORLD HISTORY STUDIES is the only course that offers students an overview of all of human history. Students will examine major ideas and themes over time and space. The major emphasis is on significant people, events, and ideas from the earliest time to the present.

A. P. WORLD HISTORY STUDIES

Grade Placement: 10

Prerequisite: see A. P. criteria

Credit: 1 unit

A.P. WORLD HISTORY STUDIES course content is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E. to the present. The five course themes are: Theme 1: Interaction Between Humans and the Environment; Theme 2: Development and Interaction of Cultures; Theme 3: State-Building, Expansion, and conflict; Theme 4: Creation, Expansion, and Interaction of Economic Systems; and Theme 5: Development and Transformation of Social Structures.



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FOUNDATIONS OF UNITED STATES HISTORY (20TH CENTURY)

Grade Placement: 11-12

Prerequisite: Assessment and Administrator Approval

Credit: 1 unit

FOUNDATIONS OF UNITED STATES HISTORY (20TH CENTURY) focuses on the nation as a world power in the 20th century. Key events include foreign affairs from the Spanish-American War to the present and domestic issues from the late 1800's through contemporary times. This course encompasses a modified curriculum for United States History.

UNITED STATES HISTORY

Grade Placement: 11

Prerequisite: None

Credit: 1 unit

UNITED STATES HISTORY focuses on the nation as a world power in the 20th century. Key events include foreign affairs from the Spanish-American War to the present and domestic issues from the late 1800's through contemporary times.

AP UNITED STATES HISTORY

Grade Placement: 11

Prerequisite: see A. P. criteria

Credit: 1 unit

AP UNITED STATES HISTORY course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance – and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

FOUNDATIONS OF GOVERNMENT

Grade Placement: 12

Prerequisite: Assessment and Administrator Approval

Credit: ½ unit

FOUNDATIONS OF GOVERNMENT focuses on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of governments at the national, state, and local level. This course encompasses a modified curriculum for Government.

Life School

UNITED STATES GOVERNMENT

Grade Placement: 12

Prerequisite: None

Credit: ½ unit

UNITED STATES GOVERNMENT focuses on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of governments at the national, state, and local level.

AP UNITED STATES GOVERNMENT AND POLITICS

Grade Placement: 12

Prerequisite: see A. P. criteria

Credit: ½ unit

AP UNITED STATES GOVERNMENT AND POLITICS is designed to give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes.

FOUNDATIONS OF ECONOMICS

Grade Placement: 12

Prerequisite: Assessment and Administrator Approval

Credit: ½ unit

FOUNDATIONS OF ECONOMICS focuses on basic economic concepts, tools of analysis, and the language of the discipline. This course encompasses a modified curriculum for Economics.

ECONOMICS – FREE ENTERPRISE

Grade Placement: 12

Prerequisite: None

Credit: ½ unit

ECONOMICS focuses on basic economic concepts, tools of analysis, and the language of the discipline. Macroeconomic and microeconomic theories are introduced.

AP MACROECONOMICS

Grade Placement: 12

Prerequisite: see A. P. criteria

Credit: ½ unit

AP MACROECONOMICS is designed to give students a thorough understanding of the principles of economics that apply an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics.

Board Approved: November 30, 2011



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HEBREW SCRIPTURES (OLD TESTAMENT) AND ITS IMPACT ON THE HISTORY AND LITERATURE OF WESTERN CIVILIZATION

Grade Placement: 10-12

Prerequisite: None

Credit: ½ unit

HEBREW SCRIPTURES (OLD TESTAMENT) AND ITS IMPACT ON THE HISTORY AND LITERATURE OF WESTERN CIVILIZATION is designed to teach students knowledge of biblical content, characters, poetry, and narratives that are prerequisites to understanding contemporary society and culture, and to familiarize students with the content, history, literary style, structure, and the influence scripture has had on law, history, government, literature, art, music, customs, morals, values and culture.

NEW TESTAMENT SCRIPTURES AND ITS IMPACT ON THE HISTORY AND LITERATURE OF WESTERN CIVILIZATION

Grade Placement: 10-12

Prerequisite: None

Credit: ½ unit

NEW TESTAMENT SCRIPTURES AND ITS IMPACT ON THE HISTORY AND LITERATURE OF WESTERN CIVILIZATION is designed to teach students knowledge of biblical content, characters, poetry, and narratives that are prerequisites to understanding contemporary society and culture, and to familiarize students with the content, history, literary style, structure, and the influence scripture has had on law, history, government, literature, art, music, customs, morals, values and culture.

