



## Gateway College Preparatory School

# 2024-2025 Secondary Course Catalog

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## **General Information**

### **Grades 9–12 Courses and Credits**

Credits are given for each course in grades 9–12; therefore, each course stands alone in counting towards graduation. Credit will be awarded for an average of 70 or higher in each course. In courses that are two-semester courses, credit will be awarded when an average of the two semesters is 70 or higher when the semesters are taken during the same school year, which includes summer school courses for that school year.

### **Grades 7–8 Courses and Credits**

Gateway students enrolled in the 7<sup>th</sup> and 8<sup>th</sup> grade have the opportunity to earn up to three high school credits while in middle school by successfully completing the following high school courses: Algebra 1, Spanish 1, Spanish 2, Music Technology I, and Fundamentals of Computer Science. Students in 7<sup>th</sup> grade can enroll in a maximum of one high school credit, with the exception of advanced math students taking Algebra I in 7<sup>th</sup> grade. Qualification will be determined based on previous school recommendations, state testing history, and placement testing. Students successfully completing a high school course in middle school will be given the corresponding credit towards graduation requirements and will continue to advance to the next level of course, as appropriate. High school credit courses taken in middle school do not count in the 6.0 weighted GPA but do count into the 4.0 unweighted GPA.

Students who take Algebra I in middle school are required to take the SAT or ACT at least once prior to high school graduation.

### **High School Grade Level Classification and Reclassification**

9th Grade:	A student must have been promoted from the 8th grade (Meet minimum grade requirements and passing standards in reading and math STAAR)
10th Grade:	A student must have satisfactorily completed 6.5 credits and one year of high school
11th Grade:	A student must have satisfactorily completed 13 credits and two years of high school
12th Grade:	A student must have satisfactorily completed 19.5 credits and three years of high school or have a plan on file to graduate in less than four years

A student will only be reclassified at the end of the first and second semester of each school year as determined by the school calendar.

### **Advanced Placement and OnRamps Courses**

The recommendations below are used to help students determine which Advanced Placement and OnRamps courses they are prepared for and likely to be the most successful.

- 85 or higher in the previous course for that subject and recommendation by teacher; and/or
- Masters on the last STAAR test for that subject; and/or
- PSAT 8/9 score of 1090 or higher

### **Honors Transfer Policy**

After the first week of school, students may only change from an AP course to an Honors course at the beginning of the next nine week grading period or semester. All changes require approval by an

administrator. If a student changes at the nine week grading period, the transfer grade into the Honors course is the grade earned in the AP course plus 10 points. For example, the student made a 64 in the AP course during the first nine weeks. This grade will transfer as a 74 into the Honors course to average for the first semester.

If the student transfers from an AP course to an Honors at the semester, the AP semester 1 grade and Honors semester 2 grade will NOT average together for year-long course credit. Credit is only awarded per semester. Students must pass each semester course to receive credit.

### **PLP 10 Exemption**

In order to exempt PLP 10, a student must meet the following guidelines.

- Student must have earned all credits their freshman year and be classified as a sophomore.
- Student must have earned their health credit prior to starting their PLP 10 in their sophomore year.
- Student must be exempting PLP 10 to take a credited academic or elective course. (A student may not exempt PLP 10 for a study hall or off-period.)

### **PLP 11 Exemption**

In order to exempt PLP 11, a student must meet the following guidelines.

- Student must have earned all credits their sophomore year and be classified as a junior.
- Student must have earned their personal financial literacy credit prior to starting their PLP 11 in their junior year.
- Student must be exempting PLP 11 to take a credited academic or elective course. (A student may not exempt PLP 11 for a study hall or off-period.)

### **Off and Aide Periods**

Juniors and seniors are eligible for up to two off OR aide periods per semester. Students may not have more than one Off Period or Aide Period per day. Students need to apply for an off/aide period each semester. Students must be caught up with community service through the end of the prior year and be caught up with all credits and graduation requirements, including EOC Assessments, CPR and CCMR, to be eligible for an off period. In addition, off periods are subject to students having passing grades in all coursework each grading period.

### **Graduation Requirements**

Gateway shall ensure that each student enrolls in the courses necessary to complete the curriculum requirements identified by the State Board of Education (“SBOE”) for the foundation high school program, or the recommended or advanced high school program.

### **Requirements for a Diploma Beginning with the 2014–2015 School Year**

Beginning with students who enter grade 9 in the 2014–2015 school year, a student must meet the following requirements to receive a high school diploma:

1. Complete the required number of credits established by the State and any additional credits required by Gateway;
2. Complete any locally required courses in addition to the courses mandated by the State;
3. Achieve passing scores on certain EOC assessments or approved substitute assessments, unless specifically waived as permitted by State law; and
4. Demonstrate proficiency, as determined by Gateway, in the specific communication skills required by the State Board of Education.

## **Testing Requirements for Graduation**

Students are required, with limited exceptions, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option. See the Head of School or the Director of Student Services for more information on the State testing requirements for graduation.

If a student fails to perform satisfactorily on an EOC assessment, Gateway will provide remediation in the content area for which the performance standard was not met. This may require student participation before or after normal school hours, or at times of the year outside of normal school operations.

## **Individual Graduation Committee Decisions**

A student who has failed the EOC assessment graduation requirements for no more than two courses may receive a high school diploma if the student has qualified to graduate by means of an individual graduation committee (“IGC”). A student may not graduate under an IGC if the student did not take each required EOC assessment or an approved substitute assessment for each course for which there is an EOC assessment.

Please see the Head of School or the Director of Student Services for more information on the makeup of an IGC and all other requirements for graduation.

## **Foundation Graduation Program**

Students who enter grade 9 in the 2014–2015 school year and thereafter will graduate under the “foundation school program.” Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (“STEM”); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript and diploma. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and the student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to an appropriate School administrator for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement, and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgements” that will be acknowledged on a student’s diploma and transcript. Performance acknowledgements are available for outstanding performance in bilingualism and biliteracy, in a dual credit course; on an AP or IB exam; on the PSAT, ACT-Plan, SAT, or ACT exam; or for earning a nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgements are prescribed by state rules, and the Head of School can provide more information about these acknowledgments.

All Gateway College Preparatory freshmen will begin high school on the Distinguished Level of Achievement program. All students who enroll during their sophomore year and the beginning of their

junior year will also begin on the Distinguished Level of Achievement program. An individual graduation plan will be developed for each student at the beginning of their freshman year or at the time of enrollment that outlines the requirements and timeline for meeting the Distinguished Level of Achievement program, including meeting at least one of the endorsements. Each student's graduation plan will be reviewed at least twice a year.

Students enrolling after the beginning of their junior year and anytime during their senior year will meet with the Director of Student Services or campus principal to develop an individual plan to graduate on the Distinguished Level of Achievement program, if possible, or the Endorsements program.

For a student to move from the Distinguished Level of Achievement, the student's parent must request in writing to move to the Endorsements plan and include an explanation of why the Distinguished Level of Achievement is not possible. The request will be reviewed and must be approved by the Director of Student Services, Head of School, and Chief Operating Officer BEFORE the student will be allowed to move to the Endorsements program.

If a student at Gateway College Preparatory School wants to move to the foundation high school program without earning an endorsement, the following requirements under state law must be met:

- (1) The student and the student's parent or person standing in parental relation are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and
- (2) The student's parent or person standing in parental relation files with a school counselor written permission, on a form adopted by the Texas Education Agency, allowing the student to graduate under the foundation high school program without earning an endorsement.

The request will be reviewed and must be approved by the Director of Student Services, Head of School, and Chief Operating Officer BEFORE the student will be allowed to move to the foundation high school program without earning an endorsement.

Requests to move to the foundation high school program will only be considered for students who are in danger of not graduating in four years from the year they entered high school.

In addition to these state requirements, the student may not move to the foundation high school program without earning an endorsement in order to graduate in less than four years. The decision must be approved by the Chief Operating Officer.

### **Foundation Plus Endorsements High School Program**

- 4 English (English I, II, III, one credit in any advanced English course)
- 4 Math (Algebra I, Geometry, two credits in any advanced math course)
- 4 Science (Biology, one credit in IPC or advanced science, two additional credits in any advanced science)
- 4 Social Studies (World Geography, World History, US History, Government, Economics)
- 2 LOTE or Computer Programming
- 1 Physical Education (4 credits maximum)
- 1 Fine Arts
- 0.5 Health (or Lifetime Nutrition and Wellness)
- 0.5 Communication Applications (or Professional Communication)

- 0.5 Personal Financial Literacy (or Money Matters)
- 4.5 Elective Credits to include courses to meet at least one endorsement\*

26 Credits Total

### **Distinguished Level of Achievement**

- 4 English (English I, II, III, one credit in any advanced English course)
- 4 Math (Algebra I, Geometry, two credits in any advanced math course, one must be Algebra II)
- 4 Science (Biology, one credit in IPC or advanced science, two additional credits in any advanced science)
- 4 Social Studies (World Geography, World History, US History, Government, Economics)
- 2 LOTE or Computer Programming
- 1 Physical Education (4 credits maximum)
- 1 Fine Arts
- 0.5 Health (or Lifetime Nutrition and Wellness)
- 0.5 Communication Applications (or Professional Communication)
- 0.5 Personal Financial Literacy (or Money Matters)
- 4.5 Elective Credits to include courses to meet at least one endorsement\*

26 Credits Total

### **\*Endorsement Options**

STEM	Arts and Humanities	Multidisciplinary Studies
<p>Must take Algebra II, chemistry, and physics plus meet ONE of the following:</p> <p>A total of five credits in math to include Algebra I, geometry, Algebra II, and two advanced math for which Algebra II is a prerequisite</p> <p>A total of five credits in science which include biology, chemistry, and physics plus two more courses</p>	<p>Meet ONE of the following:</p> <p>A total of five social studies courses</p> <p>Four levels of the same LOTE</p> <p>Two levels of the same LOTE and two levels in a different LOTE</p> <p>A total of four credits in fine arts from one or two disciplines (theatre arts, art, dance, choir, music)</p> <p>Four credits in a coherent sequence of innovative courses (AVID)</p> <p>Four English elective credits</p>	<p>Meet ONE of the following:</p> <p>Four advanced courses</p> <p>Four credits in each of the foundation subjects to include English IV, chemistry, and physics</p> <p>Four credits in Advanced Placement or dual credit from English, math, science, social studies, economics, LOTE, or fine arts</p>

### **Performance Acknowledgements**

Students may earn a performance acknowledgement on his or her transcript for outstanding performance in the following areas by meeting criteria under 19 TAC 74.13.

- Dual Credit
- Bilingualism and Biliteracy
- College Board Advanced Placement Test
- Nationally Norm-Referenced Preliminary College Preparation Assessment (PSAT, ACT Aspire, PreACT, ACT, SAT)
- Business or Industry Certification or License

### **Service Learning**

Students must complete eight service hours per school year in order to graduate with a high school diploma from Gateway College Preparatory School. At minimum, all students must have completed 32



service hours by graduation; however, if a student earns 100+ service hours, he/she will be awarded a service hour cord upon graduation. Information on the requirements and documentation forms can be found on the Gateway College Preparatory website.

### **Student CPR**

Texas requires all students to receive instruction in cardiopulmonary resuscitation prior to graduation. Students will receive CPR instruction using a nationally recognized, evidence-based guidelines for emergency cardiovascular care and incorporating psychomotor skills. Students who have received this instruction through a prior school or organization can submit documentation to the campus registrar to satisfy this graduation requirement.

### **Advanced Placement and/or Dual Credit Courses**

Gateway College Preparatory students will complete at least 2 Advanced Placement and participate in at least 1 Advanced Placement exam OR 2 dual credit courses OR a combination of 2 Advancement Placement and dual credit courses to receive a diploma from Gateway College Preparatory School. To meet the dual credit requirement, students can take approved dual credit courses under the core curriculum or workforce programs or complete articulated credit with a grade of 80 or higher. Students who are graduating in more than 4 years are exempt from the Advancement Placement/dual credit graduation requirement.

Students can also meet the Advancement Placement/Dual Credit graduation requirement by successfully completing the College Preparatory Math and/or English Language Arts Course(s) through an approved Memorandum of Understanding between Orenda Charter School and an Institute of Higher Education, only if they are in 12th grade and meet one of the following criteria:

- Performance on an EOC assessment does not meet the college readiness standard; **OR**
- Performance in previous honors or Advancement Placement course(s) was below passing for a semester or final grade; **OR**
- Performance on SAT, ACT, or TSIA does not meet the college readiness standard.

### **Proper Interaction with Peace Officers**

Students in grades 9-12 are required to receive instruction on proper interaction with peace officers during traffic stops and other in-person encounters prior to graduation. The new requirement applies to any student who enters grade 9 in the 2018-2019 school year and thereafter and will appear on the student's transcript.

### **Accelerated Testers**

Students who took the Algebra I, English II, and/or Biology EOC assessment(s) prior to 9<sup>th</sup> grade are required to take the SAT or ACT prior to high school graduation to satisfy the federal assessment requirement and to meet the local graduation requirement to receive a diploma from Orenda Charter School.

### **FAFSA and TASFA**

As introduced with House Bill 3 (2019) and beginning with the school year 2021-2022, all high school seniors must take one of the following actions to graduate:

- Complete and submit the Free Application for Federal Student Aid (FAFSA)
- Complete and submit the Texas Application for State Financial Aid (TASFA)

- Submit a signed opt-out agreement

## **College, Career, Military Readiness (CCMR)**

Students need to demonstrate college, career, or military readiness in one of the ways established by the state, listed below, in order to graduate from an Orenda Charter School campus.

