Math 2015-16

	ALGEBRAIC REASONING		4.0
Prerequisite(s): Algebra 1	**Credit**	**Grade Level**	**Course Length**
	1 credit	10-12	Year
Students will build on the knowledge and skills for mathematics previously presented in Middle School Math and Algebra I. Students will broaden their knowledge of multiple representations of linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through explorations of patterns and structure, composition of functions, number and algebraic methods, and modeling from data. This course is comparable to and will replace Math Models, pending new course information from TEA.			
Fee: none			Math Credit
TEA Course Title	**TEA Course Abbrev.**		**TEA/PIEMS number**

Justification for new course to be presented to CIP committee, DEIC, and school board:

Per HB5 and TEA, this course will replace the current Math Models course.

	DATA ANALYSIS		4.0
Prerequisite(s): Algebra 2	**Credit**	**Grade Level**	**Course Length**
	1 credit	11-12	Year
Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis. This course is comparable to and will replace Advanced Quantitative Reasoning, pending new course information from TEA.			
Fee: none			Math Credit
TEA Course Title	**TEA Course Abbrev.**		**TEA/PIEMS number**

Justification for new course to be presented to CIP committee, DEIC, and school board:

Per HB5 and TEA, this course will replace the current Advanced Quantitative Reasoning course.

Science 2015-16

	ASTRONOMY (ASTRMY)		4.0
Prerequisite(s): Biology, Chemistry, Algebra II (concurrent)	**Credit**	**Grade Level**	**Course Length**
	1	11-12	Year
Comprehensive study of astronomical topics including, but not limited to: The History of Astronomy; Scientific Thinking and the Scientific Method; the Sky; the Earth-Moon-Sun system; Light and Telescopes; Our Solar System; the Sun; Basic Properties of Stars; Star Formation and Stellar Evolution; Neutron Stars and Black Holes; Galaxies.			
Fee: none			Science Credit

TEA Course Title	TEA Course Abbrev.	TEA/PEIMS number
Astronomy	ASTRMY	03060100

Justification for new course to be presented to CIP committee, DEIC, and school board:

A course in Astronomy benefits all students seeking additional science credits in preparation for upcoming college enrollment. Material presented in an Astronomy course stimulates critical thinking, which is necessary for those students seeking admission into a post-secondary educational institution.

With the addition of an Astronomy course, students would have an additional option to fulfill science credit graduation program requirements per HB5. The only offerings currently available for students are

Advanced Biotech
Anatomy and Physiology
Aquatic Science

which could discourage a student interested in science credit. A course in astronomy might also be taken concurrently with a course in physics as the material is closely related.

LOTE 2015-16

	SPECIAL TOPICS IN LANGUAGE AND CULTURE		4.0
Prerequisite(s): 75 or lower in Level 1 of Spanish, German, Latin or French; Parent, Teacher and Counselor approval required	**Credit**	**Grade Level**	**Course Length**
	1 credit	10-12	Year
This course will serve students who were successful their first year of taking a foreign language but their average was not higher than a 75. This course will offer those who struggle learning a second language in a traditional way by focusing on the cultural, historical, geographical and linguistic aspects of various regions of the world. Students will develop a greater understanding of other cultures, make connections to other disciplines, draw comparisons between languages and cultures, and effectively engage in global communities. Students enhance their personal and public lives, and meet the career demands of the 21st century, by gaining insight into other world languages and cultures.			
Fee: none			LOTE Credit
TEA Course Title	**TEA Course Abbrev.**		**TEA/PIEMS number**
Special Topics in Language and Culture	SPECTLC		11410000

Justification for new course to be presented to CIP committee, DEIC, and school board:

Per HB5, if a student, in completing the first credit of LOTE, demonstrates that the student is unlikely to be able to complete the second credit, the student may substitute Special Topics in Language and Culture (paraphrased). This course cannot be considered a part of the coherent sequence of languages other than English (LOTE) courses required for any endorsement. This course will not count as a level II LOTE course. Students who desire to continue with LOTE study will need to take level II or higher LOTE courses.