SOCIOLOGY

Grade Placement: 11-12

Prerequisite: None

Credits: ½ unit

This course provides an introduction to various fields of sociology. Culture, ethnic and racial groups, gender differences and group dynamics are studied in order to understand socialization. Other topics include crime and deviance, nature versus nurture, and teen problems such as drug and alcohol abuse and other social problems.

PSYCHOLOGY

Grade Placement: 11-12

Prerequisite: None

Credits: ½ unit

This course provides an introduction to the various fields of psychology. Human growth, development, and behavior are studied in order to understand personality theories and disorders. Other topics include abnormal psychology, group behavior, human interaction, therapy, and altered states of consciousness such as hypnosis, hallucinations, sleep and dreams.

Life School

ELECTIVES

A Note About High School Electives: It is important to know that this course description guide includes all courses that are offered at Life School. However, due to enrollment and teacher availability, **not every class may be offered every year at all campuses.**

FOREIGN LANGUAGE

SPANISH I

Grade Placement: 9-11

Prerequisite: None

Credit: 1 unit

SPANISH I is an introduction to the Spanish-speaking world, its language, and its people. Emphasis is on the early acquisition of the spoken language while developing listening, reading, speaking, and writing skills. Grammar skills are introduced through both oral and written expression.

SPANISH II

Grade Placement: 10-12

Prerequisite: Spanish I

Credit: 1 unit

SPANISH II is a reinforcement and expansion of the four skills: listening, speaking, reading, and writing. Writing with appropriate grammatical structure will be emphasized to increase the range of the student's knowledge of the language. Vocabulary will be expanded through reading, writing exercises, and conversational practice.

SPANISH III

Grade Placement: 11-12

Prerequisite: Spanish II

Credit: 1 unit

SPANISH III is a continuation and expansion of the four skills – listening, speaking, reading, and writing. Vocabulary is expanded through reading passages, writing exercises, and conversational practice.

SPANISH III FOR SPANISH SPEAKERS

Grade Placement: 11-12

Prerequisite: Spanish II

Credit: 1 unit

SPANISH III FOR SPANISH SPEAKERS is a continuation and expansion of the four skills – listening, speaking, reading, and writing. Vocabulary is expanded through reading passages, writing exercises, and conversational practice.

Board Approved: November 30, 2011



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SPANISH IV

Grade Placement: 11-12

Prerequisite: Spanish III

Credit: 1

SPANISH IV is a continuation and expansion of the four skills – listening, speaking, reading, and writing. Vocabulary is expanded through reading passages, writing exercises, and conversational practice.

SPANISH IV FOR SPANISH SPEAKERS

Grade Placement: 11-12

Prerequisite: Spanish III

Credit: 1

SPANISH IV FOR SPANISH SPEAKERS is a continuation and expansion of the four skills – listening, speaking, reading, and writing. Vocabulary is expanded through reading passages, writing exercises, and conversational practice.

FINE ARTS

ART I

Grade Placement: 9-12

Prerequisite: None

Credit: 1 unit

ART I is designed for art students who wish to develop their artistic skills and continue in advanced art. Students will learn the fundamental skills needed to create in any art medium. This is the prerequisite course for all advanced courses. Students are responsible for all supplies.

ART II-IV DRAWING

Grade Placement: 10-12

Prerequisite: Art I or the previous year of Art, teacher approval

Credit: 1 unit

ART II-IV DRAWING is a continuation of the drawing skills studied in the Art I class. The course focuses on the creativity and exploration of media. Students are responsible for all supplies.

CHOIR I

Grade Placement: 9-12

Prerequisite: None

Credit: 1 unit

CHOIR I courses are designed to offer basic sight-reading and choral skills. Choral literature reflecting many styles and time periods will be prepared and performed. Performance may be required.

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CHOIR II-IV

Grade Placement: 9-12

Prerequisite: previous year of Choir and auditions

Credit: 1 unit

CHOIR II-IV courses are a continuation of Choir I designed for students with a strong interest in further developing their site-reading, choral, and performance skills. Choral literature reflecting many styles and time periods will be prepared and performed. Public performance and competitions will be part of the course requirements including practice outside of the school day.

THEATRE ARTS I

Grade Placement: 9-12

Prerequisite: None

Credit: 1 unit

THEATRE ARTS I incorporates an introduction to theatre, the role of an actor in interpreting dramatic literature, performance theory and techniques, and an overview of the technical elements of theatrical production. Requirements include attendance at one theatrical performance selected from professional, community, or educational theatre each semester, and public performance.