- Assessments at College Readiness Level for BOTH Reading AND Math
  - Meet ONE of the following Reading Indicators AND
    - TSI: Reading  $\geq 945$  AND Essay Score  $\geq 5$  OR  $< 945$  AND Essay Score  $\geq 5$  AND Diagnostic Score  $\geq 5$
    - SAT: Reading  $\geq 480$
    - ACT: English  $\geq 19$  AND Composite  $\geq 23$
    - College Prep English course (Texas College Bridge or ACC)
  - Meet ONE of the following Math Indicators
    - TSI: Math  $\geq 950$  OR  $< 950$  AND Diagnostic Score  $\geq 6$
    - SAT: Math  $\geq 530$
    - ACT: Math  $\geq 19$  AND Composite  $\geq 23$
    - College Prep Math course (Texas College Bridge or ACC)
- AP Exam  $\geq 3$  any subject
- Dual Credit - 3 college hours in English
- Dual Credit - 3 college hours in math
- Dual Credit - 9 college hours in any subject
- Earned Industry-Based Certification
- Earned Associates Degree OR Level I or II Certificates
- Special Education graduate under DLA or FHSP-ES or under code 04, 05, 54, 55
- OnRamps enrollment and qualifying for 3 college credit hours in any subject
- Military Enlistment (DD Form 4 required)

## **Placement of Former Home School Students**

### **High School Course Credits**

Students entering Gateway who wish to obtain high school level credit for courses completed in home school settings must follow the procedures below.

1. Request high school credit earned through home school within the first nine weeks of enrollment at Gateway.
2. Submit copies of student assessment results, work samples, and any other evidence of course completion.
3. Submit a detailed outline and/or course syllabus and copies of instructional materials.

All required items above should be given to the Director of Student Services. After submission of the credit request and required items, Gateway staff will review the materials, and course credit will be awarded based on the level and type of work completed, relevancy of the course itself, and the level to which the course addresses the Texas state standards (TEKS) for the credit being requested. Submission of the credit request and required items does not guarantee public school credit. In addition, acceptance of home school credit by other private schools does not obligate or guarantee credit for these courses by Gateway.

If Gateway determines that the student appears to be deficient in particular areas of the course or not enough documentation is available to award course credit, the student will be required to complete an

end-of-semester, end-of-course, or an equivalent exam to determine course credit. Such exams will assess overall content knowledge of the courses as outlined in the Texas state standards (TEKS).

### **Grades 5-8 Home School Placement**

Students entering Gateway in grades 5–8 from home school programs will follow the same procedures 1–3 above for high school. Work completed in home school settings will be assessed by school staff to determine the level to which the grade-level and subjects align to Texas state standards (TEKS) and Gateway courses. Students in grades 5–8 will also be given reading and math assessments upon enrollment. Data from these assessments will be used in conjunction with the overall assessment of the curriculum used in the home school setting to place the students in the appropriate grade.

### **Withdrawal Prior to the End of the Semester**

Students who withdraw prior to the end of the semester and before all exams are completed will NOT receive a semester grade or semester credit from an Orenda Charter School campus. The grade in progress at the time of withdrawal will be sent to the new school. The student's new school will determine how the grade information sent by an Orenda Charter School for the current grading period will be processed and credits calculated/awarded.

### **Enrollment Prior to the End of the Semester**

If the previous school has not completed the semester, the withdrawal/transfer grades from the previous school will be used with the grades earned for the remainder of the grading period to determine that grade for the grading period. The student will take the semester final to be used in calculating the semester average and course credit.

### **Promotion and Retention**

A student may be promoted on the basis of academic achievement and/or demonstrated proficiency in the subject matter of the course or grade level. To earn credit in a course, a student must demonstrate mastery on grade level standards and meet the requirements for attendance.

Students in grades K–8 will be advanced based on a number of factors, including state test results; reading and math ability; maturity (in lower grades); and class grades. Decisions are made by a committee comprised of teachers, administrators, and, where applicable, counseling and special education staff. Parents are notified at least four weeks before the end of the school year if retention is a possibility.

In addition to the requirements listed above, a student may be considered for retention if they have met any of the following criteria:

1. failed one or more core subject areas;
2. failed one or more state assessments;
3. is below level in one or more core subject areas;
4. missed more than 10% of instructional days in an academic year. The decision must be made by a committee, which is comprised of the child's core subject area teachers, the counselor, and the Principal.

A student in grades 9–12 will be advanced a grade level based on the number of course credits earned.

Parents of students who do not perform satisfactorily on their STAAR or EOC assessments will be notified that their child will participate in an Accelerated Instructional Program designed to improve performance and the possibility that the student might be retained at the same grade level for the next school year.

A student who fails to perform satisfactorily on the STAAR or ECO and is promoted to the next grade level will be assigned in the subsequent school year in each subject in which the student failed to perform satisfactorily to an appropriately certified teacher who meets all state and federal qualifications to teach that subject and grade.

### **Parent Election to Repeat a Grade/Course**

A parent or guardian may elect for a student in a grade up to grade 8 to repeat the grade in which the student was enrolled during the previous school year or for a student to repeat a high school course. Parent requests need to be submitted in writing through email to the campus Principal no later than May 1. For high school courses, the student may not repeat course if he or she has met all requirements for graduation. In addition, for high school courses where credit was previously awarded, only the original grade with credit will be calculated into the student's GPA, both the weighted and unweighted. The repeated high school course and grade will not earn additional credit and will not calculate into the student's GPA.

### **Students with Disabilities**

Upon the recommendation of the Admission, Review, and Dismissal ("ARD") Committee, a student with disabilities who is receiving special education services may be promoted and/or permitted to graduate under the provisions of his or her Individualized Education Program ("IEP"). For students in grades 5 and 8, the ARD committee will meet after the first and second administration of the reading and math STAAR but before the retest to determine if the student will be promoted or retain and in what manner the students shall participate in accelerated instruction.

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

### **Supplemental Instruction**

Each time a student fails to perform satisfactorily on STAAR grades 3-8 and/or EOC, the school shall provide to the student accelerated instruction in the applicable subject area during the subsequent summer or school year following the requirements below in this section.

In providing accelerated instruction, the school may not remove a student, except under circumstances for which a student enrolled in the same grade level who is not receiving accelerated instruction would be removed, from:

1. Instruction in the foundation curriculum and enrichment curriculum for the grade level in which the student is enrolled; or
2. Recess or other physical activity that is available to other students enrolled in the same grade level.

Accelerated instruction provided during the following school year may require participation of the student before or after normal school hours.

The school must provide supplemental instruction aligned with the research on high impact tutoring in the TEKS for the applicable grade levels and subject area in the following manner:

1. **No less than 15 or 30 hours** depending on student performance and is provided in the summer or at least once per week in the school year;
2. **Limited to two subjects per year**, prioritizing math and RLA;
3. Provided in a group of **no more than four students**, unless the parent or guardian of each student in the group authorizes a larger group;
4. Designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and includes **effective instructional materials** designed for supplemental instruction;
5. Provided by **a person with training in the applicable instructional materials** for the supplemental instruction and provided by one person for the entirety of their accelerated instruction.

## **GPA and Class Rank**

### **Weighted GPA and Class Rank**

Weighted Grade Point Average (GPA) or 6.0 GPA is calculated and will appear on the student's official transcript along with the unweighted or 4.0 GPA. The weighted GPA is also used to determine rank in class. Courses that will be counted in the weighted grade point average include credits from the following content areas taken in grades 9-12 as defined by the TEKS: English, mathematics, social studies, science, and languages other than English. Approved, dual credit college courses within the core areas described above are also counted in the calculation of weighted GPA. The end of semester numerical grade is used to compute grade point average and is recorded on the student's Academic Achievement Record (transcript). Weighted GPA, unweighted GPA, and class rank are calculated at the end of a student's 9<sup>th</sup> grade year, and subsequently at the end of each semester in grades 10-12. Class rank is calculated at the end of each semester only.

Grades earned in the following courses shall be excluded when calculating the weighted GPA and academic class rank:

- Correspondence courses
- Summer school courses
- Credit by examination
- Credit for acceleration
- Credit recovery courses not taken through an Orenda Charter School
- Home school courses
- Distance Learning and online courses from a non-accredited private or public school
- Courses taken in foreign countries (unless offered by an accredited U.S. school)
- High school courses taken while the student is in middle school
- Pass/fail courses
- Non-accredited private schools

The weighted GPA is determined by semester grades earned in the core courses (English, Math, Science, Socials Studies, and Languages Other Than English, and other selected advanced academic courses) taken in grades 9–12. All courses within the Pre-AP/honors category are calculated on a 5.0 scale. Advanced placement courses and dual enrollment are calculated on a 6.0 scale. Elective, non-core courses and local credit courses are not included in the calculation of the weighted GPA and academic class rank. In determining class rank, students graduating on the minimum plan will be ranked below students graduating on the foundation and/or recommended and distinguished graduation plans. Students attending Gateway on a temporary foreign study basis will be excluded from class rank.

<b>Numerical Grade</b>	<b>Regular Courses (R)</b>	<b>Pre-AP/Honors Courses (H)</b>	<b>Advancement Placement and Dual Enrollment Courses (A)</b>
100	4.0	5.0	6.0
99	3.9	4.9	5.9
98	3.8	4.8	5.8
97	3.7	4.7	5.7
96	3.6	4.6	5.6
95	3.5	4.5	5.5
94	3.4	4.4	5.4
93	3.3	4.3	5.3
92	3.2	4.2	5.2
91	3.1	4.1	5.1
90	3.0	4.0	5.0
89	2.9	3.9	4.9
88	2.8	3.8	4.8
87	2.7	3.7	4.7
86	2.6	3.6	4.6
85	2.5	3.5	4.5
84	2.4	3.4	4.4
83	2.3	3.3	4.3
82	2.2	3.2	4.2
81	2.1	3.1	4.1
80	2.0	3.0	4.0
79	1.9	2.9	3.9
78	1.8	2.8	3.8
77	1.7	2.7	3.7
76	1.6	2.6	3.6
75	1.5	2.5	3.5
74	1.4	2.4	3.4
73	1.3	2.3	3.3
72	1.2	2.2	3.2
71	1.1	2.1	3.1
70	1.0	2.0	3.0

## Courses Included in Weighted GPA

English	Mathematics	Science
<ul style="list-style-type: none"> <li>• English I (R)</li> <li>• Honors English I (H)</li> <li>• English II (R)</li> <li>• Honors English 2 (H)</li> <li>• English III (R)</li> <li>• Honors English III (H)</li> <li>• AP Language and Composition (A)</li> <li>• English IV (R)</li> <li>• Honors English IV (H)</li> <li>• Business English (R)</li> <li>• College Preparatory English (R)</li> <li>• AP Literature and Composition (A)</li> <li>• DC Composition I (A)</li> <li>• DC Composition II (A)</li> <li>• DC American Literature (A)</li> <li>• DC British Literature (A)</li> <li>• Capstone Research Project in English (Independent Study in English, Journalism, or Speech) (H)</li> <li>• Advanced college English courses* (A)</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra I (R)</li> <li>• Honors Algebra I (H)</li> <li>• Geometry (R)</li> <li>• Honors Geometry (H)</li> <li>• Algebra II (R)</li> <li>• Honors Algebra II (H)</li> <li>• OnRamps Algebra II (A)</li> <li>• Math Models (R)</li> <li>• Engineering Math (R)</li> <li>• Precalculus (H)</li> <li>• AP Precalculus (A)</li> <li>• College Preparatory Math (R)</li> <li>• Advanced Quantitative Reasoning (H)</li> <li>• AP Calculus AB (A)</li> <li>• AP Calculus BC (A)</li> <li>• AP Statistics (A)</li> <li>• AP Computer Science (A)</li> <li>• Capstone Independent Study Project in Mathematics (H)</li> <li>• Advanced college mathematics courses* (A)</li> </ul>	<ul style="list-style-type: none"> <li>• Biology (R)</li> <li>• Honors Biology (H)</li> <li>• Chemistry (R)</li> <li>• Honors Chemistry (H)</li> <li>• OnRamps Chemistry (A)</li> <li>• Physics (R)</li> <li>• Honors Physics (H)</li> <li>• Integrated Physics and Chemistry (R)</li> <li>• Aquatic Science (R)</li> <li>• Astronomy (R)</li> <li>• Forensic Science (R)</li> <li>• Earth and Space Science (R)</li> <li>• Environmental Systems (R)</li> <li>• Engineering Design and Problem-solving (H)</li> <li>• AP Biology (A)</li> <li>• AP Chemistry (A)</li> <li>• AP Physics B (A)</li> <li>• AP Physics C (A)</li> <li>• AP Environmental Science (A)</li> <li>• Advanced Biotechnology (H)</li> <li>• Anatomy and Physiology (H)</li> <li>• Anatomy and Physiology SEQ or RX (R)</li> <li>• Capstone Research in Science Project (Scientific Research and Design) (H)</li> <li>• Advanced college science courses* (A)</li> </ul>

<b>Social Studies</b>	<b>Languages Other Than English (LOTE)</b>	<b>Explanations:</b>
<ul style="list-style-type: none"> <li>• World Geography (R)</li> <li>• Honors World Geography (H)</li> <li>• AP Human Geography (A)</li> <li>• World History (R)</li> <li>• Honors World History (H)</li> <li>• AP World History (A)</li> <li>• US History (R)</li> <li>• Honors US History (H)</li> <li>• DC US History I (A)</li> <li>• DC US History II (A)</li> <li>• AP US History (A)</li> <li>• Government (R)</li> <li>• AP US Government (A)</li> <li>• DC Government (A)</li> <li>• Economics (R)</li> <li>• DC Economics (A)</li> <li>• AP Macroeconomics (A)</li> <li>• AP European History (A)</li> <li>• AP Psychology (A)</li> <li>• Capstone Research Project in Social Studies (Social Studies Advanced Studies) (H)</li> <li>• Advanced college social studies courses* (A)</li> </ul>	<ul style="list-style-type: none"> <li>• LOTE I (R)</li> <li>• LOTE II (R)</li> <li>• Honors LOTE II (H)</li> <li>• Computer Science I (R)</li> <li>• Computer Science II (R)</li> <li>• LOTE III (R)</li> <li>• Honors LOTE III (H)</li> <li>• LOTE IV (R)</li> <li>• AP Spanish IV, Language (A)</li> <li>• AP Spanish IV, Literature (A)</li> <li>• AP French IV (A)</li> <li>• AP German IV (A)</li> <li>• AP Latin IV (A)</li> <li>• AP Computer Science Principles (A)</li> <li>• College LOTE courses* (A)</li> </ul>	<p><b>R = Regular weight</b>  <b>H = Honors weight</b>  <b>A=AP weight</b></p> <p><b>DC = Dual credit college course</b></p> <p><b>*Equivalent college courses to those listed are allowed as well as courses that count as the 4th or higher credit in English, mathematics, science, social studies, and languages other than English (LOTE).</b></p>

### Unweighted GPA

The unweighted or 4.0 Grade Point Average (GPA) provides easily usable information to colleges and universities and is sometimes referred to as the 4.0 college GPA. The unweighted GPA is calculated based on the straight average of all semester grades for all classes where:

A=4.0 (90- 100)  
B=3.0 (80-89)  
C=2.0 (75-79)  
D=1.0 (70-74)  
F=0.0 (<70)

The semester averages of all state-approved courses and elective courses will be included in the calculation of the unweighted GPA. Classes taken for high school credit during junior high are used in calculating the unweighted GPA but are NOT included in calculation of the weighted GPA. Summer school grades are used in calculating the unweighted GPA.