LOTE 2015-16

	MANDARIN CHINESE I			4.0
Prerequisite(s): none		**Credit**	**Grade Level**	**Course Length**
		1 credit	9th-11th	Year
This course will provide an introduction to the Mandarin Chinese language. Students will learn pronunciation, acquire vocabulary sufficient for simple conversations and gain an understanding of the historical and cultural background of the Chinese-speaking world. This course is an online learning experience with students interacting with a teacher online. This requires the student to be disciplined, with a commitment to additional study time outside the school day. This is the first year of a minimum two-year sequence for college preparatory students.				
Fee: none				LOTE Credit
TEA Course Title		**TEA Course Abbrev.**		**TEA/PIEMS number**
Languages Other Than English Level I– Chinese		CHIN 1		03490100

	MANDARIN CHINESE II			4.0
Prerequisite(s): Mandarin Chinese I		**Credit**	**Grade Level**	**Course Length**
		1 credit	10th-12th	Year
Students continue to develop proficiency on all four language skills: listening, speaking, reading, and writing, with emphasis on the ability to communicate orally. Students will participate in dialogues about familiar situations, using more complex sentences and grammatical patterns. Familiar materials will be read, and short, directed compositions will be written. Students will focus on the study and mastery of extensive vocabulary. This course is an online learning experience with students interacting with a teacher online. This requires the student to be disciplined, with a commitment to additional study time outside the school day. This is the second year of a minimum two-year sequence for college preparatory students.				
Fee: none				LOTE Credit
TEA Course Title		**TEA Course Abbrev.**		**TEA/PIEMS number**
Languages Other Than English Level II – Chinese		CHIN 2		03490200

Justification for new course to be presented to CIP committee, DEIC, and school board:
These courses were proposed in response to presentations brought before the CSISD School Board on several occasions in the last year.

Fine Arts 2015-16

	ART II, SCULPTURE (ART2SCLP) **ART III, SCULPTURE** (ART3SCLP) *(AVAILABLE 2016-17)*	4.0

Prerequisite(s): B average in Art 1 & art teacher recommendation	**Credit**	**Grade Level**	**Course Length**
	1 credit	10-12	Year

Course Description: Students will apply the elements and principles of design to traditional and non-traditional construction methods while being exposed to various sculptural media. The student will explore Art History and become familiar with the tools and techniques needed to produce 3-D artwork. Students will be exposed to lecture, individual and group projects in order to help develop a full and enriching sculptural experience. This advanced course requires self-direction, self-motivation and the ability to produce original work.

Fee: $35	Fine Art Credit or Elective

TEA Course Title	TEA Course Abbrev.	TEA/PIEMS number
Art II Sculpture	ART2SCLP	03501000
Art III Sculpture	ART3SCLP	03501900

Justification for new course to be presented to CIP committee, DEIC, and school board:

Sculpture is an overview of basic skills used to create three dimensional works of art. With an emphasis on studio production, this course is designed to develop higher level thinking, art related technology skill, art criticism, art history, and aesthetics. This course will also allow students to explore the idea of tactile communication (communication utilizing the shape and overall feel of the artwork). It will allow students to express their ideas in the round and also allow the more hands on learner the opportunity to create in a manner that they might not be able to do in the traditional two dimensional art classroom.

Additionally, in this course, the student will explore a variety of art processes, concepts, and techniques. Students will also master the basics of composition and quality craftsmanship. Students will create artworks using both subtractive and additive methods. Some examples of media include: paper, papier-mâché, wire, wood, wax, plaster, clay, fabric, assorted found objects, and mixed media. As with any art course special attention will be given to Master artists along with more current artists in order to inspire students and to also help develop an understanding of how art influences culture. Through this course, students will not only build confidence in their artistic abilities they will also build communication skills, heighten personal sensitivity to the environment and increase aesthetic awareness. This course will utilize creative activities that will encourage critical thinking, decision making, and problem solving. Students will develop and foster a respect and understanding of the arts, incorporating it into their everyday lives. By welcoming constructive criticism, showing a strong work ethic, and a willingness to open up to new experiences the students will help to create an environment that is conducive to maximum learning and growth.

