Our Mission:

“Empowering all students to succeed in a changing society”

Fully accredited by Oklahoma State Department of Education and North Central Association of Schools and Colleges

The Edmond Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Randy Decker, Executive Director of Human Resources
1001 W. Danforth
Edmond, Oklahoma 73003
405-340-2800
## GENERAL INFORMATION

- Diplomas ................................................................. 2
- Units Required ........................................................ 2
- A Unit Defined ......................................................... 2
- Repeated Courses ................................................... 2
- Grade Classification Requirements ............................. 2
- Class Changes ........................................................ 2
- Graduation Requirements ......................................... 2
- Talent Search Programs ............................................. 2
- Individualized Education Programs For Students With Disabilities .................................................. 3
- Course Load ............................................................ 3
- Proficiency Based Promotion ...................................... 3
- Correspondence Study / Online Courses ........................ 3
- Valedictorians/ Salutatorians ...................................... 3
- Official Grade Point Average ...................................... 3
- Class Rank ............................................................... 3
- NCAA Freshman-Eligibility Standards Quick Reference ................................................................. 3
- Oklahoma Higher Learning Access Program (OHLAP) / Oklahoma Promise .................................. 4
- Advanced Placement/Intro to Advanced (IA) Placement ................................................................. 5
- Concurrent Enrollment .............................................. 5
- College Equivalency Courses for Concurrent Enrollment ............................................................ 7
- Individual Career Academic Plan (ICAP) .......................... 8
- Creating a Plan of Study ............................................. 8
- Using Career Clusters ................................................ 8
- Plan of Study Workspace ........................................... 9

## 2024 College Preparatory / Work Ready Curriculum Graduation Requirements ..................................... 10

### AEROSPACE SCIENCE / JROTC

### AGRICULTURE EDUCATION / CAREERTECH

### ART

### BUSINESS

### BUSINESS & INFORMATION TECHNOLOGY / CAREERTECH

### COMPUTER SCIENCE / CAREERTECH

### COMPUTER TECHNOLOGY APPLICATIONS AND PRODUCTIVITY

### DEBATE

### DRAMA / SPEECH

### ENGLISH

### FAMILY AND CONSUMER SCIENCES / CAREERTECH

### HEALTH / HEALTH CAREERS / CAREERTECH

### HUMANITIES

### INDUSTRIAL ARTS

### JOURNALISM & BROADCASTING

### MARKETING EDUCATION / DECA / CAREERTECH

### MATHEMATICS

### MUSIC

#### INSTRUMENTAL MUSIC

#### VOCAL MUSIC

### PHOTOGRAPHY

### PHYSICAL EDUCATION

### READING / LEARNING SKILLS

### SCIENCE

### SOCIAL STUDIES

### STUDENT COUNCIL / LEADERSHIP

### WORLD LANGUAGES

### ACADEMIES AND PROGRAMS

### EPS VIRTUAL EDMOND (VE) COURSE SELECTIONS

### FRANCIS TUTTLE TECHNOLOGY CENTER
This booklet contains general information concerning school requirements, courses available for study and other items for consideration for high school planning. The information contained is current and up-to-date at the time of printing/posting. However, this is not to be considered the final authority on information contained here. Please check with your school counselor for any updates, as well as state agency websites: www.okhighered.org www.ok.gov/sde www.eligibilitycenter.org Not all courses in this catalog will be offered at all schools each year.

DIPLOMAS

A student has earned a diploma when he/she has completed all the requirements for graduation from high school as prescribed by the State Department of Education, the North Central Association of Colleges and Secondary Schools, and the Edmond Board of Education. All graduating seniors are expected to attend commencement exercises.

UNITS REQUIRED

The requirement for graduation is twenty-four (24) units of transcripted credit from a public high school with a standard diploma.

Students with twenty-three (23) units of credit may participate in senior activities and the graduation ceremony, but will not receive a diploma until all requirements for graduation are satisfied. Students who need more than one (1) unit for graduation will not be permitted to participate in commencement exercises.

A UNIT DEFINED

Classes meeting a minimum of fifty (50) minutes, five (5) times per week for thirty-six (36) weeks carry one (1) unit of credit. “Sets of competencies” means those skills and competencies that are specified in the Oklahoma Academic Standards (OAS), as adopted by the State Board of Education, and other skills and competencies adopted by the Edmond Board of Education.

REPEATED COURSES

Should a student elect to repeat a class, both grades will be recorded and figured in the official grade point average. The repeated course will count toward the twenty-four (24) required units only if the student received a failing grade in the original attempt.

GRADE CLASSIFICATION REQUIREMENTS

The following criteria will be used in determining the classification of students by grade at the beginning of the fall semester:

a. Seventeen (17) units to be classified as a senior
b. Eleven (11) units to be classified as a junior
c. Five (5) units to be classified as a sophomore

CLASS CHANGES

Changes may be made after school is in progress at the discretion of the principal or his/her designated representative to correct placement or improve teacher-pupil loads. No pupil may drop a subject at any time without the approval of his/her parent and the principal or a designated representative.

GRADUATION REQUIREMENTS

1. To graduate from high school, a student must have earned a total of twenty-four (24) units. Students will be enrolled in the College Preparatory/Work Ready Curriculum unless a parent signs a waiver to “opt” his/her student out of the curriculum. If a parent signs a waiver, the student will then be enrolled in the Minimum Graduation Curriculum. Ultimately the completion of the “College Preparatory Curriculum” will depend on the student’s successful completion of the required coursework.
2. All courses taken for high school credit will be included on the student transcript. Only those courses taken in grades 9-12 will be included when calculating the high school grade point average and for determining valedictorians and salutatorians.
3. Dual GPA for all courses taken during grades 9-12 will be calculated and printed on the student’s transcript. Both the unweighted GPA (4.0 grading scale: A=4, B=3, C=2, D=1, F=0) and the weighted GPA (5.0 scale) for advanced placement courses (A=5.0 B=4.0 C=3.0 D=1.0 F=0.0) will be recorded on the transcript.
4. Senior students who have moved from out of state or from another school in Oklahoma and have become legal residents of a local school district may complete the number of graduation units required from their previous school.
5. In order to receive a diploma, a student must complete at least two (2) units of the last three (3) units completed for graduation in attendance at one of Edmond Public Schools’ high schools (including concurrent enrollment or district-sponsored alternative program).
6. The district Board of Education has the authority to establish local requirements for graduation above those of the State Board of Education.
7. The principal has the authority to resolve individual and/or hardship cases.
8. Specific course requirements depend on whether the student enrolls in the College Preparatory/Work Ready Curriculum (the default curriculum) or the Minimum Graduation Curriculum (requires a signed parental waiver to opt the student out of the “College Preparatory Curriculum”). The course requirements may also differ for graduating classes (student cohort groups) due to changes in Board of Education Policy or Oklahoma State Law. Please check the chart located in this publication for specific requirements for your class.

Graduation requirements are also included in EPS Board Policies at www.edmondschools.net.

TALENT SEARCH PROGRAMS

In certain cases, credit may be obtained through talent search programs such as the Duke Summer Program. Approval for such coursework shall be obtained from the EPS Educational Services Department prior to coursework commencing. Documentation of the course taken must be presented to the curriculum office to verify that the course work’s curriculum standards and academic rigor is comparable to an Edmond Public School high school course. Documentation must include the course syllabus, the student evaluation provided by the teacher and successful results of an exit examination if given.
INDIVIDUALIZED EDUCATION PROGRAMS
FOR STUDENTS WITH DISABILITIES

Local individualized education program teams may, for individual students, use a modified set of competencies, minimal competencies for high school graduation, and requirements permitting credit for career education and supervised work experience. This allows for a realistic educational program which helps youth with disabilities to make the transition from school to the world of work with a maximum chance for success as self-supporting citizens.

COURSE LOAD

1. Students who return for a fifth year because of deficient credits are required to enroll in only those courses required for graduation. They may, however, enroll in additional courses if they desire.
2. The concurrent enrollment program allows students to enroll in college courses. Concurrent enrollment courses will be recorded on the students' high school transcripts as either academic or elective credit. Students shall receive academic credit if the concurrent course content and objectives align to OAS taught through the course provided by the school district. If the concurrent course does not align to OAS, students shall receive elective credit. Grades earned and transcribed as a result of concurrent enrollment will be included in determining a student's official grade point average. The unweighted 4.0 grading scale will apply for concurrent credit. Specific information regarding the concurrent program is available in the guidance office of each high school. (See additional concurrent information on pg. 5 of this publication.)

PROFICIENCY BASED PROMOTION

1. Proficiency Based Promotion is a system which awards credit for students in the required curriculum areas, i.e., social studies, language arts, world languages, mathematics, science, and health. All students in grades K-12 are eligible for Proficiency Based Promotion if they perform at the 90% level on designated assessments. Secondary students who advance one (1) or more levels in the core curriculum areas must do so in a sequential manner.
2. In compliance with Oklahoma law, if students demonstrate proficiency for 9-12 curriculum areas, appropriate notation and a letter grade of A will be entered on the high school transcript. Credit earned will count toward meeting the requirements for graduation. Units earned through proficiency assessment will be transferable with students among school districts within the state of Oklahoma. Failure to demonstrate proficiency will not be noted on the transcript.

CORRESPONDENCE STUDY/ONLINE COURSES

Courses must align with the Oklahoma Academic Standards (OAS), meet Edmond Public Schools curriculum, and be administratively approved. Permission must be obtained from the principal and the student's counselor for all student enrollments in an approved course. All coursework must be from an accredited school for credit to be issued.

VALEDICTORIANS / SALUTATORIANS

The valedictorian(s) will be the student(s) having all A's; the salutatorian(s) will include the student(s) with all A's except for 1 B. Only grades earned during the 9th, 10th, and 11th grades and the fall semester of the senior year, including any repeated courses, will be considered. To qualify as a valedictorian or salutatorian, the student must be enrolled in the Edmond School District at the beginning of the fall semester of his/her senior year. A valedictorian who has completed a minimum of five (5) advanced placement courses shall be designated as “Valedictorian with Distinction.”

OFFICIAL GRADE POINT AVERAGE

The official grade point average will include all grades earned in grades 9-12 posted on a student transcript. A student's GPA will be computed using a four-point grading scale (A=4, B=3, C=2, D=1, F=0). Courses taken in other districts and transferred in with S or U, or those taken prior to the ninth grade, will not be computed in the GPA.

CLASS RANK

The official class rank is based on the weighted GPA. The unweighted GPA is used only for determining valedictorians and salutatorians. A student’s class ranking will be calculated based on the weighted GPA in the following groupings: 1%, 2%, 5%, 10%, 15%, 20% and each successive quintile. Students will be included in class rankings through their fourth year in high school. Students who remain in high school after four years will be classified in a Transitional Grade (TR) and will not be included in subsequent class rankings.

NCAA FRESHMAN-ELIGIBILITY STANDARDS QUICK REFERENCE

For detailed information, see the NCAA Eligibility Center website and your high school counselor. Go to www.eligibilitycenter.org

Core Courses
NCAA Division I and Division II each require 16 core courses. The type of courses is different so use care in reviewing this information. See the chart below for the breakdown of this 16 core-course requirement.

Test Scores

- Division I has a sliding scale for test score and grade point average.
- Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading and science.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- When you register for the SAT or ACT, use the NCAA Eligibility Center to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

<table>
<thead>
<tr>
<th>DIVISION I</th>
<th>16 CORE-COURSE RULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years</td>
<td>English</td>
</tr>
<tr>
<td>3 years</td>
<td>mathematics (Algebra I or higher)</td>
</tr>
<tr>
<td>2 years</td>
<td>natural/physical science (1 year of lab if offered by high school)</td>
</tr>
<tr>
<td>1 year</td>
<td>additional English, mathematics or natural/physical science</td>
</tr>
<tr>
<td>2 years</td>
<td>social science</td>
</tr>
<tr>
<td>4 years</td>
<td>additional courses (from any area above, world language or nondoctrinal religion/philosophy)</td>
</tr>
</tbody>
</table>

www.edmondschools.net
DIVISION II

16 CORE-COURSE RULE

<table>
<thead>
<tr>
<th>Units</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 years</td>
<td>English</td>
</tr>
<tr>
<td>2 years</td>
<td>mathematics (Algebra I or higher)</td>
</tr>
<tr>
<td>2 years</td>
<td>natural/physical science (1 year of lab if offered by high school)</td>
</tr>
<tr>
<td>3 years</td>
<td>additional English, mathematics or natural/physical science</td>
</tr>
<tr>
<td>2 years</td>
<td>social science</td>
</tr>
<tr>
<td>4 years</td>
<td>additional courses (from any area above, world language or non-doctrinal religion/philosophy)</td>
</tr>
</tbody>
</table>

Check for complete information at ncaapublications.com.

OKLAHOMA HIGHER LEARNING ACCESS PROGRAM (OHLAP)/OKLAHOMA PROMISE

This scholarship program helps pay for a portion of a college education for students planning ahead. Students will need to take a rigorous high school curriculum, make at least a 2.5 GPA in both core curriculum and overall, observe attendance rules, stay out of trouble, and meet family income requirements. Oklahoma’s Promise students graduating high school must complete the Free Application for Federal Student Aid (FAFSA). The information from the FAFSA will be used to determine whether students meet the financial requirements to qualify to receive the scholarship payments. It is also important to remember that Oklahoma’s Promise will only pay for a portion of total college and training costs at Oklahoma educational institutions, and students will need additional money to help pay for required fees, books, supplies, and room and board. The FAFSA is the best place to start. Students must apply in their 8th, 9th, or 10th grade year, observe all deadlines, and be an Oklahoma resident.

Students MUST take the following high school coursework to meet Oklahoma’s Promise program requirements. It is very important to go over coursework to make sure all of the academic requirements of the program are being met. The Oklahoma’s Promise Curriculum Checklist can help students record their grades and make sure they have taken the right courses.