## **Valedictorian and Salutatorian**

The valedictorian and salutatorian shall be selected at the end of the second semester of the senior year. The valedictorian and the salutatorian shall be the two graduating seniors with the highest rank in class (weighted grade point average). To be eligible, a student shall have been enrolled in the School for the entire last three semesters prior to graduation.

To qualify for valedictorian or salutatorian, the student must graduate in no more than four years.

### **Breaking a Tie for Valedictorian/Salutatorian**

In case of a tie, the following method shall be used to determine who shall be recognized as valedictorian or salutatorian:

1. Compute the weighted grade point average to the maximum number of decimal places in the district computer system to break the tie.
2. If a tie still occurs, the student with the most AP courses shall be considered valedictorian or salutatorian.
3. If a tie still occurs, the student with the highest numerical weighted grade averages of all Advanced Placement courses taken shall be valedictorian or salutatorian.

## **Early Graduates and Beyond 4-Year Continuers**

A student's class rank shall be determined within the graduating class of the school year in which the student completes all requirements for a diploma, regardless of the number of years the student is enrolled in high school.

## **Texas First Early High School Completion Program**

Senate Bill 1888, 87th Texas Legislature, Regular Session, 2021, added [Texas Education Code §28.0253](#), which establishes the Texas First Early High School Completion Program to allow public high school students who demonstrate early readiness for college to graduate early from high school.

The purpose of the Texas First Early High School Completion Program, in conjunction with the Texas First Scholarship Program ([Texas Education Code, Chapter 56, Subchapter K-1](#)), is to promote efficiency in the state public education system and incentivize the enrollment of high performing students at eligible institutions within the state of Texas.

Here are the eligibility requirements:

- Texas residency
- FAFSA completion
- At least 26 high school credits under the Distinguished Level of Achievement and a final GPA equivalent to 3.0 or higher
- Overall score in at least the 80th percentile on one or more of the following assessments: ACT, SAT, PSAT/NMSQT, TSIA/TSIA2, or GED; or, alternatively, a GPA in the top 10 percent of the student's class
- Completion of the STAAR EOC exams in English I or II, Algebra I, and Biology, or completion of eligible substitute assessments
- Demonstration of mastery in each subject area of English/Language Arts, Mathematics, Science, Social Studies, and a language other than English with one of the [Subject Area Assessments and Benchmarks](#)

If a student graduates two or more semesters early, he or she will receive a two-semester scholarship, worth several thousand dollars, to a participating university. If a student graduates one semester early, he

or she receive a one semester scholarship to a participating university. A student must provide an official copy of their assessment results and transcripts, as applicable, to receive credit for the assessments and credits required to receive early graduation from the program.

Students may also be eligible for additional financial aid at most of these institutions! The Texas First Diploma does not guarantee automatic admission for students. However, the scholarship will only apply toward participating universities. The scholarship offer will expire at the end of the first academic year following graduation, so students are encouraged to attend college directly after high school. More information can be found on the [Texas Higher Education Coordinating Board flyer](#).

### **Foreign Exchange Students**

All foreign exchange students who do not intend to graduate with a diploma from a Texas public school will be excluded from class rank.

### **Transfer Student Grades**

All incoming students' GPAs shall be converted to the system used by the School to determine the GPA and rank in class.

### **Participation in Graduation Ceremony**

Students must meet all the state and local graduation requirements including credits, state assessments, and service learning hours to participate in graduation ceremonies. Students are eligible to participate in the next available graduation ceremony after completing all graduation requirements with the Orenda campus issuing the diploma.

### **Graduation Regalia**

Only district and campus issued graduation regalia may be worn during the graduation ceremony. Caps, gowns, and tassels must be ordered through the chosen school vendor with the approved color(s). **Caps may not be decorated.** The only cords and stoles that can be worn during graduation, including processional and recessional, are earned and awarded by the campus for 100 hours of community service, top 10%, valedictorian, salutatorian, "originals" cords, dual credit, National Honor Society, and participation in a district-approved national club or organization through the campus such as student council, AVID, and National Art Honor Society. In addition, UIL metals earned in high school at an Orenda campus may be worn. This includes UIL fine arts, academic, and athletic metals.

### **Standardized Testing**

#### **STAAR (State of Texas Assessments of Academic Readiness)**

In addition to routine tests and other measures of achievement, students in grades 3–8 will take state-mandated assessments, such as the STAAR, in the following subjects:

- Mathematics, annually in grades 3–8.
- Reading, annually in grades 3–8.
- Science in grades 5 and 8.
- Social Studies in grade 8.

STAAR Alternative, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee.

### **Paper STAAR Test**

School districts may administer assessments in a paper format to students upon request of parent, guardian, or teacher, up to 3% of district enrollment. Requests will be on a first-come first-serve basis until the 3% cap of district enrollment is reached. The 3% excludes any student whose ARD committee determines that the student requires an accommodation that must be delivered in a paper format. Requests must be submitted to district not later than 9/15 for fall administration and 12/1 for spring administration of assessments. Instructions and request forms are available on the campus website.

### **End-of-Course Assessments for Students in Grades 9–12**

Beginning with ninth graders in the 2011–2012 school year and, as modified by House Bill 5, end-of-course (“EOC”) assessments are administered for the following courses:

- Algebra I;
- English I and II;
- Biology; and
- United States History.

Satisfactory performance on the applicable assessments will be required for graduation, except in circumstances where a student may be eligible to graduate in accordance with a plan approved by an Individual Graduation Committee. (See “Individual Graduation Committee Decisions” above.)

There are three testing windows during the school year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student’s ARD committee. These particular EOC assessments may have different testing windows than the general assessments, and the ARD committee will determine whether successful performance on the assessments will be required for graduation.

### **Texas Success Initiative Assessment**

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative Assessment (TSIA). The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual-credit course offered through Gateway as well.

### **SAT and ACT Assessment Reimbursement**

Under House Bill 3, the Texas legislative session approved funding for college preparation assessments beginning with the 2019-20 school year. High school students starting in the spring of their 11th grade year may select and take once, at state cost, one of the valid, reliable and nationally norm-referenced assessment instruments used by colleges and universities as part of their undergraduate admissions processes. Reimbursement is provided for each students to take the ACT **OR** SAT one time. In addition, any high school student who took the Algebra I EOC in 8<sup>th</sup> grade is required to take the ACT or SAT prior to graduation. Contact the Director of Student Services for more information on registering for the ACT and SAT and test fee reimbursement.

## **Texas English Language Proficiency Assessment System (“TELPAS”)**

The Texas English Language Proficiency Assessment System (“TELPAS”) is a system of statewide assessments administered to all Limited English Proficient (“LEP”) students in grades K–12. The TELPAS measures English ability based on the stages of language development of second language learners. These results will further the understanding of the educational needs of LEP students by providing a state-level measure of both their current academic English levels and their annual progress in English.

## **Credit by Exam and Grade Advancement**

Gateway uses examinations and guidelines established by the State Board of Education to offer credit and acceleration by exam. The dates on which exams are scheduled will be posted on the Gateway website

### **If a Student has Prior Instruction**

A student in grades 6–12 who has previously taken a course or subject (but did not receive credit for it) may, in circumstances determined by the Head of School or designee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for the course or subject. To receive credit, a student must score at least 70% on the exam.

The Attendance Review Committee may also offer a student with excessive absences an opportunity to receive credit for a course by passing an exam.

### **If a Student Has Not Taken the Course**

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction or to accelerate to the next grade level. The exams offered by Gateway are approved by the Board of Directors and include University of Texas at Texas, Texas Tech University, College Board Advancement Placement (AP), and College-Level Examination Program (CLEP) exams.

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam through University of Texas or Texas Tech University, a scaled score of 60 or higher on an exam administered through the CLEP, or a score of 3 or higher on an AP exam, as applicable. A student may take an exam to earn course credit no more than twice. If a student fails to achieve the designated score on the approved exam before the beginning of the school year in which the student would need to enroll in the course according to the school’s course sequence, the student must complete the course. If a student successfully earns credit by exam, the student’s score will appear on their transcript; however, the grade will not calculate into the weighted GPA or class rank. AP and CLEP exams scores convert to the following grades on a student’s transcript:

- |                    |                     |
|--------------------|---------------------|
| • AP Score 3 = 80  | CLEP Score 50 = 80  |
| • AP Score 4 = 90  | CLEP Score 60 = 90  |
| • AP Score 5 = 100 | CLEP Score 70 = 100 |

A student in grade K–8 will be eligible to accelerate to the next grade level if (1) the student scores at least 80 on each exam in the subject areas of language arts, mathematics, science, and social studies; (2) the Head of School recommends that the student be accelerated; and (3) the student’s parent gives written approval of the grade advancement. A K-8 student may take an exam for acceleration no more than twice. If a student fails to achieve the designated score of 80% on the approved exam before the first day of the school year, the student will be enrolled in the current grade level for the school year and will not be eligible to accelerate to the next grade level during the current school year. Students in grade K-8 are must take all four subject areas exams and are not eligible to take an individual subject exam to accelerate for only that subject.

If a student plans to take an exam, the student (or parent) must register with the Director of Student Services no later than 30 days prior to the scheduled testing date. Gateway will not honor a request by a parent to administer a test on a date other than the published dates. If Gateway agrees to administer a test other than the one chosen by the school, the student's parent will be responsible for the cost of the exam.

### **Middle School Advanced Math**

6<sup>th</sup> grade students who perform in the top 40% on the 5<sup>th</sup> grade STAAR math assessment or similar local measures will be enrolled in 7<sup>th</sup> grade math. Parents may opt of this requirement by emailing the campus principal to request the student stay enrolled in 6<sup>th</sup> grade math.

### **Credit Recovery Options**

Students will restore credit for courses first once they are enrolled in our program, if necessary. There are two options for this recovery process. Students who are involved in competitive athletics will repeat the entire course. Students who are not involved in these activities have the option of taking the course in the prescriptive mode, which allows students to show master of concepts without taking all of the lesson modules. To do this, students have to earn a minimum of 80% mastery on concepts before they are allowed to accelerate in this manner.

### **Dual Credit Opportunities**

A dual credit course is a college course taken by a high school student for which the student earns both college and high school credit. Dual credit is also known as concurrent enrollment.

A student is eligible to enroll in dual credit courses starting in 9<sup>th</sup> grade if the student:

- Demonstrates college readiness by achieving the minimum passing standards under the Texas Success Initiative, as set forth in 19 Texas Administrative Code § 4.85, on relevant section(s) of an assessment instrument approved by the State Board of Education; or
- Demonstrates that he or she is exempt under the provisions of the Texas Success Initiative, as set forth in 19 Texas Administrative Code § 19.54.

Students are eligible to enroll in workforce education dual credit courses if the student demonstrates that he or she achieved the designated minimum standards set by the Texas Higher Education Coordinating Board. A student may enroll only in those workforce education dual credit courses for which he or she has demonstrated eligibility.

Students may not enroll in more than two dual credit courses per semester. A student may be exempt from this requirement only through approval by the Head of School and the Chief Academic Officer of the participating college if the student demonstrates outstanding academic performance and capability.

Students may not enroll in a dual credit course needed for graduation in the same semester they are scheduled to take that same AP course on campus needed for graduation. For example, a student can't register to take dual credit government in the fall of their senior year if AP Government is taught on campus during that same semester. Students taking dual credit courses needed for graduation must complete those courses through dual enrollment prior to the semester the AP course is offered on campus.

All courses should be taken outside of school hours, unless approved by the Head of School. Students taking dual credit must still attend at least 4 hours of instruction each day which can include time spent receiving direct instruction (not online) on a college campus.

Students and parents are responsible for any fees for dual credit courses.

For dual credit where letter grades are awarded, the letter grade shall correlate to the highest numeric grade for the corresponding letter grade according the chart below. The numeric grade will appear on the student's transcript.