THEATRE ARTS II-IV

Grade Placement: 10-12

Prerequisite: the previous year of Theatre Arts

Credit: 1 unit

THEATRE ARTS II-IV is a continuation of Theatre Arts I with a greater emphasis on the art of production. Requirements include attendance at one live theatrical performance selected from professional, community, and educational theatre each semester; public performance; and some after school and night activities.

BAND I

Grade Placement: 9-12

Prerequisite: None

Credit: 1 unit

BAND I provides an opportunity for students to begin instrumental development. Students will perform at concerts, competitions, and festivals and will have the opportunity to participate in more individual competitions such as solo and ensemble, all-region, area, and state band. This band will perform at all designated football games, pep assemblies, parades, marching contests, concerts, and festivals. Time will be required outside of class for practice, rehearsals, trips, and other engagements. Attendance at all rehearsals and performances outside of school is required.



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BAND II

Grade Placement: 10-12

Prerequisite: the previous year of Band

Credit: 1 unit

This class is a continuation of Band I. Students will perform at concerts, competitions, and festivals and will have the opportunity to participate in more individual competitions such as solo and ensemble, all-region, area, and state band. This band will perform at all designated football games, pep assemblies, parades, marching contests, concerts, and festivals. Time will be required outside of class for practice, rehearsals, trips, and other engagements. Attendance at all rehearsals and performances outside of school is required.

BAND III

Grade Placement: 11-12

Prerequisite: the previous year of Band

Credit: 1 unit

This class is a continuation of Band II. Students will perform at concerts, competitions, and festivals and will have the opportunity to participate in more individual competitions such as solo and ensemble, all-region, area, and state band. This band will perform at all designated football games, pep assemblies, parades, marching contests, concerts, and festivals. Time will be required outside of class for practice, rehearsals, trips, and other engagements. Attendance at all rehearsals and performances outside of school is required.

HEALTH

HEALTH

Grade Placement: 9-12

Prerequisite: None

Credit: ½ unit

HEALTH is a state-required course for graduation. Students learn health concepts recommended for comprehensive health instruction. This survey course includes instruction in mental health, family and social health, the life cycle, body systems, personal health and physical fitness, nutrition, medicines and drugs, diseases and disorders, community and environmental health, consumer health, and safety and emergency care.

ESSENTIALS OF HEALTH

Grade Placement: 9-12

Prerequisite: Assessment and Administrator Approval

Credit: ½ unit

HEALTH is a state-required course for graduation. Students learn health concepts recommended for comprehensive health instruction. This survey course includes instruction in mental health, family and social health, the life cycle, body systems, personal health and physical fitness, nutrition, medicines and drugs, diseases and disorders, community and environmental health, consumer health, and safety and emergency care. This course encompasses a modified curriculum for Health.

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JOURNALISM

JOURNALISM

Grade Placement: 9-12

Prerequisite: None

Credit: 1 unit

JOURNALISM requires students to plan, draft, and complete written compositions on a regular basis and to write in a variety of forms for a variety of audiences and purposes. They will become analytical consumers of media and technology to enhance their skills in creating, clarifying, critiquing, writing, and producing effective communications. Students will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing.

ADVANCED JOURNALISM: NEWSPAPER I-III

Grade Placement: 10-12

Prerequisite: Journalism, teacher approval

Credit: 1 unit

ADVANCED JOURNALISM: NEWSPAPER I-III allows students to apply skills learned in Journalism to newspaper production. The course is a study and application of the elements and processes used in producing a school newspaper. Students practice determining news coverage and editorial policy. Students select, crop, and scale photographs. Units include planning, organizing and layout of a newspaper within a given period of time and within a given budget.

ADVANCED JOURNALISM: YEARBOOK PRODUCTION I-III

Grade Placement: 10-12

Prerequisite: teacher approval

Credit: 1 unit

ADVANCED JOURNALISM: YEARBOOK PRODUCTION I-III provides practical experience in public relations, ad sales, layout design, photography, writing copy, and basic journalism techniques required in yearbook production. Students use the computer to produce the yearbook.



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PHYSICAL EDUCATION/ATHLETICS

Physical Education Waiver

The Board of Directors of Life School shall allow students to substitute certain physical activities for the 1½ required units of Physical Education. Such a substitution shall be based on the physical activity involved in the following activities:

1. Athletics
2. Drill Team/Dance
3. Cheerleading
4. State credit shall be awarded for physical education for appropriate private or commercially sponsored physical activity programs conducted either on or off campus upon approval by district administration.