Oklahoma’s Promise Core Curriculum

<table>
<thead>
<tr>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 units</td>
<td>English (grammar, composition, literature; courses should include an integrated writing component)</td>
</tr>
<tr>
<td>3 units</td>
<td>Lab science (Biology, Chemistry, Physics or any lab science certified by the school district; general science with or without a lab may not be used to meet this requirement)</td>
</tr>
<tr>
<td>3 units</td>
<td>Mathematics (Algebra I, Algebra II, Geometry, Math Analysis, Trigonometry, Pre-Calculus (must have completed Geometry and Algebra II), Calculus, Advanced Placement (AP) Statistics)</td>
</tr>
<tr>
<td>3 units</td>
<td>History and citizenship skills (including one unit of American History and two additional units from the subjects of history, economics, geography, government, civics and/or non-Western culture)</td>
</tr>
<tr>
<td>2 units</td>
<td>World or non-English language (two years of the same language) OR computer technology (two units in programming, hardware and business computer applications, such as word processing, databases, spreadsheets and graphics, will qualify; keyboarding or typing classes do NOT qualify) (1 world language and 1 computer course will NOT meet this requirement.)</td>
</tr>
<tr>
<td>1 unit</td>
<td>Additional unit of subjects listed above</td>
</tr>
<tr>
<td>1 unit</td>
<td>Fine arts (music, art, drama) OR speech</td>
</tr>
</tbody>
</table>

Oklahoma Public College and University Admission Standards

<table>
<thead>
<tr>
<th>17</th>
<th>TOTAL UNITS</th>
</tr>
</thead>
</table>

Courses labeled “Essential” or “Concept” offered through the Special Education Department DO NOT fulfill the requirements for an Oklahoma Promise scholarship.

Apply online at [www.okpromise.org](http://www.okpromise.org). For more information, call the Oklahoma State Regents for Higher Education’s student information hotline at 800-858-1840 (225-9152 in Metro area), e-mail okpromise@osrhe.edu or write Oklahoma’s Promise, Oklahoma State Regents for Higher Education, PO Box 108850, Oklahoma City, OK 73101-8850. [www.okhigered.org/okpromise](http://www.okhigered.org/okpromise)

Course Requirements for Oklahoma State Colleges & Universities [www.okhighered.org](http://www.okhighered.org)

<table>
<thead>
<tr>
<th>English</th>
<th>4 units</th>
<th>Grammar, composition and literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>3 units</td>
<td>Algebra I, Algebra II, Geometry, Math Analysis, Trigonometry, Calculus and Advanced Placement Statistics</td>
</tr>
<tr>
<td>Laboratory science</td>
<td>3 units</td>
<td>Biology, Chemistry, Physics or any lab science certified by school district; general science courses do not qualify</td>
</tr>
<tr>
<td>History and citizenship skills</td>
<td>3 units</td>
<td>Must include 1 unit of American History and 2 units from the subjects of history, economics, geography, government, civics and/or non-Western culture</td>
</tr>
<tr>
<td>Other</td>
<td>2 units</td>
<td>From any of the subjects listed above or from computer science or world language</td>
</tr>
</tbody>
</table>

TOTAL 15 units

Suggestion for Success: Colleges and universities also recommend, but do not require, that you take an additional unit in math, an additional unit in lab science and two units in speech or fine arts (music, art, or drama). Note: Requirements may change, and they may be different for independent (private) colleges and universities. Check with your school counselor for full details.

For more information on Oklahoma public college and university admission standards, e-mail student info @ gwekke@osrhe.edu or call the Student Information Hotline at 1.800.858.1840 (225.9239 in Oklahoma City).
to accept the time and learning requirements of a college-level and college prep class. Additional information regarding the Introduction to Advanced/AP program may be obtained by contacting a counselor or the principal at each school.

**CONCURRENT ENROLLMENT**

Students have the opportunity to earn college credit while still in high school with concurrent enrollment at a local university or college.

1. Twelfth grade students enrolled in an accredited high school may, if they meet the requirements set forth on the chart below, be admitted provisionally to a college or university in the Oklahoma State System of Higher Education as special students. After qualifying for admission, students must also qualify with a 19 or higher ACT subject area score in the corresponding subject area of the college course for which they wish to enroll. (The ACT and SAT scores are established by the Oklahoma State Regents for Higher Education and are revised annually, as needed.)

<table>
<thead>
<tr>
<th>Qualifying for Concurrent</th>
<th>25 ACT or 1130 SAT or 3.5 GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oklahoma</td>
<td></td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>25 ACT or 1130 SAT or 3.5 GPA</td>
</tr>
<tr>
<td>Regional universities</td>
<td>23 ACT or 1050 SAT or 3.5 GPA</td>
</tr>
<tr>
<td>University of Science &amp; Arts of OK</td>
<td>24 ACT or 1090 SAT or 3.5 GPA</td>
</tr>
<tr>
<td>Community colleges</td>
<td>21 ACT or 980 SAT or 3.0 GPA</td>
</tr>
</tbody>
</table>

2. Students must have a signed statement from the high school principal stating that they are eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year. Students must also provide a letter of recommendation from their high school counselor and a written permission from their parents/legal guardian.

3. Eleventh grade students enrolled in an accredited high school may, if they meet the requirements on the charts above, be admitted provisionally to a college or university in the Oklahoma State System of Higher Education as special students.

4. A high school student may enroll in a combined number of high school and college courses per semester at a minimum of 15 hours and a maximum not to exceed a full time college work load of 19 semester credit hours. For purposes of calculating workload, one half high school unit shall be equivalent to three semester credit hours of college work. (ex: A 3 hour college course will be given 1 high school credit for a science course above Biology and a math course above Algebra 1.) Any concurrent courses less than a 3 hour college course will be transcripted as a .5 credit.

5. If a student chooses to enroll concurrently for high school credit in a required course, they will complete that credit concurrently. For example, a student enrolled in a college course for a one-semester high school elective course will not be permitted to begin the course then return to the high school mid-semester to complete the semester of credit. Similarly, if a student concurrently enrolls in U.S. Government,
6. All other students not qualified by grade level may be considered for full enrollment or concurrent enrollment under the State Regents Opportunity Admission Category. Each high school senior who meets the eligibility requirements shall be entitled to receive a tuition waiver equivalent to the amount of resident tuition for a maximum of eighteen (18) credit hours. (Tuition waivers shall be granted in the amount of funds available for the program and the number of eligible applicants. The Oklahoma State Regents for Higher Education shall establish an application process and criteria for prioritizing applicants as determined by the State Regents. Contact the local college or university for information on the application process.)

7. Concurrent enrollment in specific coursework, as regulated by state and district graduation requirements, as well as the Oklahoma Academic Standards, must follow the guidelines on the College Equivalency Courses for Concurrent Enrollment chart (see following page) as required by district graduation requirements, if such requirements have not been met. Any courses not listed on this chart MUST be submitted for review and approval prior to concurrent approval being granted. The eligible student must submit a course syllabus to content specialists for review and approval at least two weeks prior to enrollment.

**IMPORTANT INFORMATION CONCERNING WITHDRAWING FROM CONCURRENT:**

*Students are responsible to report any changes in their concurrent enrollment status to their school counselor immediately to allow for a schedule change. Failure to report withdrawal from college courses will result in severe academic and disciplinary consequences.*
Students have the opportunity to earn college credit while still in high school with concurrent enrollment at a local university or college but great care must be used to earn the correct credit for the correct course. Please remember, AP credit is NOT awarded when completing concurrent enrollment. Use the following chart to help understand the type of course and the duration required to meet the equivalency requirements at both institutions. Please direct further questions to the high school counselor. All students must be enrolled in a full school day each semester.

<table>
<thead>
<tr>
<th>High School Required Course:</th>
<th>Required Concurrent Enrollment (First Semester)</th>
<th>Required Concurrent Enrollment (Second Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History</td>
<td>U.S. History (1865 - present)</td>
<td>One additional U.S. History course</td>
</tr>
<tr>
<td>U.S. Government</td>
<td>U.S. Government</td>
<td>One additional Political Science course above the level of U.S. Government</td>
</tr>
<tr>
<td>English IV</td>
<td>Composition I</td>
<td>Composition II</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Any course equivalent to the third year of Mathematics as required by district graduations requirements, if such requirements have not been met.</td>
<td>One additional course is recommended.</td>
</tr>
<tr>
<td>Science</td>
<td>Any course equivalent to the third year of science as required by district graduations requirements, if such requirements have not been met.</td>
<td>Any course equivalent to the third year of science is recommended.</td>
</tr>
<tr>
<td>World Languages</td>
<td>Any course in a world language.</td>
<td>One additional course in any world language is recommended.</td>
</tr>
</tbody>
</table>
INDIVIDUAL CAREER ACADEMIC PLAN (ICAP)

The term ICAP refers to both a process that helps students engage in academic and career development activities and a product that is created and maintained for students’ academic, career and personal advancement. ICAP is a student-driven, ongoing process that actively engages students, enabling them to:
• Understand their own interests, strengths, values and learning styles
• Create a vision for their future
• Develop individual goals
• Prepare a personal plan for achieving their vision and goals.

It is proven that students who are actively engaged in their own educational and career planning processes are more successful in colleges and other training institutions and find a more direct path to their ultimate career, saving valuable time, money and uncertainty along the way. It is further proven that those students with a written plan are more likely to achieve their success when they follow it and adapt it as they progress. As students evolve in their discovery and growth, the document likewise evolves and reflects students’ changing passions, aptitudes, interests and growth.

An ICAP has a strong, intentional connection with readiness for career, technical training and college. Students and parents are encouraged to carefully consider career planning and future goals when selecting courses during each enrollment period with reference to a personalized plan of study. Each school has a qualified staff of guidance counselors working cooperatively to assist students in creating the overall plan of study as part of the ICAP process and enabling the students to prepare for their future careers. Each year the school counselors will focus on several elements of career development through class activities, group sessions and personal consultations. Because career development is ongoing and very personal, students will find it valuable to spend more time engaged in some of these activities or to independently review and update personal information, goals, and progress.

Students, families, school counselors, educators and school leaders can access two free online tools to help guide students on their ICAP journey. Edmond Public Schools will work most consistently with the OK College Start provided by the Oklahoma State Regents for Higher Education. The other site is offered by the Oklahoma Department of Career and Technology Education and is called Ok Career Guide. Both sites are open to all residents of Oklahoma, students and adults, and offer a wide range of resources and information to enable students and families the tools they will need to develop plans to help students succeed.

CREATING A PLAN OF STUDY
A Plan of Study is an individualized and organized plan of the courses to be taken during high school. It should be reflective of goals the student plans to pursue after graduating high school and meet the requirements to make these happen. By considering rigorous courses to help strengthen abilities and advance learning, students are able to graduate from high school on time and well equipped with a plan for their future. The tables on page 9 are provided for parent and student use to help with the planning and enrollment process.

USING CAREER CLUSTERS
Career Clusters are nationally recognized categories of jobs and training plans used to help guide individuals as they prepare for their future. They also provide students with a context for studying traditional academics and learning the skills specific to a career. When students understand the preparation paths needed and determine their personal and career goals, they are more successful and have greater opportunities available to them. In this book, Career Cluster icon(s) have been associated to the course descriptions given to help the student determine the appropriateness of the course to their goals. This is not meant to be all inclusive or a definite determination of taking the course, but a general guide to consider how the course may align with future plans. The icons included in this book are as follows:

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, A/V Technology, and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality
- Human Services
- Information Technology
- Law, Public Safety, Corrections, and Security
- Manufacturing
- Marketing
- STEM - Science, Technology, Engineering & Mathematics
- Transportation, Distribution and Logistics
## PLAN OF STUDY

*Complete the tables with your selections for each year.*

### FRESHMAN COURSE LIST

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>

### SOPHOMORE COURSE LIST

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>

### JUNIOR COURSE LIST

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>

**Concurrent Courses**

Qualified juniors may begin taking college courses online or on-campus. See “Concurrent Enrollment” in the Information section.

### SENIOR COURSE LIST

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>

**Concurrent Courses**

Qualified seniors may take college courses online or on-campus. See “Concurrent Enrollment” in the Information section.
## Edmond Public Schools Course Requirements for High School Graduation

**College Preparatory/Work Ready Requirements**

**Units or sets of competencies**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units or sets of competencies</th>
</tr>
</thead>
</table>
| Language Arts: Integrated grammar, composition, & literature | 4 units  
  - 1 unit English I (World Literature),  
  - 1 unit English II (World Literature),  
  - 1 unit English III (American Literature), and  
  - 1 unit English IV (English Literature). |

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units or sets of competencies</th>
</tr>
</thead>
</table>
| Laboratory Science: 1 unit Biology                | 3 units  
  - 1 unit Biology  
  - 1 unit of physical science, Chemistry, or Physics, and  
  - 1 unit in the domains of physical science, life science or Earth Science with the content and rigor above Biology or Physical Science. |

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units or sets of competencies</th>
</tr>
</thead>
</table>
| Mathematics: Limited to Algebra I, Algebra II, Geometry, Trigonometry/Pre-Calculus, Math Analysis, Calculus, AP Statistics, or any math course with content and/or rigor above Algebra I and approved for college admission. Students who enter ninth grade with high school math credits must earn at least three additional math credits during grades 9-12 to fulfill this requirement. | 3 units  
  - 1 unit Algebra I and  
  - 2 units with content and/or rigor at or above Algebra I May include, but not limited to the following courses: Algebra II, IA Algebra II, Geometry, IA Geometry, Survey of College Prep Math, Math Analysis, IA Math Analysis, AP Calculus, AP Statistics, Intermediate Algebra, Math of Finance, or other approved mathematics courses. Students who enter ninth grade with high school math credits must earn at least three additional math credits during grades 9-12 to fulfill this requirement. |

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units or sets of competencies</th>
</tr>
</thead>
</table>
| Social Studies: .5 unit of Oklahoma History, 1 unit of World History, 1 unit of United States History, and 1 unit of U.S Government.*  
*This course includes financial literacy standards and must be successfully completed to fulfill graduation requirements. | 3.5 units  
  - .5 unit of Oklahoma History,  
  - 1 unit of World History,  
  - 1 unit of United States History, and  
  - 1 unit of U.S Government.*  
*This course includes financial literacy standards and must be successfully completed to fulfill graduation requirements. |

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units or sets of competencies</th>
</tr>
</thead>
</table>
| World language or Computers, 2 units of the same foreign language OR 2 units of computer technology (above keyboarding). | 2 units  
  - 2 units of the same foreign language OR  
  - 2 units of computer technology (above keyboarding). |

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units or sets of competencies</th>
</tr>
</thead>
</table>
| Additional Core Unit: 1 unit from the courses listed above (English, Mathematics, Laboratory Science, Social Studies, World Language, and Computers) or career technology education courses approved for college admission requirements. These can include AP or concurrent enrollment. | 1 unit  
  - 1 unit from the courses listed above (English, Mathematics, Laboratory Science, Social Studies, World Language, and Computers) or career technology education courses approved for college admission requirements. These can include AP or concurrent enrollment. |