I hope to create enough interest in sculpture to be able to offer AP 3-D Portfolio in the near future. This would give those students who don't traditionally take AP classes an opportunity to enrich their high school learning experience. Also, there are many students that excel at 3-D that at this time have to choose a 2-D class (painting or drawing) if they wish to continue to further their artistic endeavors. While it is ideal to offer and develop a balanced foundation in art there are those students that are much more in tune with the building and creating aspects of form, and space often associated with sculpture. Offering a sculpture course would allow these students the opportunity to be successful and gain valuable artistic experience that is just not available in a 2-d art class. In order to better serve the needs of our students, and to ensure that we are not taking away possible classes from Art I students I suggest if need be that we alternate the offerings of Art History AP and Sculpture I on a yearly basis. Another option would be to stack Sculpture I with an Art I class with low enrollment numbers.

Fine Arts 2015-16

	DANCE COMPOSITION I DANCE COMPOSITION II DANCE COMPOSITION III			4.0
Prerequisite(s): Audition only, Dance/Drill Team Officers		**Credit**	**Grade Level**	**Course Length**
		1	10th-12th	Year
Dance Composition I-IV is a practical exploration of a variety of processes and elements that may be used in the study of creating dances. Students will create their own dance studies in response to a variety of assigned choreographic exercises. Students in this class will choreograph football field routines, pep rally routines, and competition routines. Officers will work alongside the directors to create various pieces of work to fit the exact style and need of the dance/drill team.				
Fee: App. $400.00 (Officer Camp)				Fine Arts/Elective Credit

TEA Course Title	TEA Course Abbrev.	TEA/PIEMS number
Dance Composition I	DANCOMP1	N1170127
Dance Composition II	DANCOMP2	N1170128
Dance Composition III	DANCOMP3	N1170129

Justification for new course to be presented to CIP committee, DEIC, and school board:

The Officers of the dance/drill team currently do not receive a credit for this course. They put forth a lot of work and creativity during this class period! Because they do not receive a credit, students have given the thought of trying out for a leadership position a second thought. We have also had a student need to take an online course to ensure she had enough credits to graduate after serving as an officer for two years. These young ladies are VERY hardworking during this period and definitely deserving of a credit for the work they put forth.

CATE 2015-16

	VIDEO GAME DESIGN		4.0
Prerequisite(s): Algebra 1 and Principles of Info Tech; Programming 1 or Graphic Design recommended	**Credit**	**Grade Level**	**Course Length**
	1 credit	10-12	Year
Do you love video games? If you do, you've probably spent endless hours in the fantasy worlds and the strange dimensions of games, but have you thought of creating them? In this class, you move from the player to the creator. Artists use their tools to create wild worlds and daring heroes. Developers use programming languages to power the action, and the designers craft the stories and structure that brings it all together. This class challenges students to create a number of computer and mobile based application as they learn concepts such as storyboarding, programming, event scripting, visual and audio design, level design and troubleshooting. Upon completion of the course the student will have cooperatively created a complete computer game that is presented to an evaluation panel of their peers.			
Fee: none			Elective Credit
TEA Course Title	**TEA Course Abbrev.**		**TEA/PIEMS number**
Video Game Design	VIDEOGD		N1300993

Justification for new course to be presented to CIP committee, DEIC, and school board:

Ask any parent what their child does with their free time and odds are part of their response will be "playing video games". In 2012 alone, Americans spent 22.77 billion dollars on video games and gaming accessories. 14.8 billion of that was spent on software alone. To put that into perspective, 2012 is the highest grossing year for Hollywood at 10.83 billion and the music industry netted 16.2 billion dollars. The video game industry earns almost as much as both the movie and music industry COMBINED. While the game design industry is considered one of the most competitive industries around, now is also the best time ever to be getting into the business. A course at the high school level would give students the edge they need to begin building their portfolio to apply to big name studios like Activision-Blizzard, EA, Ubisoft or even strike out on their own as an independent developer. The biggest barrier to breaking into the game design industry is simply not knowing what to do, and not having a clear path of what skills to build. By offering this course, which would be hugely popular, we would be able to develop student's skills in coding/programming, digital art/design, creative development and management.

With a push for more classes to incorporate computer coding, the Game Programming course will foster student creativity and innovation by presenting opportunities to design, implement and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor and with various electronic communities to solve the problems presented throughout the course. Data analysis will include the identification of task requirements, planning search strategies and the use of computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students will learn to become good digital citizens by researching current laws and regulations and by practicing integrity and respect throughout the Game Programming course.