P.E. I - FOUNDATIONS OF PERSONAL FITNESS

Grade Placement: 9

Prerequisite: None

Credit:-1 unit

P.E. I – FOUNDATIONS OF PERSONAL FITNESS is a semester physical education course designed to assist students in attaining and maintaining a high level of physical fitness knowledge and skills. The purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught include the process of becoming fit, as well as achieving some degree of fitness within the class.

P.E. II - AEROBIC ACTIVITIES

Grade Placement: 9-10

Prerequisite: P.E. I

Credit: ½ unit each

P.E. II – AEROBIC ACTIVITIES is a course which provides students an opportunity to achieve a desired fitness level. Students are exposed to a variety of activities that promote health-related fitness.

P.E. III - AEROBIC ACTIVITIES

Grade Placement: 9-10

Prerequisite: P.E. I

Credit: ½ unit

P.E. III – AEROBIC ACTIVITIES is a course which provides students an opportunity to achieve a desired fitness level. Students are exposed to a variety of activities that promote health-related fitness.

Life School

P.E. IV – TEAM SPORTS

Grade Placement: 11-12

Prerequisite: P.E. I - IV

Credit: ½ unit

P.E. V-VII is divided into 3-6 week units each semester with instruction and competition in sports activities such as flag football, basketball, soccer, softball, volleyball, and others. Students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle.

P.E. V – INDIVIDUAL SPORTS

Grade Placement: 12

Prerequisite: P.E. I - VII

Credit: ½ unit

P.E. VIII expects students to participate in a wide range of individual sports that can be pursued for a lifetime including: badminton, bicycling, bowling, gymnastics, golf, handball, self-defense, table tennis, track and field, and weight training. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable is a major objective of this course.

ATHLETICS I-IV

Grade Placement: 9-12

Prerequisite: Physical exam and tryouts

Credit: ½ unit – 1 unit

ATHLETICS I-IV is the required course for any student participating in organized sports, which include football, volleyball, cross-country, basketball, powerlifting, track, softball, soccer and golf. When their sport is not in season, students will participate in an off-season program. Students must obtain a physical exam and complete appropriate paperwork prior to participation in practice and games. Students enrolled in athletic programs work out before and/or after school. Some programs require that students participate in workouts before school begins in August and may include Saturday or holiday practices. The Life School athletic program is designed to develop leadership, character, and scholarship in every student athlete.

SPEECH

COMMUNICATION APPLICATIONS

Grade Placement: 9-12

Prerequisite: None

Credit: ½ unit

COMMUNICATION APPLICATIONS fulfills the graduation requirement for speech. Students identify, analyze, develop and evaluate communication skills needed for professional and social success in interpersonal, group, and professional interactions and presentations.

Board Approved: November 30, 2011



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ESSENTIALS OF COMMUNICATION APPLICATIONS

Grade Placement: 9-12

Prerequisite: Assessment and Administrator Approval

Credit: ½ unit

ESSENTIALS OF COMMUNICATION APPLICATIONS fulfills the graduation requirement for speech. Communication skills will be developed to provide successful social, interpersonal, group and professional interactions. This course encompasses a modified curriculum for Communication Applications.

OTHER ELECTIVE COURSES

COLLEGE TRANSITION

Grade Level: 11-12

Prerequisite(s): None

Credit: 1 unit

COLLEGE TRANSITION is designed to equip students with the knowledge, skills, and abilities necessary to be active and successful learners both in high school and in college. Students examine numerous research-based learning strategies that are proven to lead to academic reading, test-taking strategies, and conducting research to name just a few. The College Transition course provides the means and training for students to research financial scholarships and grant opportunities, complete applications, and explores technical schools, colleges and universities.

APPLIED SKILLS

Grade Placement: 9-12

Prerequisite: Assessment and Administrator Approval

Credit: 1 unit

APPLIED SKILLS course is designed to prepare students for independence, understanding and eventual integration into the community workplace. Students will gain knowledge in time management, goal setting, perception training, and organizational skills.

OFFICE AIDE

Grade Placement: 10-12

Prerequisite: Approval from Principal, office staff and counselor, a “C” average or above and no disciplinary action in the previous semester

Credit: ½ -1 local unit

OFFICE AIDE is a one-semester or one-year course involving practical work experiences for the student in assisting the administrative staff in school offices or the library.