**Core Curriculum (Opt Out) Graduation Requirements**

**Units or sets of competencies**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units or sets of competencies</th>
</tr>
</thead>
</table>
| Language Arts: Integrated grammar, composition, & literature:  
  - 1 unit English I (World Literature),  
  - 1 unit English II (World Literature),  
  - 1 unit English III (American Literature), and  
  - 1 unit English IV (English Literature). | 4 units  
  - 1 unit English I (World Literature),  
  - 1 unit English II (World Literature),  
  - 1 unit English III (American Literature), and  
  - 1 unit English IV (English Literature). |

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units or sets of competencies</th>
</tr>
</thead>
</table>
| Science: 1 unit Biology  
1 unit of physical science, Chemistry, or Physics, and 1 unit in the area of physical science, life science or Earth Science with the content and rigor above Biology. This could include, but is not limited to horticulture, environmental science, and animal science. | 3 units  
  - 1 unit Biology  
  - 1 unit of physical science, Chemistry, or Physics, and  
  - 1 unit in the area of physical science, life science or Earth Science with the content and rigor above Biology. This could include, but is not limited to horticulture, environmental science, and animal science. |

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units or sets of competencies</th>
</tr>
</thead>
</table>
| Mathematics: 1 unit Algebra I and  
  2 units with content and/or rigor at or above Algebra I May include, but not limited to the following courses: Algebra II, IA Algebra II, Geometry, IA Geometry, Survey of College Prep Math, Math Analysis, IA Math Analysis, AP Calculus, AP Statistics, Intermediate Algebra, Math of Finance, or other approved mathematics courses. Students who enter ninth grade with high school math credits must earn at least three additional math credits during grades 9-12 to fulfill this requirement. | 3 units  
  - 1 unit Algebra I and  
  - 2 units with content and/or rigor at or above Algebra I May include, but not limited to the following courses: Algebra II, IA Algebra II, Geometry, IA Geometry, Survey of College Prep Math, Math Analysis, IA Math Analysis, AP Calculus, AP Statistics, Intermediate Algebra, Math of Finance, or other approved mathematics courses. Students who enter ninth grade with high school math credits must earn at least three additional math credits during grades 9-12 to fulfill this requirement. |

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units or sets of competencies</th>
</tr>
</thead>
</table>
| Social Studies: .5 unit of Oklahoma History, 1 unit of World History, 1 unit of United States History, and 1 unit of U.S Government.*  
*This course includes financial literacy standards and must be successfully completed to fulfill graduation requirements. | 3.5 units  
  - .5 unit of Oklahoma History,  
  - 1 unit of World History,  
  - 1 unit of United States History, and  
  - 1 unit of U.S Government.*  
*This course includes financial literacy standards and must be successfully completed to fulfill graduation requirements. |

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units or sets of competencies</th>
</tr>
</thead>
</table>
| Computer Education: 1 unit or set of competencies of computer technology, whether taught at a high school or a technology center, including computer programming, hardware and business computer applications, such as word processing, data basis spreadsheets, and graphics, excluding keyboarding or typing classes. | 1 unit  
  - 1 unit or set of competencies of computer technology, whether taught at a high school or a technology center, including computer programming, hardware and business computer applications, such as word processing, data basis spreadsheets, and graphics, excluding keyboarding or typing classes. |

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units or sets of competencies</th>
</tr>
</thead>
</table>
| Additional Core Unit: 1 unit from the courses listed above (English, Mathematics, Laboratory Science, Social Studies, World Language, and Computers) or career technology education courses approved for college admission requirements. These can include AP or concurrent enrollment. | 1 unit  
  - 1 unit from the courses listed above (English, Mathematics, Laboratory Science, Social Studies, World Language, and Computers) or career technology education courses approved for college admission requirements. These can include AP or concurrent enrollment. |

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units or sets of competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>No requirement</td>
<td>No requirement</td>
</tr>
</tbody>
</table>
### College Preparatory/Work Ready Requirements*

<table>
<thead>
<tr>
<th>Units</th>
<th>Fine Arts: 1 unit or sets of competencies (Including but not limited to a combination of visual arts, general music or the performing arts)</th>
<th>Health</th>
<th>Electives: Courses of choice to total 24 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit</td>
<td></td>
<td>.5 unit</td>
<td>8 units</td>
</tr>
<tr>
<td>.5 unit</td>
<td>Fine Arts: 1 unit or sets of competencies (Including but not limited to a combination of visual arts, general music or the performing arts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 units</td>
<td>Health</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. *The College Preparatory/Work Ready Curriculum is required by Senate Bill 982 unless a parent meets with a school official and signs a waiver to “opt” his/her child out of the recommended curriculum. (Senate Bill 1370)
2. It is highly suggested that college bound students take one unit of computer technology to avoid remedial placement at the university level.
3. The State Board of Career and Technology Education will provide a list of industry-valued credentials that may be used as substitutes for units of credit.
4. “Introduction to Advanced” is shown as “IA.”

### Core Curriculum (Opt Out) Graduation Requirements

<table>
<thead>
<tr>
<th>Units</th>
<th>Fine Arts: 1 unit or sets of competencies (Including but not limited to a combination of visual arts, general music or the performing arts)</th>
<th>Health</th>
<th>Electives: Courses of choice to total 24 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit</td>
<td></td>
<td>.5 unit</td>
<td>8 units</td>
</tr>
</tbody>
</table>

### High School Graduation (HB 3218)

Students will be subject to the assessment system adopted by the State Board of Education in order to graduate. The highest-achieved score on the assessment or assessments will be reflected on the student’s transcript. Students moving to Oklahoma from another State or students that could not participate in the state testing program (OSTP) may write a letter of appeal to the building principal requesting an alternative test be used in order to graduate from Edmond Public Schools. Tests that may replace the OSTP by appeal include:

A. ACT, SAT, PSAT/NMSQT; or
B. Appropriate, skills-oriented assessment such as WorkKeys; or
C. Oklahoma Alternate Assessment Program (OAAP)
State law requires that students meet the additional requirements below in order to graduate from a public high school with a standard diploma.

### ASSESSMENTS

<table>
<thead>
<tr>
<th>Taken in 11th Grade:</th>
<th>Taken once during High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>______ ACT OR ______ SAT</td>
<td>______ U.S. History</td>
</tr>
<tr>
<td>______ Science Assessment</td>
<td></td>
</tr>
</tbody>
</table>

### ADDITIONAL REQUIREMENTS

- ______ Personal Financial Literacy Passport
- ______ CPR / AED

### INDIVIDUAL CAREER ACADEMIC PLAN (ICAP)

Beginning with students entering the ninth grade in the 2019 - 2020 school year (class of 2023), each student is required to complete the process of an Individual Career Academic Plan (ICAP) in order to graduate from a public high school with a standard diploma.

The ICAP Career Assessment, Career Goal, and Coursework are to be reviewed annually. Enter the date the student completed each requirement below.

<table>
<thead>
<tr>
<th>Goal</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Career Goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses Reflect Goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students are also required to participate in Service Learning and/or Work-Based Learning Activities at least once in grades 9-12. Mark each grade level the student participated in this requirement; not limited to one activity or grade level. **Internship codes are reserved for 11th and 12th grade.**

<table>
<thead>
<tr>
<th>Goal</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service or Work-based Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23 units or sets of competencies are required to meet state graduation requirements.

**Total Units Earned** must match **Total Units Upon Final Check** on page 1.
AF JROTC

General Information

Air Force Junior Reserve Officer Training Corps (AFJROTC) is a four year program and includes: Aerospace Science (AS), Leadership Education (LE), Drill and Wellness/Fitness. AS topics include: history of flight, and space exploration. LE topics include USAF customs and courtesies, communication skills, life skills, leadership, and drill and ceremonies. Cadets will adhere to Air Force (USAF) guidance, uniform/dress and appearance standards, standards of conduct, and academic progress. AFJROTC before and after school activities include: Honor Guard; Armed Drill (Blue Knights); Unarmed Drill (Falcons); Competition Color Guard; Physical Training Team; Aeronautics Club; Cyber Patriot; Stellar-eXplorers and a Joint Leadership Academic Bowl Team.

Students who complete one year of AFJROTC, earn a physical education waiver. Students who complete three semesters of AFJROTC earn a health course waiver.

NOTE: The course is offered only at Edmond North High School. EPSAC must approve transfers for EPS 9th grade student who would normally attend Memorial or Santa Fe High Schools, and “new to EPS students. Transfer requests from EPS rising sophomores, juniors or seniors will not be considered. Students who were enrolled in a JROTC program at another high school are encouraged to apply. Transfer students who choose to disenroll or who are disenrolled from AFJROTC will return to their home high school.

AF JROTC I - AEROSPACE SCIENCE - AS-1: AVIATION HISTORY LE I: AIR FORCE CUSTOMS AND TRADITION

This course is comprised of Aerospace Science (40%), Leadership Education (40%) and Wellness (20%). The Aerospace Science portion of the course is an aviation history course focusing on the development of flight throughout the centuries. Leadership education introduces students to the Air Force organizational structure; uniform wear; customs, courtesies, military traditions and drill. Wellness is an official part of the Air Force Junior ROTC program. It is an exercise program focused upon individual base line improvements.

AF JROTC II - AEROSPACE SCIENCE 200 - AS-2: THE SCIENCE OF FLIGHT LE II: COMMUNICATION, AWARENESS LEADERSHIP

This course is comprised of Aerospace Science (40%), Leadership Education (40%) and Wellness (20%). The Aerospace Science portion of the course focuses on the aerospace environment, the human requirements of flight, principles of aircraft flight, and principles of navigation. The Leadership Education portion stresses communication skills, conflict resolution, decision-making skills, cadet corps activities, and drill and ceremonies. Wellness is an official part of the Air Force Junior ROTC program. It is an exercise program focused upon individual base line improvements.

AF JROTC III - AEROSPACE SCIENCE 300 - AS-3: CULTURAL STUDIES LE III: LIFE SKILLS AND CAREER OPPORTUNITIES

This course is comprised of Aerospace Science (40%), Leadership Education (40%) and Wellness (20%). Aerospace Science portion examines the historical, geographic, religious, ethnic factors, economic, political, social factors, environmental resources, population density, famine, war, immigration policies, and capitalism and communism throughout the six major regions of the world. The Leadership Education portion of the course examines career opportunities after high school, life skills, and drill and ceremonies. Wellness is an official part of the Air Force Junior ROTC program. It is an exercise program focused upon individual base line improvements.

AF JROTC IV - AEROSPACE SCIENCE 400 - AS-4: CORPS MANAGEMENT LE IV: PRINCIPLES OF MANAGEMENT

This course is comprised of Aerospace Science (40%), Leadership Education (40%) and Wellness (20%). The Aerospace Science portion of the course provides the opportunity for students to apply management principles. Cadets plan, organize, and execute all aspects of Corps activities. The Leadership Education portion of the course examines management theories and concepts. Wellness is an official part of the Air Force Junior ROTC program. It is an exercise program focused upon individual base line improvements.
The agriculture industry is the nation’s largest employer with more than 22 million people working in some phase — from growing food & fiber, to research and production, to selling the products at retail operations. The Edmond Public Schools Agriculture Education program is part of the CareerTech system and is open to students at each high school in grades 9-12 and fits into their normal daily class schedule. The facility is located at 300 N. Kelly and transportation is provided for each student as part of the program operations. FFA, the agriculture student organization, is an integral part of the program focusing on leadership, community service, student projects, competitions, public speaking, and career development. Students enrolled in this program are expected to participate in the FFA activities.

**INTRODUCTION TO AGRISCIENCE (“AgriScience I”)**
Introduction to AgriScience is a one-credit, foundational course offered at the ninth grade level. Course content emphasizes science-based approaches to the agricultural industry, natural resources, animal science, plant/horticulture and soil science, agricultural safety, agribusiness and economic principles, careers, and agricultural mechanics. Supervised experience and FFA are included in the course.

This course is the prerequisite for all upper level Agricultural Education courses.

**AGRISCIENCE PRINCIPLES AND APPLICATION (“AgriScience II”)**
Although this course is not a part of the career pathways, it can still be taken as a course to introduce students to the content that leads to a Career Development Event. A student can specialize in five areas: Animal Science, Plant and Soil Science, Food Science, Ag Power and Technology, and Agricultural Communications and Leadership.

**INTRODUCTION TO AG POWER & TECHNOLOGY (“PowerTech I”)**
This is a one-credit course to develop knowledge and skill in the fundamentals of agricultural mechanics and power equipment. Physical science and mathematics principles will be integrated throughout the course. Major areas of content include the meaning and importance of agricultural mechanics and power; personal and employability safety; identifying, using, and maintaining common hand and power tools; planning and organizing facilities and shops; using measuring devices; selecting and using wood and metal materials; using fasteners and hardware; preparing and using simple project plans; metal fabrication; and machinery and engines.

**AG POWER & TECHNOLOGY (“PowerTech II”)**
This is a one-credit course that builds upon the Introduction to Agricultural Mechanics and Power course. It is for students who wish to further develop knowledge and skill in all the areas that was covered in the introductory course plus new metal working skills and techniques will be introduced. Additional project planning and construction will be a very important part of this course. Other content areas that also may be covered are meaning and use of agricultural power; personal and occupational safety; kinds, uses, and maintenance of agricultural tractors internal combustion engine principles and maintenance, including those using gasoline, diesel.

**AGRICULTURE STRUCTURES (“PowerTech III”)**
This course is designed to help students develop skills and competencies in planning, constructing, and maintaining ag-structures. Content includes sketching, drawing, plan reading, laying out structures, masonry, and some metal fabrication.
INTRODUCTION TO EQUINE SCIENCE
Equine Science is a one-unit course that is appropriate for inclusion where interest and emphasis on horses and other equine species merit its offering. Content includes the importance of equine, classes, breeds, anatomy and physiology, nutrition and feeding, facilities, production practices, and disease and pest control. Content also includes care, grooming, equitation, tack, and safety. FFA and supervised experience will be included as appropriate.

INTRODUCTION TO HORTICULTURE
Introduction to Horticulture is a one-credit course that is offered as the first course in the pathway in schools with a horticultural emphasis. It is for students who wish to develop knowledge and skills related to ornamental horticulture, including floristry, landscaping, turf, and greenhouse production. Content includes species and importance of horticultural plants, plant safety, plants as living organisms, sexual and asexual reproduction, plant growth, and cultural practices, including the use of greenhouses and other growing structures. Disease and pest management, plant nutrition, and growth regulation are included.