A=100  
B=89  
C=79  
D=74  
F=69

### **On-Campus Online Learning**

Students may take online courses for credit recovery or original credit through platforms offered by the district such as Edgenuity. Students are not eligible to take an online course for original credit that is direct taught during the same semester unless the direct taught course does not fit in the student's schedule. Students enrolled in an online course will be monitored by a staff member. For non-CTE online courses, lessons and assignments may be completed at school or home, but all tests and quizzes including pre- and post-tests MUST be completed at school in a proctored session with a staff member. All work for online CTE courses can only be completed during the assigned period at school. Students must complete their own work which includes not sharing login information or requesting or allowing another person to work on student courses. Student may not use any unauthorized resources to complete tests including any internet resources or websites. Students planning on participating in NCAA after high school must complete all instruction without testing out of any lessons.

### **Distance Learning**

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies, such as mail, satellite, Internet, video-conferencing, and instructional television.

The Texas Virtual School Network ("TxVSN") has been established as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TxVSN to earn course credit for graduation. If you have questions or wish to make a request that your child be enrolled in a TxVSN course, please contact the Head of School. Unless an exception is made by the Superintendent, a student will not be allowed to enroll in a TxVSN course if the School offers the same or a similar course.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the TxVSN in order to earn credit in a course or subject, the student must receive permission from the Head of School prior to enrolling in the course or subject. If the student does not receive prior approval, Gateway may not recognize and/or apply the course or subject toward graduation requirements or subject mastery.

### **Career and Technical Education (CTE)**

Orenda Charter School offers several CTE pathways with a coherent sequence of three or more courses. Students may enroll in individual CTE courses for elective credit or may pursue one of the approved coherent sequences of courses below.

Endorsement Area	Program of Study	Course 1	Course 2	Course 3	Course 4
<b>Career Cluster: ARTS, AUDIO/VIDEO TECHNOLOGY &amp; COMMUNICATION (ARTS)</b>					
<i>Business and Industry</i>	<i>Digital Communications</i>	Professional Communication (DI) <b>OR</b> Principles of Arts, AV, and Communications (E)	Audio Video I (DI)	Audio Video 2 (DI)	Practicum in Audio/Video (DI)
<b>Career Cluster: BUSINESS, FINANCE, &amp; MARKETING (BUS)</b>					
<i>Business and Industry</i>	<i>Business Management</i>	Principles of Business, Marketing, and Finance (E) <b>OR</b> Business Information Management I (E, DC)	Business Law (E, DC)	Global Business (E, DC) and Human Resource Management (E)	Practicum in Business Management (DI)
	<i>Marketing and Sales</i>	Principles of Business, Marketing, and Finance (E)	Sports and Entertainment Marketing (E)	Advertising (E) and Social Media Marketing (E)	Practicum in Marketing (DI)
<b>Career Cluster: Science, Technology, Engineering, and Mathematics (STEM)</b>					
<i>Business and Industry <b>OR</b> STEM</i>	<i>Programming and Software Development</i>	Fundamentals of Computer Science (E, DI)	Computer Science I (DI, DC) <b>OR</b> AP Computer Science Principles (E, DI)	Computer Science II (DI, DC)	Practicum in Information Technology/STEM (DI) <b>OR</b> Computer Science III (DI, DC)
<b>Career Cluster: LAW &amp; PUBLIC SERVICE</b>					
<i>Public Service</i>	<i>Law Enforcement</i>	Principles of Law, Public Safety, Corrections, and Security (E, DC)	Law Enforcement I (DC)	Forensic Science A & B (E)	Practicum in Law, Public Safety, Corrections, & Security (DI)

E=Edgenuity, DI=Direct Instruction, DC=Dual Credit

## College Credit and Course Comparison Chart

	Advanced Placement® (AP)	Dual Credit (ACC)	Dual Enrollment (UT OnRamps)
<b>Description &amp; Content</b>	Students learn college level content and take a comprehensive exam to earn college credit. Content of the course is created by high school teachers who are required to align content with the AP framework for the course created by the College Board.	Students learn college level content and earn high school and college credit simultaneously. Content of the course is created by ACC instructors.	Students learn college level content and earn high school credit while potentially earning college credit. Content of the course is created by UT professors.

<b>Exams &amp; Assignments</b>	Performance on teacher created assignments and assessments determines high school grade, but performance on a single comprehensive College Board exam in May determines whether a student earns college credit.	Performance on college instructor created assignments and assessments determines a single grade that is recorded as both the high school and college grades.	Performance on teacher created assignments and assessments determines high school grade, and performance on college assessments determines college grade.
<b>Grading</b>	High school teachers create assignments and assign grades. The College Board scores the comprehensive AP exam in May, which does not impact a student's high school grade.	ACC instructor creates assignments and assigns grades.	High school teachers create high school assignments and assign all high school grades, and UT college professors create college assignments and assign all college grades.
<b>College Credit</b>	College credit may be granted if students earn a score of 3 or higher on the AP exam.	College credit is granted if students successfully complete the course.	College credit is granted if students successfully complete the UT assignments in the course and accept the college credit.
<b>Teacher / Instructor And Location</b>	Taught on campus by a high school teacher trained by College Board instructors.	Taught at an ACC/TC campus or online with an ACC/TC instructor.	Taught on campus by a high school teacher trained by UT and in partnership with a UT instructor of record.
<b>College Credit Acceptance</b>	Accepted throughout the nation. Usually requires a score of 3 or higher on the AP exam. College acceptance of scores varies.	Accepted at public colleges and universities in Texas and some private universities.	Guaranteed to be accepted at any public university in Texas. Accepted at most private universities and many out of state.
<b>Transcripts</b>	No college transcript is generated; The College Board creates a score report.	College transcript is automated and is based on a student's performance in the course.	College transcript is based on what earned credits the student chooses to accept. Students can opt out of reporting their grade on a college transcript.
<b>Eligibility</b>	Open to all students. Below are the recommendations for success in an AP course. <ul style="list-style-type: none"> <li>• 85 or higher in the previous course for that subject and recommendation by teacher; and/or</li> <li>• Masters on the last STAAR test for that subject; and/or</li> <li>• PSAT 8/9 score of 1090 or higher</li> </ul>	Students must qualify by earning a satisfactory score on the TSI (Texas Success Initiative) exam and by completing ACC advising processes.	Open to any student. However, if a student is earning a D or F in their OnRamps course at the end of the Fall semester, they must submit qualifying TSI scores in order to stay in the course for the Spring semester. UT OnRamps will contact students and provide instructions on maintaining eligibility.
<b>GPA and Class Ranks</b>	6.0 in weighted GPA	6.0 in weighted GPA	6.0 in weighted GPA
<b>Costs</b>	No cost to take an AP course. ~\$100 per AP exam	~\$0 - \$200 per course, depending on if the student resides in or out of the district with the college and additional course fees	\$99 - \$149 per course



## **Physical Education**

### **Physical Education Requirements**

Students in grades 6–12 will engage in 30 minutes of moderate or vigorous physical activity per day or at least 225 minutes during each period over two weeks.

### **Physical Education Exemption**

Short-term exemptions from physical education is possible for students who have physical handicaps, illnesses, or other incapacities that a physician deems severe enough to warrant exemption or severe enough to warrant modified activity in such classes. Each case is handled on an individual basis as follows:

1. Each request for exemption or for modified activity must be accompanied by a physician's certificate. Such certificates are honored, but must be renewed each year.
2. When the certificate will allow modified activities in class, the student should remain in physical education class. The teachers adjust the activities of the student to the disability.
3. An exempted student may be admitted to regular physical education activities only upon presentation of a written statement from the same physician who signed the original exemption.

### **Middle School PE Exemption**

The State of Texas provides opportunities for middle school students enrolled in grades 6-8 to be exempt from on-campus PE during the school day if the student is participating in an extra-curricular activity sponsored by the school, a private league, or club that meets the requirements listed below (19 TAC Chapter 103).

#### **Middle School Physical Education Exemption Requirement**

- The program must be organized and monitored by school personnel OR by appropriately trained instructors in a private league or club physical activity that is certified by the charter school board and approved by the Superintendent or his/her designee.
- The program must be high quality, well-supervised and include a minimum 135 minutes per week or 225 minutes over two weeks of moderate to vigorous structured physical activity.
- The activity must be based on grade appropriate movement, physical activity and health, and social development strands of the Texas Essential Knowledge and Skills for Physical Education.
- Students must provide proof of participation in the activity for the minimum number of minutes at the end of each nine-week grading period.
- Students who discontinues the program during the semester or fails to provide the school with documentation of participation in the extra-curricular PE activity will be enrolled in the regular PE class for that semester.
- An application will NOT be considered for participation in a sport for which Gateway fields a UIL team and/or offers the sport through the Gateway Physical Education or Athletic Department.
- The location of the program must be within reasonable driving distance from the campus.
- Students are not permitted to miss any part of the school day to participate in the program except as permitted below.
- Students who participate in a minimum of fifteen (15) hours per week of highly intensive, supervised professional training which can include competitions are eligible to be dismissed from school for no more than one scheduled period provided the student is in good academic standing and approved by the principal. For campuses with block scheduling, students can only be dismissed from one period either A OR B day, not one period each day. Students may not miss any class other than physical education period.

Applications for High School Off-Campus PO are available on the Gateway College Preparatory website or from the Director of Student Services.

### **High School Off-Campus Physical Education**

The State of Texas provides opportunities for high school students enrolled in grades 9-12 to attain physical education credit towards their state graduation credits in approved off-campus PE programs (19 TAC Chapter 74).

To meet the graduation requirements, Gateway students must complete 1 credits in physical education. The waiver process at Gateway serves the purpose of allowing substitution for Category 1 programs (Olympic level) or Category 2 programs (approved by the Board of Directors or designee).

#### **Guidelines for Category 1**

- The training facility, instructors, and activities are certified by the superintendent to be of exceptional quality.
- The program must include a minimum of fifteen (15) hours per week of highly intensive, supervised professional training.
- Students who participate in the program may receive a maximum of one-half credits per semester up to a maximum of one credit per year and four credits in high school.
- Students who discontinue the program during the semester will be enrolled in the regular PE class to finish credit for that semester.
- The location of the program must be within reasonable driving distance from the campus.
- Students participating in this program are dismissed from school for no more than one period per day.
- Students may not miss any other class other than physical education.

#### **Guidelines for Category 2**

- The program must be a private or commercially sponsored physical activity that is approved by the Superintendent or his/her designee.
- The program must be high quality, well supervised and include a minimum of five (5) hours per week.
- Students who participate in the program may receive a maximum of one-half credits per semester up to a maximum of one credit per year and four credits in high school.
- Students who discontinue the program during the semester will be enrolled in the regular PE class to finish credit for that semester.
- A waiver will NOT be considered for participation in a sport for which Gateway CPS fields a UIL team and/or offers the sport through the Gateway Physical Education or Athletic Department.
- Credit may be given to non-UIL activities in the case that the school sanctions a club in that activity.
- Off campus dance-related activities will NOT be approved for the Physical Education waiver at the high school level.
- The location of the program must be within reasonable driving distance from the campus.
- Students are not permitted to miss any part of the school day to participate in the program.

Applications for High School Off-Campus PE are available on the Gateway College Preparatory website or from the Director of Student Services.

### **Community-Based Fine Arts**

TAC §74.1030 allows a student to complete the one-credit fine arts graduation requirement by participating in a community-based fine arts program not provided by the district or charter school in

which the student is enrolled. To meet the graduation requirements, Orenda Charter School students must complete 1 credit in fine arts. Students participating in a community-based fine arts program that meets the requirements below can earn a maximum of one-half credit each semester.

**Program Requirements**

- The program must be a community-based fine arts activity that is approved by the Superintendent and applied for approval to the commissioner of education.
- The fine arts course may not already be provided through direct instruction at the Orenda campus where the student is enrolled.
- The program must provide instruction in all the Texas Essential Knowledge and Skills for the high school fine arts course.
- The program must be high quality, organized and monitored by appropriately trained staff, and include a minimum of 225 minutes per week.
- Students who participate in the program may receive a maximum of one-half credit per semester up to a maximum of one-credit per year and four credits total in high school.
- Students who discontinue the program during the semester will be enrolled in a fine arts course at the campus to finish credit for that semester.
- The location of the program must be within reasonable driving distance from the campus.
- Students are not permitted to miss any part of the school day to participate in the program.
- Attendance and grade documentation is required to be submitted at the end of each nine-week grading period.

Applications for Community-Based Fine Arts are available on the campus website or from the Principal

## **Course Descriptions**

### **English Language Arts and Speech**

#### **5th Grade English Language Arts**

Recommended Grade: 5

*Prerequisite: 4th Grade English Language Arts*

This course facilitates opportunities for students to explore multiple genres through the analysis of fiction and expository text. Students' language skills are enhanced through the study of reading, writing, research, listening and speaking, and oral and written conventions. Technology is used to enhance the writing process and to produce publications for specific audiences. Students will be provided with extensive writing opportunities, research projects, and opportunities for discussion.

#### **Honors 6th Grade English Language Arts**

Recommended Grade: 6

*Prerequisite: 5th Grade English Language Arts*

This course facilitates opportunities for students to explore multiple genres through the analysis of fiction and expository text. Students' language skills are enhanced through the study of reading, writing, research, listening and speaking, and oral and written conventions. Technology is used to enhance the writing process and to produce publications for specific audiences. Students will be provided with extensive writing opportunities, research projects, and opportunities for discussion.

#### **Honors 7th Grade English Language Arts**

Recommended Grade: 7

*Prerequisite: 6th Grade English Language Arts*

This course facilitates opportunities for students to explore multiple genres through the analysis of fiction and expository text. Students' language skills are enhanced through the study of reading, writing, research, listening and speaking, and oral and written conventions. Technology is used to enhance the writing process and to produce publications for specific audiences. Students will be provided with extensive writing opportunities, research projects, and opportunities for discussion.