Life School

TEEN LEADERSHIP

Grade Level: 9

Prerequisite(s): None

Credit: 1 unit

TEEN LEADERSHIP develops skills in the following areas: leadership, professional and business skills, self-concept, healthy relationships, and the concept of personal responsibility, emotional intelligence, public speaking and communication; Flippen Group provides curriculum for this course.

TECHNOLOGY APPLICATIONS

DIGITAL GRAPHICS/ANIMATION

Grade Placement: 10-12

Prerequisite: BIM I

Credit: 1 unit

DIGITAL GRAPHICS/ANIMATION introduces students to computer-generated graphics with the use of various programs including Adobe Photoshop, and Macromedia Flash. Students will learn processes and concepts used in graphic design and computer animation, including print and process color, layout theory, and tweening.

DESKTOP PUBLISHING

Grade Placement: 9-12

Prerequisite: None

Credit: 1 unit

DESKTOP PUBLISHING is an introductory course that trains students in creating printed items such as brochures, logos, ads, playbills, stationery, business cards, etc. Students create their own design styles. The course is project-driven.

WEB MASTERING

Grade Placement: 10-12

Prerequisite: BIM I

Credit: 1 unit

WEB MASTERING is a course which teaches the necessary skills to design, develop, publish, and maintain web sites on the World Wide Web. The design (artistic) and the development (HTML programming) are areas of concentration. Students learn to make various types of websites and finish the course with the skills necessary to create a website that is well-designed and functional.



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INDEPENDENT STUDY IN TECHNOLOGY APPLICATIONS

Grade Placement: 11-12

Prerequisite: BIM 1 & Instructor Approval

Credit: 1 unit

INDEPENDENT STUDY IN TECHNOLOGY APPLICATIONS provides opportunities for the student desiring to continue in the acquisition of multimedia skill sets, build portfolios, solve problems, and create products for school and community. Focus for the course is on integration of various hardware and media technologies into diverse software applications. Interested students will need to request approval from the instructor to be considered for the course.

ESSENTIALS OF COMPUTER APPLICATIONS

Grade Placement: 9-12

Prerequisite: Assessment and Administrator Approval

Credit: 1 unit

ESSENTIALS OF COMPUTER APPLICATIONS prepares students to apply technology skills to personal/workplace situations. The focus is on basic computer skills and includes keyboarding, word processing, and database training.

Life School

CAREER AND TECHNOLOGY

BUSINESS MANAGEMENT CLUSTER

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE

Grade Placement: 9-11

Prerequisite: None

Credit: 1 unit

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE is a course that allows students to gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

BUSINESS INFORMATION MANAGEMENT I

Grade Placement: 9-12

Prerequisite: None

Credit: 1 unit

BUSINESS INFORMATION MANAGEMENT I is a course that allows students to implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

BUSINESS INFORMATION MANAGEMENT II

Grade Placement: 11-12

Prerequisite: Business Information Management I

Credit: 1 unit

BUSINESS INFORMATION MANAGEMENT II is a course that allows students to implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.



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FINANCE CLUSTER

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE

Grade Placement: 9-11

Prerequisite: None

Credit: 1 unit

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE is a course that allows students to gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

ACCOUNTING

Grade Placement: 10-12

Prerequisites: Algebra I

Credit: 1 unit

ACCOUNTING will provide students with the opportunity to learn to record and interpret accounting information through accounting terminology, the use of the accounting equation and its application to procedures, and the basic steps in the accounting cycle. Good work habits and the ability to apply mathematical analysis in problem-solving situations are necessary to satisfactorily complete practice simulation for a sole proprietorship, partnership and corporation. Students will complete a comprehensive computerized (QuickBooks) problem near the end of the course, which simulates the accounting workplace. This course is a “must” for any student planning to major in business or own his/her own business in the future.

HEALTH SCIENCE CLUSTER

PRINCIPLES OF HEALTH SCIENCE

Grade Placement: 9-11

Prerequisite: None

Credit: 1 unit

PRINCIPLES OF HEALTH SCIENCE is a course that provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry to pursue a career in the health science industry. Students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others. The health science industry is comprised of diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems that function individually and collaboratively to provide comprehensive health care. Students should identify the employment opportunities, technology, and safety requirements of each system. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment. Professional integrity in the health science industry is dependent on acceptance of ethical and legal responsibilities. Students are expected to employ their ethical and legal responsibilities and limitations and understand the implications of their actions.