LANDSCAPE AND NURSERY PRODUCTION
This is a course for students with interests in acquiring knowledge and skill in landscape design and installation, including maintenance, and the production of nursery stock. Content includes the importance of the landscape industry, landscape safety, materials used in landscaping, principals of design, xeriscaping, nursery production in fields and containers, plant selection, disease and pest management, establishing plant materials, landscaping plant nutrition and fertilization, irrigation, and pruning and otherwise managing nursery and landscape materials. Fundamentals of landscape and nursery
business management will also be included. FFA and supervised experience will be included as appropriate. Irrigation, and pruning and otherwise managing nursery and landscape materials. Fundamentals of landscape and nursery business management will also be included. FFA and supervised experience will be included as appropriate.

**ART**

1 semester - 1/2 unit
Grades: 9, 10, 11, 12

**ART I**

Students will be introduced into the elements and principles of art through various mediums. Elements: line, shape, form, texture, value, color, and space are instructed and guided to establish principles that build composition through unity, harmony, contrast, rhythm, perspective, and more through fundamentals of design, drawing, color theory, etc. This is the required basic art course for all art courses.

**NOTE:** A fee is assessed to cover the cost of supplies.

**3-D CONSTRUCTION**

This course involves three-dimensional construction methods and varies with materials such as paper, plaster, wire, recycled plastics, wood, fabrics, etc. The projects will vary from functional to decorative.

**NOTE:** A fee is assessed to cover the cost of supplies.

**DRAWING & DESIGN**

The student will have the opportunity to explore the many options drawing affords. Using charcoal, pencils and ink with a variety of drawing instruments and surfaces, the student will solve two-dimensional and three-dimensional problems.

**NOTE:** A fee is assessed to cover the cost of supplies.

**PAINTING I**

Students will be introduced to painting (transparent as well as opaque) through various techniques and mediums. Drawing & Design is recommended but not required. Handling paint effectively through demonstration and practice as well as observation of 2D elements of art are stressed.

**NOTE:** One year of art choices could include Art I, Drawing & Design, or Art II

**NOTE:** A fee is assessed to cover the cost of supplies.

**CERAMICS I**

This introductory course focuses on the fundamental methods and skills needed to build and complete functional and sculptural projects out of clay. This semester course teaches students to think creatively, make personal choices to meet objectives, develop the ability to make judgements about the aesthetic quality of ceramic forms (sometimes according to function). Higher level thinking skills, divergent production, art criticism, self-evaluation, and time management will be learned. Mastery of the core concepts of clay will be required to take upper level Ceramics courses.

**NOTE:** A fee is assessed to cover the cost of supplies.

**ART II**

This course is designed to “open eyes” and help students explore the two-dimensional using “learning to THINK” as a solid foundation from which to grow. The students will expand on their knowledge of technical methods and work in a variety of drawing, printmaking and painting media to visually communicate. Students may also study various art history eras and artists and connect them to today’s artistic world.

**NOTE:** A fee is assessed to cover the cost of supplies.

**PAINTING II**

Students will expand their knowledge of mediums and techniques from Painting I into intermediate levels of expression and styles that are more personal. Surface preparation should also be covered. Prerequisite is Painting I and teacher recommendation.
AP-ART
2 semesters - 1 unit
Grades: 11, 12

NOTE: A fee is assessed to cover the cost of supplies.

ADVANCED PLACEMENT ART HISTORY
This course, which fulfills the requirements for two sets of art competencies, is designed to provide the student with an understanding and enjoyment of architecture, sculpture, painting and other art forms. At the end of the course, the student will be given the opportunity to take the advanced placement exam.*

*Approximate cost of exam is $100.00

ART
Prerequisite: Art II
2 semesters - 1 unit
Grades: 11, 12

NOTE: A fee is assessed to cover the cost of supplies.

ART III
Students will be able to concentrate on self-expression using both two-dimensional and three-dimensional art forms. Composition will be a focus using various media. This advanced course will prepare students for college level or advanced placement art courses.

NOTE: A fee is assessed to cover the cost of supplies.

CERAMICS II
This semester course is designed for students who worked hard in Ceramics I, were responsible with materials/tools, enjoyed the process and have the desire to further their experience with clay. Projects are designed to introduce new making and finishing methods that build upon previously learned skills from Ceramics I.

NOTE: A fee is assessed to cover the cost of supplies.

CERAMICS III
This course is an independent study with students completing a body of work over a span of a semester. Students will meet regularly with the teacher for guidance, discussion and critique. This course is for the serious art student that has plans to pursue an art degree or attend a school of art.

NOTE: A fee is assessed to cover the cost of supplies.

CERAMICS IV
This is a continuation of Ceramics III, but the student would have to present a portfolio at the end of the semester with an artist statement and defense for each piece of work.

NOTE: A fee is assessed to cover the cost of supplies.

STUDIO EXTENSION
This class gives added time for the studio art student focused on developing his/her portfolio for college entrance. These students may seek advanced placement credit, and their independent studies will reflect the AP guidelines through teacher direction.

NOTE: A fee is assessed to cover the cost of supplies.

ADVANCED PLACEMENT 2-D ART & DESIGN / AP 3-D ART & DESIGN / AP DRAWING
This course is designed specifically for junior and senior students with a desire to major or minor in art or further their studies in the visual arts. Students will continue to develop the quality and breadth of their work. Portfolio review will be an integrated part of the class. Students will have the option of AP credit in three areas of course work: AP 2-D art & design portfolio, 3-D art & design portfolio, and/or AP drawing portfolio. These students may seek advanced placement credit.*
BUSINESS

BUSINESS LAW
Many interesting topics related to law are covered in this course. Examples: the law and its origins, criminal law, tort law, contract law, the legal system and how it operates, bailments, debtors and creditors, employment, insurance and property. Areas covered will help students relate better to the laws of the world in which they live. This class is an introductory course into today’s legal atmosphere.

CAREER SKILLS
This course is designed to provide students with realistic expectations in regard to the world of work. Its objectives are to encourage students to examine their values, interests, personality and aptitudes in relation to the career opportunities that exist. Students will research various educational and training opportunities available to them. Students will also develop a better understanding of how to find a job. They will create a resume and cover letter and learn about interviewing techniques. The importance of human relationships, basic skills and attitudes for success on the job will also be emphasized.

INTRODUCTION TO BUSINESS AND FINANCE
A basic knowledge of how businesses operate in our economy will be introduced to students in this class. They will learn how business affects everyday life and how as consumers, they play major roles in the business environment. Useful information about personal business transactions:

1. Money management (checking accounts, savings accounts, electronic banking)
2. Credit information (credit cards and credit history)
3. Budgeting
4. Creating a Business Plan

Career skills and financial risks (insurance) are covered in the course.

BUSINESS & INFORMATION TECHNOLOGY

CAREER TECH

SANTA FE HS CAREERTECH BUSINESS PROGRAM
The mission of Business and Information Technology is to enable students to understand and apply the various information technologies available in the work place. These particular courses offered only at Santa Fe High School are under the direction of the Oklahoma Department of Career and Technology Education and Edmond Public Schools as part of the CareerTech system. Students of these courses are encouraged in personal and organizational leadership development through their involvement in the student organization, Business Professionals of America (BPA).

FUNDAMENTALS OF TECHNOLOGY
This course will provide students with the fundamental concepts, principles, and ideas needed to understand computers and technology. Essential skills in basic word processing, spreadsheets, database, and presentation software will be developed. Leadership and employability skills will also be incorporated as part of the course, and additionally in the student organization, Business Professionals of America (BPA).

FUNDAMENTALS OF ADMINISTRATIVE TECHNOLOGIES
This course builds on the core business skills and will provide students with the concepts, principles, and attitudes needed to understand how an office is operated and managed in a rapidly changing global environment. State-of-the-art personal computing is integrated throughout the course. Leadership and employability skills will also be incorporated.
MEMORIAL HS CAREERTECH INFORMATION TECHNOLOGY
The following classes are offered in partnership with Francis Tuttle Technology Center and conducted on site only at Memorial High School. Students of these courses are offered opportunities to become involved in Business Professionals of America (BPA) a Career Tech student organization.

FUNDAMENTALS OF TECHNOLOGY
This course, offered by Francis Tuttle at Edmond Memorial HS, will provide students with the fundamental concepts, principles, and ideas needed to understand computers and technology. Essential skills in basic word processing, spreadsheets, database, and presentation software will be developed. Leadership and employability skills will also be incorporated.

MULTIMEDIA AND IMAGE MANAGEMENT TECHNIQUES
The course, offered by Francis Tuttle at Edmond Memorial HS, will allow students to acquire fundamental skills in image creation, layout design, and management procedures and techniques as they create, revise, optimize, and export graphics for video, print, and web publishing. Adobe InDesign, Illustrator, and Photoshop are used to create professional level products. Leadership and employability skills will also be incorporated.

FUNDAMENTALS OF WEB DESIGN
This course, offered by Francis Tuttle at Edmond Memorial HS, will allow students to create web sites through XHTML and CSS coding using both a WYSIWYG Editor and a Code Editor. Concepts in animation and graphic manipulation will be taught using Adobe Flash and Fireworks. Leadership and employability skills will also be incorporated.

DIGITAL MEDIA PRODUCTION
This course, offered by Francis Tuttle at Edmond Memorial HS, will help develop knowledge and skills used during the pre-production, production and post-production phases of video development. Students are taught concepts in lighting, videography, copyright, and audio using the Adobe Premiere Pro. Leadership and employability skills will also be incorporated.
COMPUTER SCIENCE: GAME PROGRAMMING
Exciting computer games and animations will be used to teach basic computer programming skills, preparing students for future Computer Science classes.

COMPUTER SCIENCE DISCOVERIES
Computer Science Discoveries takes a wide lens on computer science by covering topics such as programming, physical computing, and data. The course inspires students as they build their own apps, games, and physical computing devices. Open to all but students need to understand they must be able to understand written instructions and work independently as the semester progresses.

COMPUTER SCIENCE PRINCIPLES
Students will learn about a variety of computer science topics including hardware components, Internet basics, programming, algorithms, data sets, and cybersecurity concerns. They will use the design process to create many programs by determining specifications, designing the software, and testing and improving the product until it meets the specifications. By the end of this course, students will have a solid foundation for further study in this subject.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES
This course will introduce students to the creative aspects of Computer Science. Students will have the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. The course offers a rigorous and rich curriculum that aims to broaden participation in computer science. (Offered as CareerTech at SFHS.) *Approximate cost of AP exam is $100.00 NOTE: Freshmen must be concurrently enrolled in Introduction to Advanced geometry or better.

ADVANCED PLACEMENT COMPUTER SCIENCE A
This course is designed to be an introductory computer science class using the Java programming language. It is roughly equivalent to the first semester programming class at college. The skills developed in this course can be used across a broad range of disciplines including medicine, business, scientific research, engineering, music, and film making. Students are encouraged to take the Advanced Placement Computer Programming Science Exam* upon completion of this course. (Offered as CareerTech at SFHS.)
*Approximate cost of AP exam is $100.00 NOTE: Freshmen must be concurrently enrolled in Introduction to Advanced geometry

COMPUTER SCIENCE ESSENTIALS
Through hands-on projects, students will experience the major topics, big ideas, and computational thinking practices used by computing professionals to solve problems and create value for others. This course will empower students to develop computational thinking skills while building confidence that prepares them to advance to AP Computer Science Principles and AP Computer Science A.

COMPUTER SCIENCE: CYBERSECURITY
This course is designed to expose students to the growing field of Cybersecurity. Students will learn the basic prin-
Computer App & Prod.  
2 semesters - 1 unit  
Grades: 9, 10, 11, 12

Computer App & Prod.  
1 semester - 1/2 unit  
Grades: 9, 10, 11, 12

APComputer App & Prod.  
Prerequisite: Computer-Software Applications  
OR teacher approval  
1 semester - 1/2 unit  
Grades: 10, 11, 12

APComputer App & Prod.  
Prerequisite: Computer-Software Applications  
OR teacher approval  
1 semester - 1/2 unit  
Grades: 10, 11, 12

Computer App & Prod.  
Prerequisite: Computer Software Applications  
OR teacher approval  
2 semesters - 1 unit  
Grades: 10, 11, 12

Computer App & Prod.  
2 semesters - 1 unit  
Grades: 10, 11, 12

Computer App & Prod.  
2 semesters - 1 unit  
Grades: 10, 11, 12

ciples of security, such as cryptography, threats, and authentication as they role-play as cybersecurity experts and train as those experts do. Encouraging socially responsible choices and ethical online behavior is also covered. (Offered as CareerTech at SFHS.)

COMPUTER TECHNOLOGY: COMPUTER APPLICATIONS AND PRODUCTIVITY

COMPUTER SOFTWARE APPLICATIONS I
Students taking this course will be given an overview of computers and computer systems including computer ethics, hardware and software, research strategies, computer fundamentals, and living online. Essential skills in desktop publishing, basic word processing, and multimedia presentations will be developed.

COMPUTER SOFTWARE APPLICATIONS II
Students taking this course will continue learning about hardware and software, research strategies and other data management techniques. Essential skills in basic spreadsheets and multimedia presentations will be developed.

ADVANCED COMPUTER APPLICATIONS: DESKTOP PUBLISHING (FALL ONLY)
Advanced desktop publishing is the focus of this class. Students will develop knowledge and skills needed for layout design and publication of print media through the development of brochures, flyers, newsletters and other documents. Adobe InDesign is used to create professional level products. This class requires strong keyboarding and word processing skills.

ADVANCED COMPUTER APPLICATIONS: IMAGE EDITING (SPRING ONLY)
Students will develop knowledge and skills needed for the development of images for publications. Graphic arts skills are taught through Adobe Photoshop and Adobe Illustrator. This class is recommended for students interested in visual communications, yearbook, and Ruff Draft.

WEB DESIGN
The purpose of this course is to learn how to design, create, edit and manage and maintain web sites through the use of Adobe Dreamweaver and Animate.

STEM EXPLORATION / ROBOTICS
This course will explore various STEM related topics including Robotics - where students will learn to construct, control, and program robots through investigative and exploration activities. A key component of the problem solving projects will be engineering design and refinement. Research projects will expose the students to the engineering process, problem solving skills, and encourage innovative thinking, as well as help them to learn to work in a team environment. Students can expect to participate in events such as FIRST Robotics, Engineering Day competitions, Modeling contest and robotic contests. Students will be required to communicate their findings both verbally and in written form.
NOTE: This class qualifies as a general elective credit.