#### **Honors 8th Grade English Language Arts**

Recommended Grade: 8

*Prerequisite: 7th Grade English Language Arts*

This course facilitates opportunities for students to explore multiple genres through the analysis of fiction and expository text. The course enhances students' language skills by emphasizing critical thinking and the logical development of ideas as students build skills in the areas of reading, writing, research, listening and speaking, and oral and written conventions. Students are taught advanced writing techniques.

#### **Honors English I**

Recommended Grade: 9

Credit: 1

*Prerequisite: 8th Grade English Language Arts*

Honors English involves reading, composition, and grammar activities that foster higher level thinking processes. Students in Honors should assume more responsibility for reading and writing. Study skills used will be the ability to focus and concentrate on a task, to become more comfortable with frustration in learning new concepts, to assimilate and accommodate new thought patterns, and to manage concurrent assignments. The course will focus on four areas: close reading, composition, grammar, and critical thinking.

**English I (Online Sequential)**

Recommended Grade: 9

Credit: 1

*Prerequisite: 8th Grade English*

This course seeks to expand a student's personal, social, literary and historical vision. English I will provide students with activities which highlight skills such as reading, writing, listening, speaking, language history, language usage, and literature analysis. Students will respond to a variety of literary forms, which include poetry, drama, short stories, and the novel. These major areas will form the "heart" of the course as the theme of "Vision" is explored both textually and personally.

**Honors English II**

Recommended Grade: 10

Credit: 1

*Prerequisite: English I*

Honors English involves reading, composition, and grammar activities that foster higher level thinking processes. Students in Honors should assume more responsibility for reading and writing. Study skills used will be the ability to focus and concentrate on a task, to become more comfortable with frustration in learning new concepts, to assimilate and accommodate new thought patterns, and to manage concurrent assignments. The course will focus on four areas: close reading, composition, grammar, and critical thinking.

**English II (Online Sequential)**

Recommended Grade: 10

Credit: 1

*Prerequisite: English I*

This course covers narrative writing, the writing process, plot elements, conflict, setting, diction, imagery, details, syntax, pacing, tone, mood, vocabulary development, grammar. Research, citations, argumentative writing, use of textual evidence, human rights, logical fallacies, thesis statements, hooks, bridging statements, revision, vocabulary development, grammar. Synchronous topics will be based on lessons within the two first segment modules. Asynchronous topic will be tied to love, conflict and resolution within a book that students have read. Students will use 21st century skills and technology to collaborate. Perspectives of literary analysis, suspense techniques, vocabulary development, grammar, comparison-contrast organization, close readings of fiction and nonfiction texts, use of textual evidence. Claim, counterclaim, argumentative writing, textual evidence, transitions, logos, pathos, ethos, rhetoric, persuasion, grammar, revision and process writing. Synchronous topics will be based on lessons within the two second segment modules. Asynchronous topic will be tied to the transformative effects of fear or betrayal within a book or film that students have encountered. Students will use 21st century skills and technology to collaborate.

**AP Language and Composition (AP English III)**

Recommended Grade: 11/12

Credit: 1

*Prerequisite: Honors English II*

This course combines higher-level thinking skills with independent reading and study. Emphasis is placed on Advanced Placement preparation work, including the critical study of rhetoric and literature, analysis of style, research, and timed writings.

**Honors English III**

Recommended Grade: 11/12

Credit: 1

*Prerequisite: English I and II*

This course covers concepts related to American Drama, interpretation with Shakespearean Drama, 19th Century Foundations of American Literature, citing textual evidence, sequence of events and central ideas, analyzing effectiveness of literature, researching techniques and format, analyzing author's choice,

narrative writing, poetry analysis, understanding and analyzing 20<sup>th</sup> century poetry, analyzing author's language, plot, personal style, and evaluating a speaker. Honors English involves reading, composition, and grammar activities that foster higher level thinking processes. Students in Honors should assume more responsibility for reading and writing.

### **English III (Online Sequential)**

Recommended Grade: 11

Credit: 1

*Prerequisite: English I and II*

This course covers concepts related to American Drama, interpretation with Shakespearean Drama, 19<sup>th</sup> Century Foundations of American Literature, citing textual evidence, sequence of events and central ideas, analyzing effectiveness of literature, researching techniques and format, analyzing author's choice, narrative writing, poetry analysis, understanding and analyzing 20<sup>th</sup> century poetry, analyzing author's language, plot, personal style, and evaluating a speaker.

### **AP Literature and Composition (AP English IV)**

Recommended Grade: 11/12

Credit: 1

*Prerequisite: Honors English II*

This course continues the development of skills introduced in previous English courses. Students will read and analyze a variety of British and World Literature and complete a variety of writings. They will receive extensive preparation for the AP English Literature Examination given in the spring.

### **Honors English IV**

Recommended Grade: 11/12

Credit: 1

*Prerequisite: English I and II*

The central purpose is to cultivate the critical thinking, reading, writing, and oral skills required for students' post-graduation ambitions. Through the examination of philosophical concepts of truth, ethics, and aesthetics, students will develop heightened awareness of their own ideology regarding these concepts. Students will gain a familiarity with British literature as a body of work by examining how cultural influences have influenced the work of British authors. Honors English involves reading, composition, and grammar activities that foster higher level thinking processes. Students in Honors should assume more responsibility for reading and writing.

### **English IV (Online Sequential)**

Recommended Grade: 12

Credit: 1

*Prerequisite: English I, II, III*

The central purpose is to cultivate the critical thinking, reading, writing, and oral skills required for students' post-graduation ambitions. Through the examination of philosophical concepts of truth, ethics, and aesthetics, students will develop heightened awareness of their own ideology regarding these concepts. English IV encourages students to become more reflective and to further develop their collaborative and independent study skills, their written and oral discourse, and their exploration and understanding of philosophical ideas. Students will also gain a familiarity with British literature as a body of work by examining how cultural influences have influenced the work of British authors.

### **Communication Applications (Online Sequential)**

Recommended Grade: 9-12

Credit: ½

*Prerequisite: None*

Students learn how to effectively prepare, deliver, and evaluate speeches for a variety of purposes and audiences. They develop listening and speaking skills for interpersonal, group, and public situations to be successful in a variety of roles. This course is required for graduation.

## **Mathematics**

### **5th Grade Math**

Recommended Grade: 5

*Prerequisite: 4th Grade Math*

Students will use ratios to describe direct proportional relationships involving number, geometry, measurement, probability, and adding and subtracting decimals and fractions.

### **Honors 6th Grade Math**

Recommended Grade: 6

*Prerequisite: 5th Grade Math*

Students will use ratios to describe direct proportional relationships involving number, geometry, measurement, probability, and adding and subtracting decimals and fractions.

### **Honors Pre-Algebra**

Recommended Grade: 7

*Prerequisite: 6th Grade Math*

Students will use direct proportional relationships in numbers, geometry, measurement, and probability, apply addition, subtraction, multiplication, and division of decimals, fractions, and integers, and use statistical measures to describe data. This course encompasses the study of seventh and eighth grade TEKS and prepares students to take Algebra I in 8th grade.

### **Honors Algebra I**

Recommended Grade: 8-9

Credit: 1

*Prerequisite: Pre-Algebra or 8<sup>th</sup> grade math **OR** at least Approaches High on 7<sup>th</sup> Grade Math STAAR and a final grade of 85 or above in 7<sup>th</sup> grade math*

Students will build on previous mathematical experiences and are provided with insights into mathematical abstraction and structure. The content strands will include algebraic concepts, function concepts (linear, non-linear and quadratic), relationship between equations and functions, tools for algebraic thinking, and underlying mathematical processes.

### **Algebra I (Online Sequential)**

Recommended Grade: 8-9

Credit: 1

*Prerequisite: Pre-Algebra or 8<sup>th</sup> grade math **OR** at least Approaches High on 7<sup>th</sup> Grade Math STAAR*

The Algebra I course is a two-semester course that addresses key concepts related to solving equations, inequalities, graphing functions, factoring polynomials, and exploring quadratic, radical, exponential, and rational functions.

### **Honors Geometry**

Recommended Grade: 9-10

Credit: 1

*Prerequisite: Algebra I*

Students will develop a broad range of strategies to represent geometric ideas, including coordinates, networks, and transformations. The geometry content strands covered include geometric structure, patterns, dimensionality and geometry of location, congruence and the geometry of size, and similarity and the geometry of shape. Generally, students will exit with a basic understanding of geometric thinking and spatial reasoning, the relationship between geometry, other mathematics, and other disciplines, tools for geometric thinking, and underlying mathematical processes (problem solving, reasoning, multiple representations, applications and modeling, and justification and proof).

**Geometry (Online Sequential)**

Recommended Grade: 10-11

Credit: 1

*Prerequisite: Algebra I*

Students will study tools of geometry, reasoning and proofs, parallel and perpendicular lines, congruent triangles, relationships within triangles, quadrilaterals and similarity, right triangles and trigonometry, transformations, area, surface area and volume, circles. All Geometry lessons have closed-path menus. In closed-path lessons, students must take the sessions in the prescribed order because each session builds on the content of the previous session.

**Honors Algebra II**

Recommended Grade: 10-11

Credit: 1

*Prerequisite: Algebra I and Geometry*

Algebra II extends ideas developed in Algebra I for linear equations to include the manipulation, analysis and solving of quadratic, polynomial, rational, exponential, and periodic functions. Standard forms and techniques for analyzing conic sections are developed. Methods for solving systems of linear equations are reviewed and extended, and solutions for systems combining linear and quadratic equations are introduced.

**OnRamps Algebra II**

Recommended Grade: 10 -11

Credit: 1

*Prerequisite: Algebra I, Geometry, and TSI Math Complete**COST: \$99- \$149*

In this course, students deepen their critical thinking skills and develop their ability to persist through challenges as they explore function families: Linear, Absolute Value, Quadratic, Polynomial, Radical, Rational, Exponential, and Logarithmic. Students analyze data algebraically and with technology while developing their knowledge of properties of functions, matrices and systems of equations, and complex numbers. Students have the opportunity to earn 3 college credits for College Algebra (MATH 1314) through University of Texas.

**Algebra II (Online Sequential)**

Recommended Grade: 10-12

Credit: 1

*Prerequisite: Algebra I and Geometry*

Students will study tools of algebra, equations and functions, linear systems, matrices, quadratic functions, solutions to quadratics, polynomial functions, radical equations, inverse functions, exponentials and logarithms, rational equations, conic sections, sequences and series, probability and statistics.

**Math Models (Online Sequential)**

Recommended Grade: 10-11

Credit: 1

*Prerequisite: Algebra I and Geometry; If taken for one of the four required math courses, this must be taken before Algebra II.*

Students will study functions, linear equations and graphs, inequalities and absolute value, system of linear equations and inequalities, rational functions and expressions, exponential functions and growth and decay, quadratic functions, ratio and proportions, data analysis and probability, right triangles and trigonometry, transformation.

**Honors Pre-Calculus**

Recommended Grade: 11-12

Credit: 1

*Prerequisite: Algebra I, Geometry, Algebra II*

The primary focus of this course is on the analysis of the graphs for a wide variety of functions including polynomial, rational, radical, exponential, logarithmic, and trigonometric functions. Skills in solving complex equations and simplifying complex expressions are further developed. The student also learns to



simplify problems by recognizing and applying a qualitative understanding of the behavior of various classes of problems.

### **AP Pre-Calculus**

Recommended Grade: 11-12

Credit: 1

*Prerequisite: Algebra I, Geometry, Algebra II*

In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world.

### **Pre-Calculus (Online Sequential)**

Recommended Grade: 11-12

Credit: 1

*Prerequisite: Algebra I, Geometry, Algebra II*

This course reviews and expands on relations and functions, functions, graphs of functions, inverse functions, polynomial functions, rational and radical functions, exponential functions, logarithmic functions, exponential and log functions, sequences and series, binomial theorem and counting, systems of equations, matrices, angles and their measurements, trigonometric functions, trigonometric identities, applications of trigonometry, polar and parametric curves, vectors, conics, and limits and continuity.

### **AP Statistics**

Recommended Grade: 11-12

Credit: 1

*Prerequisite: Algebra I, Geometry, Algebra II*

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data.

### **Statistics (Online Sequential)**

Recommended Grade: 11-12

Credit: 1

*Prerequisite: Algebra I, Geometry, Algebra II*

This course covers descriptive statistics, inferential statistics, probability, and study design. Topics include real-world applications used in many businesses, scientific studies, and college level programs. Students are expected to participate in the AP examination.

### **Advanced Quantitative Reasoning**

Recommended Grades: 12

Credit: 1

*Prerequisite: Pre-Calculus*

This course emphasizes statistics and financial applications, and it prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems in engaging contexts.

### **AP Calculus AB**

Recommended Grade: 12

Credit: 1

*Prerequisite: Pre-Calculus*

This course is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

## **Social Studies**

### **5th Grade US History**

Recommended Grade: 5

Students survey the history of the United States from 1565 to the present. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation as well as the important ideas in the Declaration of Independence and the U.S. Constitution. Students study the fundamental rights guaranteed in the Bill of Rights. Students examine the importance of effective leadership in a constitutional republic and identify important leaders in the national government. Students describe the cultural impact of various racial, ethnic, and religious groups in the nation and identify the accomplishments of notable individuals in the fields of science and technology. Students explain symbols, traditions, and landmarks that represent American beliefs and principles. Students use critical-thinking skills to sequence, categorize, and summarize information and to draw inferences and conclusions.