Life School

MEDICAL TERMINOLOGY

Grade Placement: 9-11

Prerequisite: None

Credit: 1 unit

MEDICAL TERMINOLOGY is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS

Grade Placement: 11-12

Prerequisite: Biology I and Chemistry I

Credit: 1 unit

ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS offers students general exploratory and advanced activities in the structures and functions of the components of the human body using technology, models, and dissection. The course is designed to build a knowledge base for those students who wish to pursue a medical-related career.

PRINCIPLES OF ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS

Grade Placement: 11-12

Prerequisite: Biology I and Chemistry I, Assessment and Administrative Approval

Credit: 1 unit

PRINCIPLES OF ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS is a course which provides a general knowledge of the structures and functions of the components of the human body using technology, models, and dissection. The course is designed to build a knowledge base for those students who wish to pursue a medical-related career.

INFORMATION TECHNOLOGY CLUSTER

PRINCIPLES OF INFORMATION TECHNOLOGY

Grade Placement: 9-10

Prerequisite: None

Credit: 1 unit

PRINCIPLES OF INFORMATION TECHNOLOGY is a course in which students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.



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INTRODUCTION TO COMPUTER MAINTENANCE

Grade Placement: 10-12

Prerequisite: BIM I

Credit: 1 unit

INTRODUCTION TO COMPUTER MAINTENANCE focuses on the assembly and disassembly of modern computer systems. The study of electronic theory necessary to perform basic system maintenance will be included. The operation and verification of system board circuitry, monitors, disk drive systems, computer architecture and schematic diagrams will be presented. Software installation and trouble shooting will also be covered.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

ENGINEERING DESIGN AND PROBLEM SOLVING

Grade Placement: 11-12

Prerequisite: Geometry, Algebra II, Chemistry and Physics

Credit: 1 unit

ENGINEERING DESIGN AND PROBLEM SOLVING is the creative process of solving problems by identifying needs and then devising solutions. This solution may be product, technique, structure, process, or many other things depending on the problem. Science aims to understand the natural world, while engineering seeks to shape this world to meet human needs and wants. Engineering design takes into consideration limiting factors or “design under constraint.” Various engineering disciplines address a broad spectrum of design problems using specific concepts from the sciences and mathematics to derive a solution. The design process and problem solving are inherent to all engineering disciplines.

Life School

DUAL CREDIT COURSES

Life School offers dual credit enrollment. A variety of courses can be taken for dual credit by qualified juniors or seniors. Credit earned through these dual credit courses will count for both high school and college credit. Students must qualify through a placement test taken through the local community college or be THEA-exempt through TAKS scores. Students must sign up with the counselor for testing.

Courses offered through the Dallas County Community College System (DCCCS) or Navarro are subject to change. Furthermore, courses listed below may or may not be offered at a time when a student can take them. Life School will provide a block of time for juniors and seniors to take courses at the local community college. Transportation from the local community college to Life School will be provided during the specific time slots. (Students with special circumstance regarding graduation requirements may see the counselor to sign up for courses at other time periods. Must be approved by the principal.)

Required Course Program

Life School Course Name	H.S. Level	College Course # and Name
English III 1st Semester	Junior	ENGL 1301 Composition I
English III 2nd Semester	Junior	ENGL 1302 Composition II
U.S. History 1st Semester	Junior	HIST 1301 History of the U.S.
U.S. History 2nd Semester	Junior	HIST 1302 History of the U.S.
English IV 1st Semester	Senior	ENGL 2322 British Literature
English IV 2nd Semester	Senior	ENGL 2323 British Literature
Government	Senior	GOVT 2302 American Government
Economics	Senior	ECON 2301 Principles of Economics I



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Optional Course Offering Summer/Evening Classes

Life School Course Name	College Course # and Name
Independent Study in Mathematics	MATH 1314 College Algebra
Independent Study in Mathematics	MATH 1316 Plane Trigonometry
Pre-Calculus	MATH 2412 Pre-Calculus with Analytic Geometry
AP-Biology (1 st Sem)	BIOL 1406 General Biology I
AP-Biology (2 nd Sem)	BIOL 1407 General Biology II
Anatomy and Physiology of Human Systems	BIOL 2401 Anatomy and Physiology I
Psychology	PSYC 2301 General Psychology
Sociology	SOCI 1301 Introduction to Sociology

All courses listed above are pending availability of offering from the community college and are the responsibility of the student to register and provide their own transportation. Other courses may be evaluated on an individual basis.

Life School is not responsible for the curriculum or the environment of the dual credit or tech prep courses offered through the community college. Students are not required to take dual credit courses in order to graduate from Life School.

Life School

NOTES



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Life School Oak Cliff—Secondary

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