DEBATE
2 semesters - 1 unit
Grades: 9, 10, 11, 12

DEBATE
This class covers the fundamentals of argumentation and debate. The emphasis is cross-examination debate. It also encompasses developing novice-level skills in extemporaneous speaking and oratory. Time will be required after school for meetings, practice rounds and research. Weekend time will also be required for tournaments. Students are required to attend two tournaments per semester. *
*NOTE: ALL expenses of attending tournaments are met by the student.

DEBATE (BEGINNING LINCOLN/DOUGLAS) II
This class covers the fundamentals of argumentation and debate and focuses on the beginning skills in extemporaneous speaking and oratory. Time will be required for meetings, practice rounds and research after school. Weekend time will also be required for tournaments. Students are required to attend two tournaments per semester.*
*NOTE: ALL expenses of attending tournaments are met by the student.

DEBATE III
The focus of this class is on competitive cross-examination debate, extemporaneous speaking and oratory. Students must have at least one year prior experience in cross-examination debate. Time is required after school hours for research, meetings and practice rounds. Weekend time is also required for attending tournaments. Students are required to attend a minimum of two tournaments per semester. *
*NOTE: ALL expenses of attending tournaments are met by the student.

DEBATE IV
The focus of this class is on competitive Lincoln/Douglas debate, extemporaneous speaking, and oratory. Students must have at least one year prior experience in Lincoln/Douglas debate. Time will be required for meetings, practice rounds and research after school. Students are required to attend a minimum of two tournaments per semester.*
*NOTE: ALL expenses of attending tournaments are met by the student.

DRAMA/SPEECH

INTRODUCTION TO DRAMA
This is a beginning course in drama and is designed to enrich confidence and creativity. The course deals with many phases of drama, including, but not limited to, pantomime, interpretation, class and group scenes, improvisations, script analysis, blocking, etc. After completing this course, a student will find he/she has developed skills which are applicable to other course material.

DRAMA I, II, III, IV
This is a beginning course in drama and is designed to enrich confidence and creativity. The course deals with many phases of drama, including, but not limited to, pantomime, interpretation, class and group scenes, improvisations, script analysis, blocking, etc. After completing this course, a student will find he/she has developed skills which are applicable
to other course material.

**COMPETITIVE DRAMA I, II, III, IV**
This course is designed for those students interested in competing in statewide speech tournaments. The focus is to develop skills necessary to compete in the following events: monologue, dramatic interpretation, humorous interpretation, dramatic duet, poetry, prose, original oratory and standard oratory. Participation in this class requires students to be available on some weekends during the school year to attend tournaments.*

*ALL expenses of attending tournaments are met by the student.

**MUSICAL PRODUCTIONS**
This course is directed toward those students who want to develop and improve skills in all phases of performance. Students will be instructed in basic stage movement, characterization and choreography. Student participation in an all-school musical variety show and a spring musical during the school year is required. Students will have the opportunity to compete in intramural tournaments and will write and prepare an original play for presentation during the school year. Students will have many opportunities to perform for groups in the community and for the student body.

$200.00 approximate uniform cost.

**NOTE:** Do not pre-enroll in this course. The counselors will place students after auditions. Enroll in six classes and indicate the class you will drop if you are selected for musical productions.

**THEATRE PRODUCTION**
Theatre production is a course that provides a basic knowledge of stage production as art, science and business. This course is not limited to just actors or state technicians, but for all 10, 11, and 12th grade students interested in the workings of a production on and/or behind the scenes. Topics to be studied include performance, stage/production/business management, technical production, theatre administration, costume/set/makeup design, directing and publicity. Depending on the availability of scripts and time, students may be responsible for producing short plays or scene shows.

Recommendation: Drama I or stagecraft; other drama courses are helpful.

**MUSICAL THEATRE PRREPARATION**
This course is to guide students toward successful performance in Musical Theatre. Students will learn the fundamentals of auditioning, preparing, and performing for a musical production. Course material may include but is not limited to auditioning and interviewing, song interpretation, musical theatre history, choreography, ensemble performance, and production preparation. Students will also have the opportunity to prepare for collegiate auditions and interviews in this course.

**STAGECRAFT**
This course will begin with tool safety and tool uses. Set design and construction will be studied. Students will learn basic drafting techniques, scenery painting and other aspects of technical production. Students are encouraged to participate on a crew for major productions.
ENGLISH
2 semesters - 1 unit
Grade: 9

ENGLISH
2 semesters - 1 unit
Grade: 9

ENGLISH
Prerequisite: English I
2 semesters - 1 unit
Grade: 10

ENGLISH
Prerequisite: English I
Teacher recommendation requested
2 semesters - 1 unit
Grade: 10

ENGLISH
Prerequisite: English II
2 semesters - 1 unit
Grade: 11

AP-ENGLISH
Prerequisite: English II
2 semesters - 1 unit
Grade: 11

SPEECH
This is a class with an emphasis on public speaking. In the course students will develop research, organizational and delivery skills for speeches to inform, persuade and entertain. There is also an emphasis on improving interpersonal communication skills. This is a performance class.

ENGLISH
ENGLISH I
English I provides a foundation for freshmen in the reading and writing skills that students will need for high school, college, and career. Instruction will integrate literature (novels, short stories, drama, and poetry) and nonfiction. Throughout the year, students will draw evidence from texts and present their analyses in writing as well as through class discussions and presentations. Skills stressed in the English I course include close reading, research basics, literary analysis, persuasive and expository writing, vocabulary acquisition, grammar, usage, and mechanics.

ENGLISH
INTRO TO ADVANCED (IA) PLACEMENT ENGLISH I
Intro to Advanced English I focuses on preparing serious, motivated students for AP English and college English classes. Students entering Intro to Advanced English I should be prepared to perform at a rigorous academic level and to encounter curriculum and instructional strategies that will challenge them. Students are more likely to be successful if they have had practice in analyzing content, drawing comparisons, and reasoning through problems. They must be able to read perceptively and independently and should be proficient in writing essays. Intro to Advanced English I students will read and discuss a wide range of world literature and nonfiction. Both classic literature and modern titles are included in the curriculum. The elements of literature will be important focal points for critical analysis and reflection. Students will incorporate technology into a wide range of researched writing and oral presentations. This class also stresses vocabulary acquisition and advanced application of grammar, usage, and mechanics.

ENGLISH
INTRO TO ADVANCED PLACEMENT ENGLISH II
Intro to Advanced English II focuses on preparing independent, motivated students for Advanced Placement English and college English classes. The Intro to Advanced class is a rigorous course with increased expectations -- a greater volume of independent and in-class reading, an emphasis on scholarly work that exhibits sophistication and insight, and high evaluation standards. Students who enroll in an Intro to Advanced English class should have had practice in analyzing content, drawing comparisons, and reasoning through problems. They must be able to read perceptively and independently and should be proficient in writing clear, well supported essays. This class exposes students to world and multicultural literature through discussion and critical analysis of various genres. Assignments focus on the development of analytical thinking skills with an emphasis placed on writing exposition and argumentation in response to literature. Students will be expected to conduct independent research, to use technology in their search for information and in their class presentations, and to participate in individual or group projects. The Intro to Advanced English II class also stresses vocabulary acquisition and advanced application of grammar, usage, and mechanics.

ENGLISH
INTRO TO ADVANCED (IA) PLACEMENT ENGLISH II
Intro to Advanced English II focuses on preparing independent, motivated students for AP English and college English classes. The Intro to Advanced class is a rigorous course with increased expectations -- a greater volume of independent and in-class reading, an emphasis on scholarly work that exhibits sophistication and insight, and high evaluation standards. Students who enroll in an Intro to Advanced English class should have had practice in analyzing content, drawing comparisons, and reasoning through problems. They must be able to read perceptively and independently and should be proficient in writing clear, well supported essays. This class exposes students to world and multicultural literature through discussion and critical analysis of various genres. Assignments focus on the development of analytical thinking skills with an emphasis placed on writing exposition and argumentation in response to literature. Students will be expected to conduct independent research, to use technology in their search for information and in their class presentations, and to participate in individual or group projects. The Intro to Advanced English II class also stresses vocabulary acquisition and advanced application of grammar, usage, and mechanics.

ENGLISH
INTRO TO ADVANCED PLACEMENT ENGLISH III
Intro to Advanced English III is an in-depth study of U.S. literature and U.S. literary nonfiction (especially foundational works and documents from the seventeenth century through the early twentieth century). As students conduct close readings and discussions of a variety of titles in thematic units, they will increase their ability to use textual evidence to prove an argument. Reading, discussing, and writing will be integrated throughout the course. Critical thinking, synthesis skills, vocabulary acquisition, and the mastery of grammar and mechanics will continue to be stressed in each unit to prepare the student for success in college and career. All juniors will be required to demonstrate proficient research skills.

ENGLISH
ENGLISH II
English II expands and strengthens the skills developed in English I. The curriculum will integrate complex texts from world literature (novels, short stories, drama, and poetry), short works of nonfiction, and extended informational texts. As students read a variety of titles in thematic units, they will increase their understanding of elements of literature. In addition, sophomores will draw evidence from the close reading of texts and present their arguments and ideas in analytical compositions as well as through class discussions and presentations. Besides critical thinking, other competencies which are stressed in English II are research skills, vocabulary acquisition, and the mastery of grammar and mechanics.

ENGLISH
INTRO TO ADVANCED PLACEMENT ENGLISH III
Intro to Advanced English III is an in-depth study of U.S. literature and U.S. literary nonfiction (especially foundational works and documents from the seventeenth century through the early twentieth century). As students conduct close readings and discussions of a variety of titles in thematic units, they will increase their ability to use textual evidence to prove an argument. Reading, discussing, and writing will be integrated throughout the course. Critical thinking, synthesis skills, vocabulary acquisition, and the mastery of grammar and mechanics will continue to be stressed in each unit to prepare the student for success in college and career. All juniors will be required to demonstrate proficient research skills.

ENGLISH
ENGLISH III
English III is an in-depth study of U.S. literature and U.S. literary nonfiction (especially foundational works and documents from the seventeenth century through the early twentieth century). As students conduct close readings and discussions of a variety of titles in thematic units, they will increase their ability to use textual evidence to prove an argument. Reading, discussing, and writing will be integrated throughout the course. Critical thinking, synthesis skills, vocabulary acquisition, and the mastery of grammar and mechanics will continue to be stressed in each unit to prepare the student for success in college and career. All juniors will be required to demonstrate proficient research skills.

ENGLISH
ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION
AP English language focuses on reading fiction and nonfiction American literature, analyzing stylistic and linguistic effects, developing rhetorical analysis skills, and acquiring mastery of the informed use of research materials while evaluating the legitimacy and purpose of the sources used. Students will engage in critical close readings of interesting, complex texts and synthesize material from primary and secondary sources into their own writing. Timed writings are an important part of this course, and the development of persuasion and argumentation skills will be emphasized. Students should be capable of performing at an advanced level, and they should have a willingness to devote the energy necessary
ENGLISH
Prerequisite: English III
2 semesters - 1 unit
Grade: 12
to complete a rigorous and demanding college-level curriculum. The AP language course offers students the opportunity
to receive college credit through taking the AP language and/or the AP literature test. If, at the end of this course, students
make a required score on the AP exam(s), they may receive 3-6 semester hours of credit at most colleges and universities.*
*Approx. cost of exam: $100.00

ENGLISH IV
English IV is a year-long course designed to prepare seniors for the rigor and depth of college-level reading, writing, research, and oral communication requirements. Students synthesize and refine the skills that have been developed in previous English classes: reading expansively to make connections across texts, evaluating authors' biases and purposes, and analyzing works of historical and literary significance to determine their themes, purposes, and rhetorical features. Students write for a variety of purposes in preparation for college, including application essays, expository analysis of nonfiction, and interpretative literary analysis. They continue to build writing skills through process draft writing, grammar review, and vocabulary improvement. The course provides challenging reading of many genres — both fiction and nonfiction — and from works ranging from classical through contemporary literature. In classroom discussions, students confront conflicting points of view and learn to become more articulate speakers and more evaluative listeners.

ENGLISH
1 semester - 1/2 unit
Grade: 11, 12

ENGLISH
Prerequisite: English III
2 semesters - 1 unit
Grade: 12

AP-ENGLISH
Prerequisite: English III
2 semesters - 1 unit
Grade: 12

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION
AP English literature offers students the opportunity to receive college credit through taking the AP literature test and/or
the AP language test. This course emphasizes the careful reading and critical analysis of literature, ranging from fasci-
nating ancient English manuscripts to exciting contemporary poetry. Through the close, critical reading of texts written
by diverse authors, students deepen their understanding of the ways writers use language to provide both meaning and
pleasure for their readers. Students consider a work’s structure, style, and themes as well as such smaller-scale elements
as the use of figurative language, imagery, symbolism, and tone. This course is designed for students who are capable
of performing on an advanced level and who are willing to devote the energy necessary to complete a rigorous and de-
manding college-level curriculum. In-class timed writing will be stressed, and students will learn to organize complex
information and write effectively and clearly within a condensed period of time. If, at the end of this course, students
make a required score on the AP literature and/or language exam(s), they may receive 3-6 semester hours of credit at
most colleges and universities.*
*Approximate cost of exam: $100.00

GREAT BOOKS
This innovative course offers students a daily program of interpretive reading, writing, and discussion. Major works of
philosophy, political science, sociology, psychology, drama and fiction will be read and discussed. Critical thinking and
sharing of ideas make this an excellent college preparatory course.
*This course will result in an elective credit.

CREATIVE WRITING
This is a class designed to encourage students to express themselves in writing. Students will experiment with various
types and styles of writing from poetry to short stories to personal narratives. The creative process is considered the high-
est priority in this class. Students will revise and rewrite their stories to produce a personal anthology of their writing.
This class will not only benefit the future novelists in the classroom but also be a valuable asset to anyone who wishes to
be able to communicate more clearly in writing. Students in Creative Writing may be responsible for publishing a literary
magazine. *This course will result in an elective credit.