### **Honors 6th Grade World Cultures**

Recommended Grade: 6

Students will study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm.

### **Honors 7th Grade Texas History**

Recommended Grade: 7

The content focus of this course is Texas History from Native Americans to the present. The course will provide students with ample reading, research, and writing experiences and will go into topics in great depth.

### **Honors 8th Grade US History**

Recommended Grade: 8

The content focus of this course is United States History from exploration through Reconstruction. The course will provide students with ample reading, research, and writing experiences and will go into topics in great depth.

### **AP Human Geography**

Recommended Grade: 9

Credit: 1

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

### **World Geography (Online Sequential)**

Recommended Grade: 9

Credit: 1

This course explores climates and ecosystems, population and culture, resources and land use of the following countries: the US, Canada, Mexico, Brazil, South America, Central America and the Caribbean, the British Isles and Nordic Nations, Central Western Europe, Mediterranean Europe, Central and Eastern Europe, Russia, The Caucasus and Central Asia, the countries of Southwest Asia, North Africa, West and Central Africa, East and Southern Africa, South Asia, China, Japan and the Koreas, South East Asia, the Pacific World and Antarctica.

### **Honors World Geography**

Recommended Grade: 9

Credit: 1

This course explores climates and ecosystems, population and culture, resources and land use of the following countries: the US, Canada, Mexico, Brazil, South America, Central America and the Caribbean, the British Isles and Nordic Nations, Central Western Europe, Mediterranean Europe, Central and Eastern Europe, Russia, The Caucasus and Central Asia, the countries of Southwest Asia, North Africa, West and Central Africa, East and Southern Africa, South Asia, China, Japan and the Koreas, South East Asia, the Pacific World and Antarctica.

### **AP World History**

Recommended Grades: 10

Credit: 1

*Prerequisite: Honors World Geography or AP Human Geography*

World History focuses on the development of civilizations from prehistory to the present. Attention is placed on major events, leaders, and institutions that have shaped the modern world. Students will develop evaluative thinking, reading, and writing skills through the mastery of a body of historical knowledge, interpretation of primary sources, and analysis of evidence and perspectives presented by historical scholars. This course prepares students to take to the AP World History exam in the spring.

### **Honors World History**

Recommended Grades: 10

Credit: 1

*Prerequisite: Honors World Geography or AP Human Geography*

World History focuses on the development of civilizations from prehistory to the present. Attention is placed on major events, leaders, and institutions that have shaped the modern world. Students will develop evaluative thinking, reading, and writing skills through the mastery of a body of historical knowledge, interpretation of primary sources, and analysis of evidence and perspectives presented by historical scholars.

### **World History (Online Sequential)**

Recommended Grades: 10

Credit: 1

*Prerequisite: World Geography*

In Segment I, students will learn how the Roman Empire developed in two very distinct directions. Next, students will discover the great intellectual and cultural contributions of Islamic Empires. Journey through the Middle Ages of Europe and Japan to learn how knights and samurais lived. You will also investigate the rise and fall of some of the great kingdoms of the Americas and Africa and then travel back to the Europe of the Renaissance and Reformation era. Hang on tight, before you dive into the Age of Discovery when eastern and western hemispheric encounters created for some turbulent times.

Segment II begins with a bang as students will learn about advancements in science and thought during the Age of Enlightenment and the social and political revolutions that followed as a result. As students meander through the 19th century, they will learn about the transformation from an agricultural to an industrial world and the many changes that resulted from that shift. Students will then learn about the interconnectedness of nationalism and colonialism and the two massive world wars were the end result. As students approach the finish line, they will learn about development in our modern world and the implications that historical events have on us today.

### **AP United States History**

Recommended Grade: 11

Credit: 1

*Prerequisite: Honors or AP World History*

This course focuses on the history of American to the present. Students analyze major themes and events and people of American history, as well as economics, political institutions and technological developments. This course prepares students to take the AP US History exam in the spring.

**Honors United States History**

Recommended Grade: 11

Credit: 1

*Prerequisite: World History*

The United States began as an experiment in freedom and democracy. Since its establishment, the country and its people have endured social, political and economic revolutions. In this course, students will investigate the people, events and ideas that have shaped the United States from the end of the Civil War through today.

Students are asked to analyze and evaluate decisions made by political, business and military leaders. Emphasis is placed on connections between events of the past and present. This course also gives students the opportunity to conduct research and apply their learning to current, real-world problems.

**United States History (Online Sequential)**

Recommended Grade: 11

Credit: 1

*Prerequisite: World History*

The United States began as an experiment in freedom and democracy. Since its establishment, the country and its people have endured social, political and economic revolutions. In this course, students will investigate the people, events and ideas that have shaped the United States from the end of the Civil War through today.

Students are asked to analyze and evaluate decisions made by political, business and military leaders. Emphasis is placed on connections between events of the past and present. This course also gives students the opportunity to conduct research and apply their learning to current, real-world problems.

**AP American Government**

Recommended Grade: 12

Credit: ½

*Prerequisite (or co-requisite): American History*

American Government traces the development of power and authority in the United States since its founding. Students understand the development of political parties, the responsibilities of citizens and governments and current political issues.

**Government (Online Sequential)**

Recommended Grade: 12

Credit: ½

*Prerequisite (or co-requisite): American History*

Responsible citizenship, including civil and political participation is essential to maintain a representative government that truly represents the people of the United States. In this course, students learn about the structure of government and how it shares power at the local, state and federal levels. This course also explores founding principles that inspired the Constitution and Bill of Rights, preserving the freedoms that students experience daily. Students will examine the processes of each branch of government, the election process, and how citizens can impact public policy. The media, interest groups and influential citizens provide examples of how the government can be effected by informed and active participants. Students will examine the U.S. Court system, and become a part of the process by participating in the judicial decision making process. They will also discover ways the United States interacts with countries around the world, through domestic policy, foreign policy and human rights policy. Completion of this course will allow you to act as an informed citizen who is ready to participate in the American democracy!

**AP Macro Economics**

Recommended Grades: 12

Credit: ½

*Prerequisite: None*

This course focuses on the principles of economics that apply to an economic system including the relationships between national and international economic decisions. College credit can be earned by demonstrating competence on the AP Economics Exam.

**Economics (Online Sequential)**

Recommended Grades: 12

Credit: ½

*Prerequisite: None*

This course covers what is economics, economic systems, American Free Enterprise System, Supply and Demand, prices, market structures, business organizations, labor, money and banking, gross domestic product and growth, economic challenges, and taxes and government spending.

**Bible Literature**

Recommended Grades: 9-12

Credit: ½ - 1

*Prerequisite: None*

This course focuses on the content, history, literary style, and structure of the Hebrew Scriptures (semester 1) and New Testament (semester 2). Students will use primary and secondary source materials, technology, and critical thinking skills.

**Science****5th Grade Science**

Recommended Grades: 5

The content focus is on the natural world and how systems work. Expectations will include extensive readings, individual and group research projects, challenging class discussions, a variety of writing experiences, as well as applications and problem solving which reflect real world elements.

**Honors 6th Grade Science**

Recommended Grades: 6

The content focus is on physical science. Expectations will include extensive readings, individual and group research projects, challenging class discussions, a variety of writing experiences, as well as applications and problem solving which reflect real world elements.

**Honors 7th Grade Science**

Recommended Grades: 7

The content focus is on organisms and the environment. Expectations will include extensive readings, individual and group research projects, challenging class discussions, a variety of writing experiences, as well as applications and problem solving which reflect real world elements.

**Honors 8th Grade Science**

Recommended Grades: 8

The content focus is on earth and space science as well as preparing students for the demands of high school level Honors and AP level science coursework. Expectations will include extensive readings, individual and group research projects, challenging class discussions, a variety of writing experiences, as well as applications and problem solving which reflect real world elements.

**Honors Biology**

Recommended Grade: 9

Credit: 1

*Prerequisite: 8<sup>th</sup> Grade Science*

The focus of this course is the study of all living things. It is a lab-oriented course which emphasizes structure and function, growth and development, cells, tissues and organs, nucleic acids and genetics, biological evolution, taxonomy, and the relationships between living things and the environment. This course will prepare students to be successful in AP Biology or college-level biology course.

**AP Biology**

Recommended Grade: 11-12

Credit: 1

*Prerequisite: Biology & Chemistry*

This course is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

**Biology (Online Sequential)**

Recommended Grades: 9

Credit: 1

*Prerequisite: Algebra I and Geometry*

The Biology course guides students through the study of living and non-living systems and how they interact with one another. Students explore the world they live in by posing questions and seeking answers through scientific inquiry. Discovery takes place through observation and data collection. The students will be introduced to the structure, function, diversity, and evolution of living matter. This is a course with real relevance. It encourages curiosity and provides opportunity for students to work on hands on lab activities and develop relationships through collaboratively learning. Engaging in the study of biological science broadens the picture of the world around us. This course will prepare students to be successful in AP Chemistry or a college-level chemistry course.

**Integrated Physics and Chemistry (Online Sequential)**

Recommended Grades: 10

Credit: 1

*Prerequisite: Algebra I, Biology*

If taken as one of the four required sciences, must be taken prior to Physics and Chemistry.

This course is designed as an interactive, 21st century course focusing on basic physics and chemistry.

Topics include forces and motion, energy through waves, electricity and magnetism, the matter around us, chemical bonding and reactions.

This course is designed to serve as a foundation for the study of the physical sciences. The utilization of scientific inquiry, web 2.0 tools, interactive experiences, higher order thinking, collaborative projects, real world application through labs and a variety of assessments all aid the student in ultimately demonstrating a vast understanding of the importance of the physical and chemical properties of the world around them; enabling them to apply these properties to their everyday lives.

**Honors Chemistry**

Recommended Grades: 10

Credit: 1

*Prerequisite: Algebra I*

Chemistry focuses on an in-depth study of matter, atomic structure, bonding, periodic table of elements, acids and bases, energy transformations, oxidation-reduction, and nuclear chemistry. This course will prepare students to be successful in AP Chemistry or a college-level chemistry course.

**OnRamps Chemistry**

Recommended Grades: 11 - 12

Credit: 1

*Prerequisite: Algebra I, Biology, and Chemistry**COST: \$99- \$149*

Principles of Chemistry I introduces students to the nature of matter and energy in the physical world. Throughout the course, students will learn to think like a scientist by seeing the underlying theoretical foundations for chemistry and making intuitive arguments for how the world works that are supported by quantitative measures. Built with an intention to bring in students from a variety of different backgrounds, students in the course will learn how to successfully study science by organizing their learning around mastery and ownership of materials. Students have the opportunity to earn 4 college credits for Principles of Chemistry I with Lab (CHEM 1111 and 1311) through University of Texas.

**Chemistry (Online Sequential)**

Recommended Grades: 10

Credit: 1

*Prerequisite: Biology*

This course is designed as an interactive, 21st century course focusing on Chemistry. Topics include the composition, properties, and changes associated with matter and their applications. This course is designed to serve as a foundation for the study of Chemistry. The utilization of scientific inquiry, web 2.0 tools, interactive experiences, higher order thinking, collaborative projects, real world application through labs and a variety of assessments all aid the student in ultimately demonstrating a vast understanding of the importance of Chemistry in the world around them; enabling them to apply these properties to their everyday lives.

**Honors Physics**

Recommended Grades: 11

Credit: 1

*Prerequisite: Algebra I and Geometry*

Students will study motion, conservation of energy and momentum, force, electricity and magnetism, thermodynamics, fluids, waves, and modern physics. This course will prepare students to be successful in AP Physics 1 or a college-level physics course.

**AP Physics 1**

Recommended Grades: 11-12

Credit: 1

*Prerequisite: Algebra I and Geometry*

This course is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound.

**Physics (Online Sequential)**

Recommended Grades: 11

Credit: 1

*Prerequisite: Algebra I and Geometry*

In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills.

**Aquatic Science (Online Sequential)**

Credit: 1

Recommended Grades: 10-12

*Prerequisite: N/A*

In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.

**Astronomy (Online Sequential)**

Credit: 1

Recommended Grades: 10-12

*Prerequisite: N/A*

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

### **Environmental Science (Online Sequential)**

Credit: 1

Recommended Grades: 11-12

*Prerequisite: Biology and Chemistry*

In Environmental Systems, students use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.

### **AP Environmental Science**

Credit: 1

Recommended Grades: 11- 12

*Prerequisite: Biology*

Environmental Science AP is a science based, relevant, interdisciplinary course that combines ideas from the natural and social sciences. Students will study the interconnections between the environmental and societal systems. The content areas addressed are: interdependence of earth's systems, human population dynamics, renewable/nonrenewable resources (distribution, ownership, use, degradation), environmental quality, global changes/consequences, and environment/society. This course prepares students to take the AP Environmental Science exam.

### **Human Anatomy and Physiology**

Credit: 1

Recommended Grades: 11-12

*Prerequisite: Biology and Chemistry*

Students will study the structures and functions of the human body. The body's systems will be investigated as to the body's responses to forces, maintenance of homeostasis, electrical interactions, transport systems, and energy systems. In this laboratory course, the students conduct laboratory investigations, perform dissections, use scientific methods during investigations, and make informed decisions using critical thinking and problem solving. Anatomy and Physiology will involve then in-depth study of topics, including high level thinking skills in both laboratory exercises and assessment.

### **Human Anatomy and Physiology (Online Sequential)**

Credit: 1

Recommended Grades: 11-12

*Prerequisite: Biology and Chemistry*

Students will study the structures and functions of the human body. The body's systems will be investigated as to the body's responses to forces, maintenance of homeostasis, electrical interactions, transport systems, and energy systems. In this laboratory course, the students conduct laboratory investigations, perform dissections, use scientific methods during investigations, and make informed decisions using critical thinking and problem solving. Anatomy and Physiology will involve then in-depth study of topics, including high level thinking skills in both laboratory exercises and assessment.