ENGLISH
Prerequisite: Creative writing
Teacher recommendation requested
1 semester - 1/2 unit
Grade: 10, 11, 12

ADVANCED CREATIVE WRITING
Advanced creative writing is a class for students who have been highly successful in the basic creative writing class and
want to take their writing to a higher level. Strong motivation to write and to create are the major focuses for this class.
There is a high level of personal freedom, allowing the serious student writer to pursue his or her own preferred style or
form of writing. Peer group interaction enhances the motivation for each student to achieve top-quality writing. Writers
will work on producing their first novel and will learn about the publication process. Students may also assist with the
publication of a literary magazine. *This course will result in an elective credit.

ENGLISH
1 semester - 1/2 unit
Grades: 10, 11, 12

MYTHOLOGY/POETRY APPRECIATION
The course begins with Norse myths and legends, which are enhanced with poetry, art, and music to emphasize the
cultural contributions of these stories. Greek and Roman mythology is introduced with the same treatment but with the
added dimension of exploring archetypes through comparisons. A short unit explores other mythological explanations of
ENGLISH
1 semester - 1/2 unit
Grades: 10, 11, 12
creation and afterlife. Finally, a study of contemporary poetry that emphasizes recently recognized writers (Poets Laureate, Nobel and Pulitzer Prize winners) concludes the course. *This course will result in an elective credit.

SHAKESPEARE (COMEDIES AND TRAGEDIES)
Shakespeare is an elective that offers students an opportunity to develop a greater appreciation of classic literature. The course consists of an in-depth study of five of Shakespeare’s best-known works. *This course will result in an elective credit.

CT-FCS
General Information

CT-FCS
1 semester - 1/2 unit
Grades: 9, 10
These courses are part of the CareerTech system and encourage the skills needed for individuals to excel personally, scholastically and professionally while supporting healthy family living skills. The following courses are designed to follow designated Career Pathways that may help students focus on advanced studies, and are all beneficial for personal development. Student leadership through Family, Career and Community Leaders of America (FCCLA), is an integral part of each of the program courses. Membership and participation is encouraged for all students to help them demonstrate leadership, citizenship, and teamwork skills required for success in the family, workplace, and global community.

CT-FCS
1 semester - 1/2 unit
Grades: 9, 10, 11, 12
FACDS BASICS
This course is the second half of FACS BASICS A offered in middle school, but it is not necessary for students to have had that course to enroll in this course. This portion is designed to provide students with basic information and skills needed to function effectively within the family and a changing, complex society. In this course, emphasis is given to the development of competencies related to career exploration, relationships, communication and conflict resolution, designing personal space, basic sewing skills, clothing selection and care. Upon completion of this course, the student will have developed basic life skills that promote a positive influence on the quality of life and will take an end of instruction test. Student leadership through FCCLA is an integral part of this course.

CT-FCS
2 semesters - 1 unit
Grades: 9, 10, 11, 12
CAREER ORIENTATION
This course is designed to provide students with job seeking and retention skills through research and job shadowing activities, to gain employability skills, to explore career options, and to understand the importance of balancing a career and family. Emphasis is placed on acquiring conceptual skills such as planning, communication, and problem solving. The importance of basic academic skills is stressed with job-related, practical application activities throughout the curriculum. Student leadership through FCCLA is an integral part of this course.

FASHION DESIGN I AND LAB
An introductory course that provides students with the most current information about the basic concepts and business aspects of fashion marketing and merchandising. It introduces students to the field of fashion promotion and provides foundational fashion concepts related to economics, textiles, and design. Basic fashion concepts and marketing terminology, fashion cycles, key components of the fashion industry, retail merchandise categories, and fashion promotion. Current issues related to industry globalization, social media, and sustainability as well as essential career skills and career opportunities will be explored. Student leadership through Family, Career and Community Leaders of America (FCCLA) is an integral part of this course.

FASHION DESIGN II AND LAB
This course introduces students to basic apparel design and construction skills. Students will examine the elements and principles of design, plan a wardrobe, how to properly care for clothing, select appropriate fabrics for a selected pattern, learn operations of sewing technology and equipment as well as applying basic sewing skills. Student leadership through Family, Career and Community Leaders of America (FCCLA) is an integral part of this course.

**INTERIOR DESIGN I**
This course enables students to explore their creativity in the field of interior design. Identification of the elements and principles of design are emphasized. Other topics included are housing needs, influences on the housing industry, furniture arrangement basics, floor plan evaluation, area planning, facility and maintenance management, and careers. Student leadership through Family, Career and Community Leaders of America (FCCLA) is an integral part of this course.

**INTERIOR DESIGN II**
This course provides students the opportunity to develop skills in applying the elements and principles of design to interiors. Projects are integrated throughout the course to provide applications as the students study architecture, furniture styles and constructions, surface treatments and backgrounds, design and function of space and lighting. Decision-making skills are explored through the aspects of acquiring a home or place to live. Student leadership through Family, Career and Community Leaders of America (FCCLA) is an integral part of this course.

**INTERPERSONAL STUDIES**
This course examines how relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers. Student leadership through Family, Career and Community Leaders of America (FCCLA) is an integral part of this course.

**HUMAN GROWTH & DEVELOPMENT**
In this course, students examine human development across the lifespan. From newborn to older adulthood, people continue to develop and change physically, cognitively, socially, and emotionally. Family trends, cultural diversity, health, and safety are included. Student leadership through Family, Career and Community Leaders of America (FCCLA) is an integral part of this course. Student leadership through FCCLA is an integral part of this course.

**INTRODUCTION TO HOSPITALITY & TOURISM**
This course introduces students to an industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students learn knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success in the industry. Discovering Oklahoma's varied travel destinations and events of each country within the state is also a part of the course. Recommended avenues of teaching include guest speakers and real or virtual tours of various tourism venues. Student leadership through Family Career and Community Leaders of America (FCCLA) is an integral part of this course.

**LIFETIME NUTRITION & WELLNESS**
A laboratory course in which students use nutrition knowledge to make informed choices to promote lifetime wellness, the importance of healthy eating and physical activity across the life span. Students will learn safe food handling practices, healthy menu planning and food preparation techniques, and how to recognize sources of stress and healthy strategies to reduce the impact of stress on total wellness. Needs of the competitive athlete are also addressed. Student leadership through Family, Career and Community Leaders of America (FCCLA) is an integral part of this course.

**FOOD SCIENCE**

A study of the physical, biological, and chemical makeup of food, the causes of deterioration in food products, the principles underlying food processing, and the improvement of foods for the consuming public. Students will conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving regarding consumable foods. Student leadership through Family, Career and Community Leaders of America (FCCLA) is an integral part of this course.

**CULINARY BASIC SKILLS**

This course is an introduction to the history of food service and kitchen fundamentals such as safety, sanitation, kitchen equipment and kitchen basics. Nutrition as it relates to food preparation is also covered. The ServSafe certification by National Restaurant Association may be taught/obtained during this course. Students learn preparation and quantity food production skills in breakfast foods, sandwiches, salads, garnishes, fruits, vegetables, potatoes and grains. Students will learn proper terminology and use of equipment applicable to the preparation of these foods. The importance of teamwork in the food service environment is also emphasized. Student leadership through Family, Career and Community Leaders of America (FCCLA) is an integral part of this course.

**CULINARY ADVANCED**

This course introduces students to marketing concepts, menu planning principles, sustainability and management of costs. Additional cooking fundamentals are gained in identification and preparation of meat, poultry and seafood, garnishing and dessert/plate presentation. Student leadership through Family, Career and Community Leaders of America (FCCLA) is an integral part of this course. This course is a laboratory-based course. Student leadership through Family, Career and Community Leaders of America (FCCLA) is an integral part of this course. This course is a laboratory-based course.

**FACSED CAPSTONE**

This course counts for Mentorship/Internship Credit. OK CareerTech capstone courses are instruments used to measure the attainment of curricular outcomes or competencies at the culmination of their career major. It is an in-depth opportunity for the student to demonstrate accomplishment of the full spectrum of their learning. It should be student centered and directed, which requires analysis and synthesis of knowledge and skills. It should integrate what the student has learned from specific career major courses along with their academic courses. Capstone courses are the application of all that the student has learned and serve as a pure evaluation instrument when assessed by a panel of the career major experts. In this context community can be defined as a school group, classroom, church, community, town, or city.

**TEACH OKLAHOMA**

*TEACH Oklahoma* is a unique course for students who welcome the challenge of learning about the role of the school in society and the role of the teacher in the school. The course will increase self-awareness, build communication skills, develop college study skills, and provide exploration of career decision making. Students will have the opportunities to
observe teachers teaching on all levels and to take part in field experiences in school classrooms in the district. Students will be prepared to respond to educational questions and challenges as knowledgeable community members, voting citizens and involved parents. This program is designed for students who have demonstrated academic achievement and are involved in the educational process. Student leadership through Family, Career and Community Leaders of America (FCCLA) is an integral part of this course. (This course is also listed under “Academies and Programs” in this book.)

HEALTH
1 semester - 1/2 unit
Grade: 9, 10, 11, 12

CT-HEALTH
1 semester - 1/2 unit
Grade: 9, 10

HEALTHY FUTURES
This is a comprehensive health course consisting of various units including mental health (the discussion of teenage suicide, divorce, dating, and peer pressure), substance abuse (drugs, alcohol, and tobacco), disease (including a sub-unit on HIV-AIDS), nutrition (dangerous dieting, weight control, and percent of body fat) and fitness (cardiovascular fitness). It will also include information about ICAP and how students can use the information to plan for their futures.

CAREERS IN HEALTHCARE & BIOSCIENCES / CAREERTECH
This course provides the student the opportunity to research the broad spectrum of bioscience and medical careers and is supported by the CareerTech system. Project-based learning opportunities will focus on knowledge and skills needed in the healthcare field. Available only at Santa Fe High School.

HUMANITIES
1 semester - 1/2 unit
Grades: 9, 10, 11, 12
INDUST ARTS
General Information

HUMANITIES
Humanities is the study of the historical, creative and philosophical connections that evolve to form our cultural roots. The visual art and general music O.A.S. skills will be incorporated into a one semester course of study.

INDUST ARTS
1 semester - 1/2 unit
Grades: 9, 10, 11, 12

INDUST ARTS
These courses may or may not be offered at each high school. Please check with the Guidance Office for more information. The projects materials are purchased by the student and vary in cost depending on the projects chosen.

INTRODUCTION TO WOOD TECHNOLOGY
This is a beginning course in the study of woodworking. Its purpose is to give students basic knowledge and skills through the construction of required projects.*

WOOD TECHNOLOGY I
This course is a continuation of introduction to wood technology. It is designed to further the student’s knowledge and skills in woodworking. Students will gain experience in new construction techniques and ordering and purchasing wood supplies. Projects are student generated; expenses for projects are paid by the student.*

WOOD TECHNOLOGY II
This is an advanced course for the serious woodworker. Large projects of student’s choice will be required. All materials used are paid for by the student.*

NOTE: A fee is assessed for minor classroom supplies and equipment.
WOOD TECHNOLOGY III
Students choose a project to test their skills to the maximum. All materials used are paid for by the student.*
NOTE: Teacher approval requested
*Expenses for projects are paid by student.
NOTE: A fee is assessed for minor classroom supplies and equipment.

JOURNALISM & BROADCASTING

INTRO TO JOURNALISM
Learning the basics of news reporting and interviewing will be the focus of the class. Students must have excellent English skills and a strong desire to write since the majority of their grade will be based on actual written stories that would be suitable for publication in a school newspaper. In addition to learning the basic skills needed to write for a newspaper or magazine, this class is considered as a training ground for recruiting future newspaper staff members.

JOURNALISM / NEWSWRITING (RUFF DRAFT STAFF I, II, III)
This is the actual group that publishes the school newspaper. They are responsible for writing and editing the stories, setting up copy, doing page layouts, taking photographs, writing headlines, etc. During monthly deadlines students are required to spend time after school and on weekends preparing the paper for publication. Special staff members include a photographer and perhaps an artist. Submitting published articles to state journalism competitions is highly encouraged. This class is limited to 15 students. The photographer must have completed a photography class.
NOTE: Teacher recommendation requested

JOURNALISM / YEARBOOK II, III, IV (GRAPHIC ARTS)
This staff is made up of good English students interested in principles of layout and design. Writing ability is important, but qualities such as dependability, ability to make deadlines and willingness to work on their own are also important. Producing the yearbook requires time after regular school hours. This includes time spent after school and on weekends and holidays. Students who are not able to work after regular class hours should not apply to the yearbook staff.
NOTE: Teacher recommendation requested. Do not pre-enroll in this class. Designate the class you will drop if you are approved for this class.

INTRO TO BROADCASTING
This is an introductory course for the Event Broadcast program. It will give students a brief snapshot of what it is like to spend a year in Event Broadcast, while also giving them the tools to thrive if that is the direction they chose to go. The primary focus will be on training in the Adobe Video Production Suite and the use of the equipment for Event Broadcast in the stadium. This one semester class would help prepare students for the Event Broadcast program as well as let students find out if it was a real interest or not before enrolling in the rigorous year-long program.

BROADCAST JOURNALISM I, II, III, IV
The goal of this course is for students to learn the process of how a newsroom works from start to finish. From story ideas, to producing a live news show, students will learn the process that is required. Students will be expected to master these techniques through repetitive tasks that will challenge their critical thinking skills. Students in this course will be responsible for producing the school’s broadcast news show, which will include conducting interviews, filming b-roll, public speaking as an anchor, and running the control room. Producing news content takes time, this includes time spent after school, and on weekends, and some holidays.
**EVENT BROADCASTING I, II, III, IV**

This class allows students to explore various types of broadcasting offered at this school. Other classes in the broadcasting lineup focus more directly on news or sports content while Event Broadcasting allows students to take a broader approach. Students in this class need to be self-starters and prepared to work several after school activities because a significant portion of the grades for this class come from projects that students choose themselves.

**FILM AND VIDEO PRODUCTION I, II, III, IV**

This class focuses on narrative filmmaking. Students will learn how to write, film, and edit fictional short films. The class will give students an understanding of the many roles within independent and studio film crews while preparing them to be able to do many of these jobs themselves. Students will work together to create short films they can add to their portfolio and even submit to film festivals. This course will provide students an opportunity to combine both technical and artistic skills to produce short films. This is designed to equip students with skills necessary to produce their own films, hold positions on local film crews, or be prepared to enter film school.

**SPORTS BROADCASTING I, II, III, IV**

This class specializes in live broadcasting of athletic events, creating hype/highlight videos, and producing a monthly sports show. Students will become experts in the technology and techniques used for running broadcasts of events in our stadium and gymnasium. Students will be expected to work at least 5 athletic events per semester.

**MARKETING EDUCATION / DECA (CT-MKTG)**

This program is governed by the Oklahoma Department of CareerTech and Edmond Public Schools and is part of the CareerTech system. The mission of Marketing Education is to enable students to understand and apply marketing management and entrepreneurial skills, make rational economic decisions, and exhibit social responsibility in a global economy, making them college and career ready. DECA, the professional student association, creates emerging leaders and entrepreneurs in marketing, finance, hospitality and management. It is considered co-curricular and is an integral part of the total marketing management education program. Students will develop leadership traits and identify their leadership potential through participation in the DECA student organization. Please see the Marketing Education instructor to receive the program criteria and application form prior to completing your enrollment request.

**INTRO TO BUSINESS/MARKETING**

This is an introductory course designed to explore the business and marketing system and its role in our free enterprise economic system. Students will gain an understanding of the marketing concept and its relations to production of goods and services. Students will study the responsibilities and role of an individual in today’s business and economic environment as a consumer and a producer of goods and services. Career opportunities within business and marketing fields will also be introduced to students. Students will develop leadership traits and identify their leadership potential through participation in the DECA (an association of marketing students) student organization.
CT-MKTG
1 semesters - 1/2 unit
Grades: 9

CT-MKTG
Prerequisite: Completion of the application and interview process
2 semesters - 1 unit
Grades: 10, 11, 12

CT-MKTG
Prerequisite: Completion of the application and interview process
2 semesters - 1 unit
Grades: 10, 11, 12

CT-MKTG
Prerequisite: Marketing Fundamentals & teacher recommendation
2 semesters - 1 unit
Grades: 11, 12

(MARKETING) CUSTOMER SERVICE
This is a course of study in customer service concepts with an emphasis on exploring elements of the service industry, assessing customer needs, educating customers, selling processes, solving problems, making decisions, leading others, working in teams, applying technology, organizing and planning, building consensus, and setting goals. Students learn competencies required to pass industry certifications and to secure and hold jobs. They have opportunities to develop leadership traits and identify their leadership potential through participation in the DECA (an association of marketing students) student organization.

EMPLOYMENT ESSENTIALS
This course is designed to provide students with fundamental workplace knowledge and skills to succeed in any career. Students will develop the soft skills, personality traits, personal management, and basic technology skills desired by employers. Students will explore techniques to manage their personal life, financial life, and career preparation. Students will have the opportunity to develop leadership and teamwork skills through participation in the student organization, DECA (an association of marketing students).

MARKETING FUNDAMENTALS
This course of study is the beginning to the Marketing Education program and offers the basic marketing concepts and foundations with an emphasis on the application of technology to perform marketing duties/tasks and software applications including the use of word processing, databases, spreadsheets, and graphics. Course content includes topics related to human relations, math, communication, economics, selling promotion, distribution, and marketing trends. Students learn office and job safety, competencies required to secure and hold jobs.
NOTE: Basic computer skills recommended.

ENTREPRENEURSHIP
This course is designed for the study of all aspects of starting a business. The course includes the basic fundamentals of marketing and business operations. Through self-assessment activities, students will identify their potential for creating a business or marketable product/idea. Students will apply what they learn by developing their own business plan. Self-employment is presented as a viable career option.
BUSINESS MANAGEMENT AND SUPERVISION
This course of study involving planning, organizing, directing, and controlling the use of an organization’s resources to effectively and economically attain its objectives. Students learn the art and science of management and supervision in problem solving, decision making, and working with and through other people to accomplish common goals. Students will develop leadership traits and identify their leadership potential through participation in the DECA student organization.

MATH
2 semesters - 1 unit
Grade: 9

MATH
2 semesters - 1 unit
Grade: 9

MATH
2 semesters - 1 unit
Grades: 9, 10, 11, 12

MATH
Prerequisite: Algebra I
2 semesters - 1 unit
Grades: 9, 10, 11, 12

MATH
Prerequisite: Algebra I
2 semesters - 1 unit
Grades: 9, 10, 11, 12

MATH
Prerequisite: Algebra I
2 semesters - 1 unit
Grades: 9, 10, 11, 12

MATH
Prerequisite: Geometry
and Algebra I
2 semesters - 1 unit
Grades: 10, 11, 12

MATH
2 semesters - 1/2 unit
Grades: 9, 10, 11, 12

MATH
Prerequisite: Algebra I
2 semesters - 1 unit
Grades: 10, 11, 12

MATH
Prerequisite: Algebra I
2 semesters - 1 unit
Grades: 10, 11, 12

MATHEMATICS

PREPARING FOR ALGEBRA
This course is designed for those students who need additional time and support before enrolling in Algebra 1. Preparing for Algebra will provide opportunities for students to have foundational skills reinforced through pre-teaching concepts taught in Algebra 1.

NOTE: This course may not be used to satisfy mathematics requirements.

ALGEBRA I SUPPORT
This course is designed for those students who need additional time and support while enrolled in Algebra I. Algebra I Support will include opportunities for students to have skills reinforced through pre-teaching and reviewing concepts taught in Algebra I.

NOTE: This course may not be used to satisfy mathematics requirements.

ALGEBRA I
The critical areas deepen and extend understanding of linear and exponential relationship. Apply linear models to data that exhibit a linear trend, and engage in methods for analyzing and using quadratic functions. Develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities. Learn function notation and develop the concepts of domain and range. Interpret functions given graphically, numerically, symbolically, and verbally, translating between representations. Compare the key characteristics of linear and non-linear functions.

ALGEBRA I TRAILER COURSE
This course is for students who have not successfully completed the previous semester of Algebra I.
Recommendation: Enrollment upon teacher advisement.

GEOMETRY
Students explore more complex geometric situations and deepen their explanation of geometric relationships, moving towards formal mathematical arguments. Students prove theorems and solve problems about triangles, quadrilaterals, circles and other polygons, with particular attention to the Pythagorean Theorem. Students extend their knowledge of two-dimensional and three-dimensional objects to include explanations of circumference, area, and volume formulas. Students use the language of set theory to compute and interpret theoretical and experimental probability.

INTRO TO ADVANCED PLACEMENT GEOMETRY
This course is for the student who has successfully completed Intro to Advanced Algebra 1. It includes an intense and extended study of the topics of Geometry.
Recommendation: An earned grade of a “B” or better in the prerequisite; Enrollment upon teacher advisement.

MATHEMATICS FOR FINANCE
This course will develop skills that are crucial to understanding how to manage your money effectively on a day-to-day basis. Students will learn essential information in this class to be successful with money. Course information includes saving money; investing for college; investing for retirement; building wealth through mutual funds; the dangers of debt; bargain shopping; and how relationships are affected by money, career choices, and taxes. Also covered will be insurance; mortgages; renting an apartment; online banking; paying bills; and many other topics that are relevant to high school
**MATH**
Prerequisite: Geometry and Algebra I
2 semesters - 1 unit
Grades: 10, 11, 12

**INTERMEDIATE ALGEBRA**
A bridge between Algebra I and Algebra II, this course reviews and expands on linear equations, factoring and systems of equations and inequalities while introducing matrices, conic sections, logarithms, and more. Students will perfect their algebraic skills.

*NOTE: This course will continue to count as a math credit, but it will not be included in the college preparatory curriculum.*

**ALGEBRA II**
Students extend their repertoire of functions to include polynomial, rational, and radical functions. Expand their ability to solve equations to include solving quadratic equations over the set of complex numbers and exponential equations with properties of logarithms. Identify zeros of polynomials and make connections between zeros of polynomials and solutions of polynomial equations. Explore the effects of transformations of graphs of diverse functions. Identify appropriate types of functions to model a situation and compare models by analyzing appropriateness of fit.

*Recommendation: Students are more successful in this course if they enter this course having earned 75% or better in both geometry and Algebra I.*

**INTRO TO ADVANCED ALGEBRA II**
Intro to Advanced Algebra II includes an intense and extended study of the topics of Algebra II.

*Recommendation: An earned grade of a “B” or better in the prerequisite; Enrollment upon teacher advisement.*

**COLLEGE ALGEBRA PREP**
This course is designed for students who earned a “C” or “D” in Algebra II but plan to attend college. This course is not intended for those who have completed Trigonometry/Precalculus. Students will work with linear and quadratic functions, polynomial functions, inequalities, exponents, logarithms and analytic geometry.

**STATISTICS**
Statistics is offered to college-bound students who desire background on a subject that will most likely be required for many majors in college. Study in statistics will focus on quantitative information, develop an ability to deal with data, acquire knowledge of concepts of central tendency, variability, mean-median-mode, random sampling, sampling distribution and standard deviation.

*Recommendation: Students are more successful in this course if they enter with “B” or better average in Algebra II.

*NOTE: This course will continue to count as a math credit but will not be included in the college preparatory curriculum.*

**ADVANCED PLACEMENT STATISTICS**
This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to the following conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. At the end of the course the student will be given the opportunity to take the advanced placement exam.*

*Recommendation: An earned grade of a “B” or better in the prerequisite; Enrollment upon teacher advisement.

*Approximate cost of the exam is $100.00*

**TRIGONOMETRY/PRECALCULUS**
This course is the study of trigonometric functions, identities, trigonometric equations and their variations. Polynomials (solving and graphing), series and sequences (finite and infinite), math induction, probability, logic, vectors and complex numbers will be studied. Also, topics in analytic geometry will be covered.
**MATH**
Prerequisite: Algebra II or Intro to Advanced Algebra II
2 semesters - 1 unit
Grades: 11, 12

**Recommendation:** “B” or better average in both prerequisites.

**INTRO TO ADVANCED TRIGONOMETRY/ PRECALCULUS**
This is a course primarily designed to prepare students for advanced placement or college calculus. Topics extended from previous studies are polynomial functions, systems of equations, complex numbers, sequences and series, and analytical geometry. A more intensive study of trigonometry, probability, rational functions, limits and mathematical induction will be included.

**Recommendation:** An earned grade of a “B” or better in the prerequisite; Teacher recommendation requested.

**CALCULUS**
This course is designed as an application approach to calculus. The student will use differential and integral calculus to solve problems in the areas of business, science, economics and mathematics. It is intended for the college-bound student who has completed work in algebra, axiomatic geometry, trigonometry and analytic geometry and desires a background in calculus.

**NOTE:** Recommendation: “C” or better in Trigonometry/ Precalculus or Intro to Advanced Trigonometry/ Precalculus. **NOTE:** This course is **NOT** for college credit.

**ADVANCED PLACEMENT CALCULUS (AB)**
Calculus AB covers differential and integral calculus topics that are typically included in a Calculus I college course. At the end of the course, the student may take the advanced placement exam to earn college credit.*

**Recommendation:** An earned grade of a “B” or better in the prerequisite; Enrollment upon teacher advisement.

*Approximate cost of the exam is $100.00

**ADVANCED PLACEMENT CALCULUS (BC)**
Calculus BC covers the Calculus AB topics as well as advanced topics in integral calculus, sequences and series. The Calculus BC topics are typically included in a Calculus I and II at the college level. At the end of the course, the student may take the advanced placement exam* to earn college credit. Students may take only one advanced placement calculus examination in a given year.

**Recommendation:** An earned grade of a “B” or better in the prerequisite; Enrollment upon teacher advisement.

*Approximate cost of the exam is $100.00

**AP-MATH**
Prerequisite: Trig./PreCalculus or Intro to Advanced Trig./ PreCalculus
2 semesters - 1 unit
Grades: 11, 12

**AP-MUSIC**
Permission by the teacher and counselor needed to enroll.
2 semesters - 1 unit
Grades: 11, 12

**MUSIC**
**ADVANCED PLACEMENT MUSIC THEORY**

This course is recommended to any junior or senior student with plans to study music education or performance in college. Only students who have participated in band, orchestra, vocal music or have studied piano privately and have a strong knowledge of the fundamentals of music should seek enrollment. To pass the exam students will need to demonstrate a mastery of advanced harmonic and aural theory skills. Piano skills are not required but are highly recommended. Students passing the AP exam may receive college credit for this course.

*Approximate cost of the exam is $100.00

---

**BAND I, II, III, IV**

Band is available to all students who have successfully completed performance requirements and have the band director’s approval. All band students will be enrolled in one class and will meet daily for a class period during the regular school day. Rehearsals for the marching band, concert band and the instrumental sections will be conducted at 7:00 a.m. as deemed necessary by the director. Attendance at these rehearsals is necessary in order to maintain membership in the performing groups. Contest bands will be composed of all students who perform with the musicianship required to represent their school in a competitive situation. In the case of the marching band, the ability to march and play with precision and military bearing is essential.

---

**APPLIED INSTRUMENTAL MUSIC/JAZZ BAND**

This course is an opportunity for band and orchestra students desiring to participate in solo, small ensemble and jazz ensemble performances. In order to realize proper jazz ensemble instrumentation, rhythm sections members (i.e. bass, guitar and piano) may be recruited from the student body without being members of the band or orchestra. In the event instrumentation for a jazz ensemble fails to materialize, the class may consist of course work in music theory and/or principles of eighteenth century harmonization and/or music history and appreciation.

**NOTE:** Do not pre-enroll in this class. Designate the class you will drop if you are approved for this class.

---

**STRING ORCHESTRA**

String Orchestra is the fourth level ensemble comprised of orchestral stringed instruments. This ensemble is open to grades 9 to 11 and requires no audition. Students are expected to have a basic knowledge of all middle school level skills, with the understanding that these skills will continue to be developed both through technique exercises and new music. All String Orchestra students are strongly and seriously encouraged to take private lessons.

---

**CHAMBER ORCHESTRA**

Chamber Orchestra is the third level ensemble comprised of orchestral stringed instruments. This ensemble is open to all grade levels by audition only, and students do not have to re-audition each year to remain in the ensemble. Students are expected to have mastery of all middle school level skills, including memorization of all two-octave scales up to four sharps and flats, mastery of basic simple and compound rhythms and mastery of basic bow techniques. All Chamber Orchestra students are strongly and seriously encouraged to take private lessons.