### **Engineering Design and Problem Solving**

Credit: 1

Recommended Grades: 11-12

*Prerequisite: Algebra I, Geometry, and two science credits*

This course is the creative process of solving problems by identifying needs and then devising solutions. The solution may be a product, technique, structure, or process 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 problem using specific concepts from the sciences and mathematics to derive a solution. The design process and problem solving are inherent to all engineering disciplines. This course meets the graduation requirement as a science credit.

### **Forensic Science (Online Sequential)**

Credit: 1

Recommended Grades: 10-12

*Prerequisite: None*

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science.

### **Earth and Space Science (Online Sequential)**

Credit: 1

Recommended Grades: 10-12

*Prerequisite: None*

Nature of science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.

## **Languages Other Than English**

*Languages Other Than English is not required in middle school but highly recommended.*

### **Middle School Spanish**

Recommended Grades: 6

*Prerequisite: None*

Students will be actively involved in exploring cultures other than their own through language, food, the arts, and other cultural aspects. This course is the prerequisite course for Spanish 1 in 7<sup>th</sup> grade.

### **Spanish 1**

Recommended Grades: 7-10

Credit: 1

*Prerequisite: None*

Spanish 1 introduces students to basic listening, speaking, reading, and writing skills in Spanish. Students also learn background grammatical concepts. In addition, they learn about the culture of various Spanish speaking countries. Students understand and speak short utterances in conversation.

### **Spanish 2**

Recommended Grades: 8-12

Credit: 1

*Prerequisite: Spanish 1\**

Spanish 2 continues to build student's skills in the four basic areas of communication, listening, speaking, and writing, in level 2 they further develop their understanding of grammatical concepts and increase their cultural knowledge. Students learn to produce phrases and sentences when speaking and writing.

### **Spanish 3**

Recommended Grades: 9-12

Credit: 1

*Prerequisite: Spanish 2\**

Spanish 3 will develop a higher level of thinking level and competence in the four areas of communication: listening, speaking, reading, and writing. Students engage in teacher led discussions and study advanced grammatical concepts. Students understand main ideas and some detail when listening and reading and learn to cope successfully in simple conversation and survival situations.

### **AP Spanish Language and Culture**

Recommended Grades: 10-12

Credit: 1

*Prerequisite: Spanish 3\**

This course stresses all the necessary skills for active communication on a sophisticated level and prepares students to take the AP Spanish Language and Culture exam.

\*Each level of Spanish needs to be taken consecutively.

### **Computer Science I**

Recommended Grades: 9-11

Credit: 1

*Prerequisite: Algebra I*

This course provides students with a general introduction to computer programming and problem solving as well as to the principles, etiquette, and safety issues of general computing in the 21st century.

### **Computer Science II**

Recommended Grades: 10-12

Credit: 1

*Prerequisite: Computer Science I*

This course will expand on knowledge learned in Computer Science I to design, implement and present meaningful programs through a variety of media. computer programming and problem solving as well as to the principles, etiquette, and safety issues of general computing in the 21st century.

### **AP Computer Science Principles**

Recommended Grades: 9-12

Credit: 1

*Prerequisite: Algebra I*

This course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends.

### **Physical Education and Health**

#### **Middle School Physical Education**

Recommended Grades: 5-8

In Physical Education, 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. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan. The basic 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 in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. All students in 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade need to take PE for the entire year. See additional courses below that also meet the PE requirement.

*The following athletics courses meet the middle school PE requirements.*

### **Foundations of Dance**

Recommended Grades: 5-8

The purpose of this course is to give all students the opportunity to enrich their kinesthetic awareness by learning various genres of dance including ballet, jazz, modern, lyrical, hip-hop and social dance forms.

In addition, students will learn dance terminology, anatomy of the human body, history of dance, choreography, and aspects of dance production. No experience is required, however the skills level builds upon itself each year. Some items will be required for these classes and include: dance clothes, dance shoes, and a water bottle. These items will be used for every day.

### **Pre-Athletics**

Recommended Grades: 6 only

Pre-Athletics in 6<sup>th</sup> grade is recommended for all students interested in participating in athletics in 7<sup>th</sup> and/or 8<sup>th</sup> grade. Workouts will include strength and conditioning with skill building for middle school athletics.

### **Middle School Basketball**

Recommended Grades: 7-8, Boys Only

*Prerequisite: Team tryouts, athletic paperwork and fee required*

### **Middle School Lacrosse**

Recommended Grades: 7-8, Boys and Girls

*Prerequisite: Team tryouts, athletic paperwork and fee required*

### **Middle School Volleyball**

Recommended Grades: 7-8, Girls Only

*Prerequisite: Team tryouts, athletic paperwork and fee required*

### **Middle School Cross Country**

Recommended Grades: 7-8

*Prerequisite: Team tryouts, athletic paperwork and fee required*

### **Middle School Track and Field**

Recommended Grades: 7-8

*Prerequisite: Team tryouts, athletic paperwork and fee required*

### **Middle School Swimming**

Recommended Grades: 7-8

*Prerequisite: Team tryouts, athletic paperwork and fee required*

### **Middle School Soccer**

Recommended Grades: 7-8, Girls and Boys

*Prerequisite: Team tryouts, athletic paperwork and fee required*

### **Middle School Cheer**

Recommended Grades: 7-8

*Prerequisite: Team tryouts, athletic paperwork and fee required*

**Middle School Dance Team**

Recommended Grades: 5-8

*Prerequisite: Team tryouts, athletic paperwork and fee required*

Gateway Stars Dance Team members are expected to have intermediate to advanced level of dance ability, and a strong desire and passion to learn is necessary regardless of level. The purpose of this prestigious organization is to promote school spirit, loyalty, and high standards through the promotion of athletic and social groups at Gateway College Prep. The Gator Girls perform throughout the year, including basketball games, pep rallies, parades, community performances, fundraisers, competitions, and a spring show. This is a full year commitment including summer camps and practices outside the school day. There is also a financial responsibility for all participants that pays for practice attire, camp, and competition.

**Physical Education**

Recommended Grades: 9-12

Credit: ½ - 1

*Prerequisite: None*

In Physical Education, 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. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan. The basic 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 in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. Students can take up to two semesters of this course for one credit.

**Foundations of Dance**

Recommended Grades: 9-12

Credit: 1

*Prerequisite: None*

The purpose of this course is to give all students the opportunity to enrich their kinesthetic awareness by learning various genres of dance including ballet, jazz, modern, lyrical, hip-hop and social dance forms.

In addition, students will learn dance terminology, anatomy of the human body, history of dance, choreography, and aspects of dance production. This class does require outside performances for a grade. No experience is required, however the skills level builds upon itself each year. Some items will be required for these classes and include: dance clothes, dance shoes, and a water bottle. These items will be used every day. Students receive 1 credit PE first year taken and 1 credit fine arts second—fourth year taken.

**Health Education (Online Sequential)**

Recommended Grades: 9-12

Credit: ½

*Prerequisite: None*

In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health, particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. This course is required for graduation from an Orenda campus.

**Dance Team I, II, III, IV**

Recommended Grades: 9 –12

Credit: 1 (1 FA OR 1 PE)

*Prerequisite: Team tryouts, athletic paperwork and fee required*

Gateway Stars Dance Team members are expected to have intermediate to advanced level of dance ability, and a strong desire and passion to learn is necessary regardless of level. The purpose of this

prestigious organization is to promote school spirit, loyalty, and high standards through the promotion of athletic and social groups at Gateway College Prep. The Gator Girls perform throughout the year, including basketball games, pep rallies, parades, community performances, fundraisers, competitions, and a spring show. This is a full year commitment including summer camps and practices outside the school day. There is also a financial responsibility for all students that pays for practice attire, camp, and competition.

**Basketball 1, 2, 3, 4**

Recommended Grades: 9 (1), 10 (2), 11 (3), 12 (4), Boys only  
*Prerequisite: Team tryouts, athletic paperwork and fee required*

Credit: ½ - 1

**Volleyball 1, 2, 3, 4**

Recommended Grades: 9 (1), 10 (2), 11 (3), 12 (4), Girls only  
*Prerequisite: Team tryouts, athletic paperwork and fee required*

Credit: ½ - 1

**Cross Country 1, 2, 3, 4**

Recommended Grades: 9 (1), 10 (2), 11 (3), 12 (4)  
*Prerequisite: Team tryouts, athletic paperwork and fee required*

Credit: ½ - 1

**Track and Field 1, 2, 3, 4**

Recommended Grades: 9 (1), 10 (2), 11 (3), 12 (4)  
*Prerequisite: Team tryouts, athletic paperwork and fee required*

Credit: ½ - 1

**Swimming 1, 2, 3, 4**

Recommended Grades: 9 (1), 10 (2), 11 (3), 12 (4)  
*Prerequisite: Team tryouts, athletic paperwork and fee required*

Credit: ½ - 1

**Soccer 1, 2, 3, 4**

Recommended Grades: 9 (1), 10 (2), 11 (3), 12 (4), Girls only  
*Prerequisite: Team tryouts, athletic paperwork and fee required*

Credit: ½ - 1

**Baseball 1, 2, 3, 4**

Recommended Grades: 9 (1), 10 (2), 11 (3), 12 (4), Boys only  
*Prerequisite: Team tryouts, athletic paperwork and fee required*

Credit: ½ - 1

**Softball 1, 2, 3, 4**

Recommended Grades: 9 (1), 10 (2), 11 (3), 12 (4), Girls only  
*Prerequisite: Team tryouts, athletic paperwork and fee required*

Credit: ½ - 1

**Cheerleading 1, 2, 3, 4**

Recommended Grades: 9 (1), 10 (2), 11 (3), 12 (4)  
*Prerequisite: Team tryouts, athletic paperwork and fee required*

Credit: 1

**Lacrosse 1, 2, 3, 4**

Recommended Grades: 9 (1), 10 (2), 11 (3), 12 (4), Boys only  
*Prerequisite: Team tryouts, athletic paperwork and fee required*

Credit: ½ - 1

## **Fine Arts**

### **Middle School Theatre Arts**

Recommended Grades: 5-8

*Required Prerequisite: None*

This course is an overview of theatre arts, basic acting techniques, and introduction to stagecraft. It requires memorization, team work, and participation. This course requires performance outside of school.

### **Theatre Arts I**

Recommended Grades: 9-12

Credit: 1

*Required Prerequisite: None*

Theatre Arts I is an overview of theatre arts, basic acting techniques, and introduction to stagecraft. It requires memorization, team work, and participation. This course requires performance outside of school.

### **Theatre Arts II**

Recommended Grades: 10-12

Credit: 1

*Prerequisite: Theatre Arts I*

In Theatre Arts II, students enhance their acting and stagecraft techniques. It requires memorization, team work, and participation. This course requires performance outside of school.

### **Theatre Arts III**

Recommended Grades: 11-12

Credit: 1

*Prerequisite: Theatre Arts II*

In Theatre Arts III, students enhance their acting and stagecraft techniques. It requires memorization, team work, and participation. This course requires performance outside of school.

### **Theatre Arts IV**

Recommended Grades: 12

Credit: 1

*Prerequisite: Theatre Arts III*

In Theatre Arts IV, students enhance their acting and stagecraft techniques. It requires memorization, team work, and participation. This course requires performance outside of school.

### **Theatre Tech I, II, III, IV**

Recommended Grades: 9 (1), 10 (2), 11 (3), 12 (4)

Credit: 1

*Prerequisite: None*

Students are introduced to the practice and design of theatrical sets, scenery, lighting, sound, costumes, properties and makeup. This course requires performance outside of school. Students will learn all responsibilities of a production crew including the job of stage manager, director, and assistant director.

### **Middle School Choir**

Recommended Grades: 6-8

*Prerequisite: None, fee required*

Students develop vocal techniques, music reading, ear training, and listening skills, as well as teamwork and leadership. They will learn music history and literature through performance. This class does require outside performances for a grade.

### **Choir I**

Recommended Grades: 9-12

Credit: 1

*Prerequisite: None, fee required*

Students develop vocal techniques, music reading, ear training, and listening skills, as well as teamwork and leadership. They will learn music history and literature through performance. This class does require outside performances for a grade.

**Choir II**

Recommended Grades: 10-12

Credit: 1

*Prerequisite: Choir I, fee required*

Students develop vocal techniques, music reading, ear training, and listening skills, as well as teamwork and leadership. They will learn music history and literature through performance. This class does require outside performances for a grade.

**Choir III**

Recommended Grades: 11-12

Credit: 1

*Prerequisite: Choir II, fee required*

Students develop vocal techniques, music reading, ear training, and listening skills, as well as teamwork and leadership. They will learn music history and literature through performance. This class does require outside performances for a grade.

**Choir IV**

Recommended Grades: 12

Credit: 1

*Prerequisite: Choir III, fee required*

Students develop vocal techniques, music reading, ear training, and listening skills, as well as teamwork and leadership. They will learn music history and literature through performance. This class does require outside performances for a grade.

**Music Technology I/II**

Recommended Grades: 8-12

Credit: 1

*Prerequisite: None*

This course is for students wishing to explore music and make connections to their own musicality using technology and media-based resources for listening, recording, sharing, composing, and making music. Students develop foundational skills that develop musicianship including; music reading, technique, and ensemble skills.

**Dance Team I, II, III, IV**

Credit: 1 (1 FA OR 1 PE)

Recommended Grades: 9-12

*Prerequisite: Team tryouts and fee required*

Gateway Stars Dance Team members are expected to have intermediate to advanced level of dance ability, and a strong desire and passion to learn is necessary regardless of level. The purpose of this prestigious organization is to promote school spirit, loyalty, and high standards through the promotion of athletic and social groups at Gateway College Prep. The Gator Girls perform throughout the year, including basketball games, pep rallies, parades, community performances, fundraisers, competitions, and a spring show. This is a full year commitment including summer camps and practices outside the school day. There is also a financial responsibility for all students that pays for practice attire, camp, and competition. Students receive 1 credit fine arts or 1 credit PE per level.

**Foundations of Dance**

Recommended Grades: 9-12

Credit: 1 (FA or PE)

*Prerequisite: None*

The purpose of this course is to give all students the opportunity to enrich their kinesthetic awareness by learning various genres of dance including ballet, jazz, modern, lyrical, hip-hop and social dance forms. In addition, students will learn dance terminology, anatomy of the human body, history of dance, choreography, and aspects of dance production. This class does require outside performances for a grade. No experience is required, however the skills level builds upon itself each year. Some items will be required for these classes and include: dance clothes, dance shoes, and a water bottle. These items will be

used every day. Students receive 1 credit PE first year taken and 1 credit fine arts second—fourth year taken.

### **Middle School Art**

Recommended Grades: 5-8

*Prerequisite: None*

This course will provide a basic foundation in the areas of perception, production, history and evaluation. It will explore various techniques within drawing, design, painting, printmaking and sculpture with an emphasis on vocabulary.

### **Art I**

Recommended Grades: 9-12

Credit: 1

*Prerequisite: None*

This course will provide a basic foundation in the areas of perception, production, history and evaluation. It will explore various techniques within drawing, design, painting, printmaking and sculpture with an emphasis on vocabulary.

### **Art II**

Recommended Grades: 10-12

Credit: 1

*Prerequisite: Art I*

Students taking this course will build on its prerequisite, continuing to examine the elements and principles of drawing, design, painting, printmaking and sculpture

### **Art III**

Recommended Grades: 11-12

Credit: 1

*Prerequisite: Art II*

Students taking this course will build on its prerequisite, continuing to examine the elements and principles of drawing, design, painting, printmaking and sculpture

### **Art IV**

Recommended Grades: 12

Credit: 1

*Prerequisite: Art III*

Students taking this course will build on its prerequisite, continuing to examine the elements and principles of drawing, design, painting, printmaking and sculpture

### **AP Art Studio**

Recommended Grades: 11-12

Credit: 1

*Prerequisite: Art I and II*

Advanced Placement Art, college level course offers a rigorous and accelerated curriculum that prepares students to submit portfolios for the AP Art exam for possible college credit. Critical and creative thinking skills are developed through the production and critical analysis of 2-D and 3-D art. Students self-determine appropriate directions in which to develop artistic themes and media.

## **Leadership and College/Career Preparation**

### **5th Grade Personalized Learning Plan**

Recommended Grades: 5

*Prerequisite: None*

Students will develop and reinforce attitudes, skills, and knowledge to successfully enter and complete a college prep academic program in high school. Students will learn and apply study skills and learning



strategies to improve performance in the content areas: Note taking, outlining, writing, speaking, reading, test strategies, and the use of technology to improve performance will be stressed.

### **6th Grade Personalized Learning Plan**

Recommended Grades: 6

*Prerequisite: None*

Students will develop and reinforce attitudes, skills, and knowledge to successfully enter and complete a college prep academic program in high school. Students will learn and apply study skills and learning strategies to improve performance in the content areas: Note taking, outlining, writing, speaking, reading, test strategies, and the use of technology to improve performance will be stressed.

### **7th Grade Personalized Learning Plan**

Recommended Grades: 7

*Prerequisite: None*

Students will develop and reinforce attitudes, skills, and knowledge to successfully enter and complete a college prep academic program in high school. Students will learn and apply study skills and learning strategies to improve performance in the content areas: Note taking, outlining, writing, speaking, reading, test strategies, and the use of technology to improve performance will be stressed.

### **8th Grade Personalized Learning Plan**

Recommended Grades: 8

*Prerequisite: None*

Students will develop and reinforce attitudes, skills, and knowledge to successfully enter and complete a college prep academic program in high school. Students will learn and apply study skills and learning strategies to improve performance in the content areas: Note taking, outlining, writing, speaking, reading, test strategies, and the use of technology to improve performance will be stressed.

### **9th Grade Personalized Learning Plan**

Recommended Grades: 9

Credit: ½ (Professional Comm.)

*Prerequisite: None*

Students will develop and reinforce attitudes, skills, and knowledge to successfully complete rigorous Honors and AP courses. Students will learn and apply study skills and learning strategies to improve performance in the content areas: Note taking, outlining, writing, speaking, reading, test strategies, and the use of technology to improve performance will be stressed. Students will earn a semester credit in communication applications while completing the year-long PLP course.

### **10th Grade Personalized Learning Plan**

Recommended Grades: 10

Credit: ½ (Health)

*Prerequisite: None*

Students will develop and reinforce attitudes, skills, and knowledge to successfully complete rigorous Honors and AP courses. Students will learn and apply study skills and learning strategies to improve performance in the content areas: Note taking, outlining, writing, speaking, reading, test strategies, and the use of technology to improve performance will be stressed. Students will earn a semester credit in health while completing the year-long PLP course.

### **11th Grade Personalized Learning Plan**

Recommended Grades: 11

Credit: 1 credit (½ School to College and ½ Money Matters)

*Prerequisite: None*

Students will develop and reinforce attitudes, skills, and knowledge to successfully complete rigorous Honors and AP courses. Students will learn and apply study skills and learning strategies to improve

performance in the content areas: Note taking, outlining, writing, speaking, reading, test strategies, and the use of technology to improve performance will be stressed. Students will earn a half credit in School to College for the first semester and a half credit in Money Matters for the second semester.

### **AVID 1**

Credit: 1 ½ (AVID & Comm Apps)

Recommended Grades: 9

*Prerequisite: Teacher Recommendation and Application*

This is the first of a 4-year program that prepares students for advanced placement courses in high school and future college level coursework. This class focuses on developing writing, inquiry, collaboration, and reading through the content areas as well as communication, self-advocacy, leadership, and organization/time management skills. Students earn a semester credit in Communication Applications while completing the year-long AVID course.

### **AVID 2**

Credit: 1 ½ (AVID & Health)

Recommended Grades: 10

*Prerequisite: AVID 1 OR Teacher Recommendation and Application*

This is the second course of a 4-year program that prepares students for advanced placement courses in high school and future college level coursework. This course continues with the development of writing, inquiry, collaboration, and reading across the content areas, but also includes a focus on college and career research. Students also design and complete service projects as evidence of their leadership skills. Students also have the opportunity to earn a semester credit in Health while completing the year-long AVID course.

### **AVID 3**

Credit: 1

Recommended Grades: 11

*Prerequisite: AVID 2 OR Teacher Recommendation and Application*

This is the third course of a 4-year program that prepares students for advanced placement courses in high school and future college level coursework. This course continues with the development of writing, inquiry, collaboration, and reading across the content areas, but also includes a focus on developing the college entrance essay and coming to a better understanding of the requirements for acceptance into 4-year universities.

### **AVID 4**

Credit: 1

Recommended Grades: 12

*Prerequisite: AVID 3 OR Teacher Recommendation and Application*

This is the final fourth course of a 4-year program that prepares students for advanced placement courses in high school and future college level coursework. This course continues with the development of writing, inquiry, collaboration, and reading across the content areas, but also includes a focus on the college application and financial aid process.

### **Teen Leadership**

Recommended Grades: 7-8

*Prerequisite: Teacher Recommendation*

Teen Leadership is a program in which students learn leadership, professional, and business skills. They gain an appreciation for the importance of having a vision when setting personal and professional goals. Students learn to develop a healthy self-concept, build healthy relationships, and understand the concept of personal responsibility. Students learn skills in public speaking, communication, and problem solving.

### **PALS I, II**

Credit: 1

Recommended Grades: 10-12

*Prerequisite: Teacher Recommendation*

Peer Assistance and Leadership (PAL®) courses utilize the potential of youth to make a difference in their lives, schools and communities. PAL nurtures and builds capacities to help youth develop protective factors, helping them to achieve school and social successes which lead to a productive life.

### **Audio Visual Production I**

Credit: 1

Recommended Grades: 9-12

*Prerequisite: none*

This course will explore the Audio and Video production industry and its post-secondary educational and career opportunities. Students will gain job-specific training for entry level employment in audio, video, television, and motion picture careers. Professional grade equipment and software will be used in the creation of student lead productions.

### **Audio Visual Production II**

Credit: 1

Recommended Grades: 10-12

*Prerequisite: AV Production I*

Students will work on several audio and/or video productions created for television, cable television, education, radio, entertainment, business and/or industry. Students may concentrate on specific areas of interest such as videography, video editing, film editing, audio recording, audio mixing, sound reinforcement, and sound design.

### **Audio Visual Production III**

Credit: 2

Recommended Grades: 11-12

*Prerequisite: AV Production I & II*

This course is a two-credit course and will fill two periods in a student's schedule. Students will develop advanced knowledge and skills in their chosen field of study related to audio and video production. Students will develop a portfolio of work that will assist them in gaining entry level employment, earning admittance into college, film/video, television/radio broadcasting, and audio production programs, as well as securing post-secondary scholarships.

### **5th Grade Technology Applications**

Recommended Grades: 5

*Prerequisite: None*

This is a project-based curriculum to introduce and explore keyboarding, word processing, presentation, spreadsheet, and database software, as well as Internet basics, emerging technology, and file management systems. This course is required for all 5th graders.

### **6th Grade Technology Applications**

Recommended Grades: 6

*Prerequisite: None*

This is a project-based curriculum to introduce and explore keyboarding, word processing, presentation, spreadsheet, and database software, as well as Internet basics, emerging technology, and file management systems.

### **Fundamentals of Computer Science A**

Credit: ½

Recommended Grades: 7

*Prerequisite: None*

This course is intended as a first course for students beginning the study of computer science. Students will learn about the computing tools that are used every day. They will use their creativity and innovation to design, implement, and present solutions to real-life problems using computer science concepts. This course builds on technology skills taught in grade 5 and 6 to prepare students to take Computer Science I in high school.

**Fundamentals of Computer Science B**

Credit: ½

Recommended Grades: 8

*Prerequisite: Fundamentals of Computer Science A*

This course is intended as the second course for students beginning the study of computer science. Students will learn about the computing tools that are used every day. They will use their creativity and innovation to design, implement, and present solutions to real-life problems using computer science concepts. This course builds on technology skills taught in Fundamentals of Computer Science A to prepare students to take Computer Science I in high school.

**Middle School Yearbook**

Recommended Grades: 7-8

*Prerequisite: None*

This course continues the students' study of mass communications while applying their skills to the process of writing, designing and editing a school yearbook.

**Yearbook 1**

Credit: 1

Recommended Grades: 9-12

*Prerequisite: None*

This course continues the students' study of mass communications while applying their skills to the process of writing, designing and editing a school yearbook.

**Yearbook 2**

Credit: 1

Recommended Grades: 10-12

*Prerequisite: Yearbook 1*

This course continues the students' study of mass communications while applying their skills to the process of writing, designing and editing a school yearbook.

**Yearbook 3**

Credit: 1

Recommended Grades: 11-12

*Prerequisite: Yearbook 2*

This course continues the students' study of mass communications while applying their skills to the process of writing, designing and editing a school yearbook.

**Yearbook 4**

Credit: 1

Recommended Grades: 12

*Prerequisite: Yearbook 3*

This course continues the students' study of mass communications while applying their skills to the process of writing, designing and editing a school yearbook.

**Engineering Applications of Computer Science Principles**

Credit: 1

Recommended Grades: 11-12

*Prerequisite: Engineering Design & Problem Solving or Computer Science I*

This is an engineering course that engages students in programming and computational thinking to solve human-centered, technically challenging projects at the intersection of engineering and computer science.

**Credit Recovery (Online Credit Recovery)**

Credit: TBD

Recommended Grades: 10-12

This course is designed as an opportunity for students to make up credits at an accelerated pace for previously failed courses in core academic subjects through online instruction.

**Special Topics (Online Sequential)**

Credit: 1

Recommended Grades: 10-12

*Prerequisite: None*

Students will have a choice of elective courses to pursue CTE courses and pathways, achieve another endorsement, or meet CCMR. Courses are online, self-paced and must be completed by the end of the semester. Current available courses are below. Courses are subject to change based on availability through the online platform.

**SPECIAL TOPICS (ELECTIVE OPTIONS)**

<b><u>Courses offered through Special Topics:</u></b>	
(Y-year; S-semester)	
Introduction to STEM (s)	Introduction to Agriculture, Food, and Natural Resources (s)
Engineering and Product Development (s)	Agribusiness Systems (s)
Food Safety & Sanitation (s)	Introduction to Law, Public Safety, Corrections, and Security (s)
Marketing and Sales for Tourism and Hospitality (s)	Law Enforcement Field Services (s)
Small Business Entrepreneurship (y)	Fire & Emergency Services (s)
Introduction to Careers in Arts, A/V Technology and Communications (s)	Introduction to Careers in Government and Public Administration (s)
Principles of Information Technology (y)	Medical Terminology (y)
Introduction of Network Systems (s)	Introduction to Human Services (s)
Network System Design (s)	Introduction to Human Growth and Development (s)
New Applications: Web Development (s)	Introduction to Careers in Education & Training (s)
Business Information Management (y)	Literary Genres (s)
Business Law (12 <sup>TH</sup> grade, English 3 required) (s)	College Prep Math (y)
Principles of Health Science (y)	College Prep English (y)
Career Management (s)	
Technology and Business (y)	