---

**PHILHARMONIC ORCHESTRA**

Philharmonic Orchestra is the second level ensemble comprised of orchestral stringed instruments. This ensemble is open to all grade levels by audition only, and students must re-audition each year. Students in the Philharmonic Orchestra may also participate in a full orchestra setting when personnel from the Band program allows for appropriate instrumentation. All Philharmonic Orchestra students are strongly and seriously encouraged to take private lessons.
SYMPHONIC ORCHESTRA

Symphonic Orchestra is the highest level ensemble comprised of orchestral stringed instruments. Members may be expected to perform frequently outside of the regular concert schedule, and every effort will be made to give ample notice for these additional engagements. This ensemble is open to all grade levels by audition only, and students must re-audition every year. Students in the Symphonic Orchestra will participate in a full orchestra setting, rehearsing outside the school day with members of the Band program as deemed necessary by the conductor. Attendance at these rehearsals in conjunction with the musicianship and discipline required to represent the school in a competitive situation is necessary in order to maintain membership in the contest orchestra. All Symphonic Orchestra students are strongly and seriously encouraged to take private lessons.

MUSIC: VOCAL

TREBLE CHORUS

This course serves as an introductory choral experience. It is open to any student who has a sincere interest in the study of choral music and desire to work toward a proficiency in part singing and sight-reading. It includes a balanced variety of choral literature for like voice. The placement in the choral department will be dependent upon the needs of the program, balance of choirs and needs of the students.

NOTE: Uniforms are an additional cost.

TENOR-BASS CHORUS

This course serves as an introductory choral experience. It is open to any student who has a sincere interest in the study of choral music and desire to work toward a proficiency in part singing and sight-reading. It includes a balanced variety of choral literature for like voice. The placement in the choral department will be dependent upon the needs of the program, balance of choirs and needs of the students.

NOTE: Uniforms are an additional cost.

APPLIED VOCAL MUSIC I, II, III, IV (ACT II, FINALE, NORTHERN LIGHTS, SERENADE, TAKE NOTE)

This course is an ensemble class designed to give more individualized study. Emphasis is on entertainment. The class will be involved in presenting a musical variety show and/or a Broadway musical annually. Instruction is given in singing, the basics in stage direction and choreography. Opportunity is also available for pianists, percussionists, guitarists, and other instrumentalists.

NOTE: Uniforms are an additional cost.

NOTE: Counselors will place student from an approved list. Enroll in mixed chorus and schedules will be adjusted. Students who are selected will be required to be in another vocal music class in addition.

PHOTOGRAPHY

PHOTOGRAPHY I

This class will teach the basic use of the camera and editing in Adobe Photoshop, with an emphasis on the elements and principles of design. Students are expected to have their own digital camera. A basic point and shoot camera will be acceptable. Students will have approximately eight picture taking assignments during the semester, so there will be some outside of class time required.

NOTE: A fee is assessed to cover the cost of supplies.

PHOTOGRAPHY II

This class is a continuation of Photography I. Students will become more involved in the artistic area of photography and editing. The same equipment and about the same amount of supplies used in Photo I will be required and used in Photo II. There will be some outside of class time required.

NOTE: A fee is assessed to cover the cost of supplies.

PHOTOGRAPHY III
Students in Photography III will begin to learn to use a DSLR camera, take photos in a variety of lighting situations, use various studio lighting, and the more difficult areas of Photoshop. This is a perfect class for the student who wants to put together a photo portfolio. Some outside of class time will be required.

NOTE: A fee is assessed to cover the cost of supplies.

PHOTOGRAPHY IV
Students in Photography IV will concentrate on self-expression through the photographic arts. They will continue to expand their body of work (portfolio) both in quality and variety. Students will use a variety of studio equipment and methods to produce photographic art.

NOTE: A fee is assessed to cover the cost of supplies.

PHYSICAL EDUCATION

PHYS-ED
1 semester - 1/2 unit
Grades: 9, 10, 11, 12

PHYSICAL EDUCATION

RECREATIONAL/ACTIVITIES SPORT
This class will represent an opportunity for the students to be exposed to a variety of recreational and lifetime sports. Instruction will be given on, but not limited to frisbee, horseshoes, shuffleboard, deck tennis, bowling and bocce ball. History and rules for the activities will be learned, and the students will be expected to participate in all activities. The class will also include racquet sports: tennis, badminton, pickleball and table tennis. All units will culminate with tournaments in which the students will apply strategies for offense and defense and enjoy the benefits of healthy competition. Students will be expected to dress out and participate in all activities.

PHYSICAL EDUCATION

RECREATIONAL BASKETBALL
Recreational basketball provides an opportunity for students to participate in recreational competitive basketball activities. Individual skills and team skills involving offensive and defensive strategies will be taught, as well as game rules. Additional attention will be given to other recreational activities such as frisbee, horseshoes, ping pong, badminton and pickleball. Students will be expected to dress out and participate in all activities.

PHYSICAL EDUCATION

SPORTS LAB
The course will be divided into units of instruction in the basic skills and strategies of team sports. Each unit will include the history of the sport and instruction in the opportunities for the students to learn and practice these individual skills. The units will involve the opportunity to play the sport and practice offensive and defensive strategies while competing on a team as in intramural sports. Each student will learn to demonstrate proper conduct and self-control as an individual and as part of a team. Students will be expected to dress out and participate in all activities.

PHYSICAL EDUCATION

STRENGTH AND CONDITIONING
This class will teach proper weight training and conditioning techniques. The students will learn to design their own personal fitness program and plan a lifetime physical fitness program. The students will learn the physiological, psychological and cultural benefits that may result from regular participation in physical activity. Students will be expected to dress out and participate in all activities.

PHYSICAL EDUCATION

PERSONAL FITNESS: TONING AND CONDITIONING
This course is designed to provide instruction in personal fitness, body toning, and weight training. The class will develop an aerobic and conditioning plan for a lifetime of personal fitness. The class will focus on stamina development and cardiovascular fitness with an emphasis on flexibility. The students will learn to evaluate their own fitness level and body composition and develop a personal program of physical activity. The students will learn the physiological, psychological and cultural benefits that may result from regular participation in physical activity. Students will be expected to dress out and participate in all activities.

PHYSICAL EDUCATION

ARCHERY
This program teaches International-style target archery and is a competition-based course. Core content covers archery history, safety, technique, equipment, mental concentration, and self-improvement. All genders and all physical abilities can participate. In addition, the curriculum provides for integration with core content in social studies, mathematics, visual arts, history, and English/language arts. Additional practice opportunity may be offered in addition to the time in class.
COMPETITIVE ATHLETICS

Competitive athletics for boys and girls in Edmond covers all sports and athletic trainers in compliance with guidelines set up by the Oklahoma Secondary Schools Activities Association. The physical education requirement (1 unit) may be fulfilled by one year of competitive athletics. Students will enroll in each individual sport.

VARSITY CHEER/VARSITY POM

Sports leadership consists of students selected as cheerleaders and pom-pon squad members by a staff of qualified judges. Sports leadership can be substituted for the physical education credit requirement for graduation.

NOTE: Do not pre-enroll in this class. Designate the class you will drop if you are approved for this class.

READING/LEARNING SKILLS

ACT REVIEW

This course covers the skills, strategies, and tips needed for each ACT subsection: English, math, reading, and science. Several practice ACT tests will be given in the subsections, and students will be given practice assignments to work on skills needed for the ACT.

Recommendation: Successful completion of Algebra I, geometry - current enrollment in Algebra II.

EFFECTIVE LEARNING STRATEGIES

This course is designed to provide students with specific, practical skills that will demonstrate better, smarter and faster ways to read, study, memorize, organize, take notes, study for tests and take tests.

READING IMPROVEMENT I, II, III, IV

Reading improvement is a course designed to help students make progress towards proficiency in reading standards at their grade levels. Students will access both computer-assisted instruction and classroom-based lessons at their individual instructional levels to improve their reading comprehension.

SPEED READING

This is a course that will enhance speed, comprehension, vocabulary, concentration, and focus. After taking this course, students will be able to meet the challenges of higher-level reading with more success. This course is designed for college bound students with at least a “C” average in English classes.

SCIENCE

BIOLOGY

This required course is designed to provide students with a well-rounded background in biological science. The course deals with levels of cellular development, genetics, organism, behavior, and biological diversity. All levels of biological organization are depicted from the molecule through cells, tissues, organs, individuals, populations and species through various learning experiences including investigations and discussions, with an emphasis on scientific practices and problem-solving skills. This course may be used as an introduction to other high school science classes, or as a college preparatory course.

INTRO TO ADVANCED BIOLOGY

This course is recommended for those students who express a special interest in life science. Topics include biochemistry, cell metabolism, cell structure and reproduction, genetics, animal behavior, and ecology. Emphasis is on use of the scientific practices, problem solving, investigation, inquiry and group discussions. An interest in an intellectually challenging atmosphere is a necessary qualification for this course.

PHYSICAL SCIENCE

This course is an introduction to physical science which includes one semester of chemistry and one semester of physics.
with opportunities for learning through experimentation. It is not intended to replace chemistry and physics, which are courses that prepare students for the ACT and for college. This course is designed to learn several aspects of the physical world by studying forces and matter.

**CHEMISTRY**
Chemistry examines the elements and the interactions of materials. Such topics as atomic structure, gases, liquids, reaction prediction, solids, chemical bonding, molecular structures and shapes are taught. This course is intended to prepare students for the science portion of the ACT.

**Recommendation:** Successful completion of Algebra I and concurrent enrollment in geometry. This class is open to all students and enrollment is not based on any placement testing.

**INTRO TO ADVANCED CHEMISTRY**
This course encompasses both inorganic and organic descriptive chemistry. Chemical formulas, equations and stoichiometric calculations are emphasized as well as all of the topics covered in chemistry. An interest in an intellectually challenging atmosphere is a necessary qualification for this course.

**Recommendation:** Successful completion of or concurrent enrollment in Algebra II.

**EARTH SCIENCE**
This course is an introduction to earth science. The student will be introduced to the geology of our planet, the astronomy of our solar system, meteorology, oceanography and environmental issues.

**ENVIRONMENTAL SCIENCE**
This is an investigative approach to environmental science. An ecosystem approach will be utilized to develop the major ecological concepts, environmental complexities and relevant, up-to-date environmental issues. On completion of this course, the students should have a thorough conceptual understanding of how natural systems work and how they are sustained. Students will also be aware of how environmental degradation is the direct result of human actions, which are contrary to natural systems.

**PRINCIPLES OF LIFE SCIENCES**
This course focuses on patterns, processes, and relationships of living organisms, with an emphasis on the human species. While it integrates all three dimensions of science learning within the NGSS, it is driven by the Crosscutting Concepts (CCC's) with a focus on the biological principles that apply to all living systems. The Crosscutting Concepts are (1) Patterns; (2) Cause and Effect; (3) Scale, Proportion, and Quantity; (4) Systems and System Models; (5) Energy and Matter; (6) Structure and Function; and (7) Stability and Change. Together, these concepts form a framework to help students put disciplinary core ideas of Life Science in context, trace connections across disciplines, and help students see the world from a scientific point of view.

**LIFE SCIENCE PRACTICES**
The life sciences focus on patterns, processes, and relationships of living organisms. This course is an analysis of living organisms and their environment, with an emphasis on the human species and is guided by the 8 NGSS Science & Engineering Practices (SEPs). The practices describe behaviors that scientists engage in as they investigate, build models, and construct explanations about the natural world. The practices better explain and extend what is meant by “inquiry” in science and the range of cognitive, social, and physical practices that it requires. Students engage in practices to build, deepen, and apply their knowledge of crosscutting concepts and the core ideas of Life Science.

**ASTRONOMY**
Astronomy is a challenging and exciting one-semester science course. The course is a rigorous overview of the science of astronomy from its historical beginnings to our modern understanding of the structure of the universe. It includes the study of the laws of physics, which govern the motion of stars and planets, and the physical processes by which stars are born, evolve and die. Basic theories of light and optics are included, as well as design and use of telescopes, spectrometers, and other tools of astronomy. Emphasis is placed on understanding the methods employed in our discovery of the mechanics of the universe.

**Recommendation:** Completion or concurrent enrollment in geometry or Algebra I and physical science or chemistry.

**HUMAN ANATOMY AND PHYSIOLOGY**
This course is a study of the human body's unique systems. Students interested in science and careers in medicine, health and physiology are encouraged to take this laboratory and dissection course. Students will learn the structure and function of all body systems, diseases affecting the body, and career opportunities related to human physiology.

**Recommendation:** “C” or better in Biology; successful completion or concurrent enrollment in physical science or chemistry.
**PHYSICS**

Physics is the science which is concerned with the study of motion, matter and energy. It seeks to explain the behavior and interrelationships of motion, matter and energy through the application of mathematics and observation in the laboratory. This course is intended to prepare students for the science portion of the ACT.

Recommendation: “B” average in Algebra II and geometry.

**ADVANCED PLACEMENT BIOLOGY**

AP biology is a course designed to be equivalent to at least a college introductory biology course taken by biology or pre-med majors during their first year. At the completion of the course, the student will be given the opportunity to take the advanced placement exam for college credit.* After showing themselves to be qualified on the AP exam, students, as college freshmen, are generally allowed to begin upper-level courses in biology or to register in other courses for which biology is a prerequisite.

Recommendation: Successful completion or concurrent enrollment in Algebra II; Successful completion Intro to Advanced chemistry and Intro to Advanced Bio.

*Approximate cost of the exam is $100.00

**ADVANCED PLACEMENT CHEMISTRY**

This is a course designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials of chemistry. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those full-year introductory college courses. Students will learn to assess scientific materials, their relevance to given interpretive problems, their reliability and their importance, and weigh the evidence and interpretations presented in scientific scholarship. The advanced placement chemistry course will develop skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively. At the end of the course, the student will be given the opportunity to take the advanced placement exam for college credit.* A student should make a commitment to this course for the full year.

Recommendation: Successful completion or concurrent enrollment in Alg. II.

*Approximate cost of the exam is $100.00

**ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

This course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Major themes include the following: science as a process, energy conversions that underlie all ecological processes, the Earth itself as one interconnected system, the fact that humans alter natural systems, how environmental problems have a cultural and social context and how human survival depends on developing practices that will achieve sustainable systems. At the end of the course, the student will be given the opportunity to take the advanced placement exam* for college credit.

Recommendation: Successful completion or concurrent enrollment in physical science, chemistry or physics.

*Approximate cost of the exam is $100.00

**ADVANCED PLACEMENT PHYSICS 1**

AP Physics 1 is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy and power; and mechanical waves and sound. It also introduces electric circuits. While AP physics can be taken by seniors as a first physics course, it is strongly recommended that regular physics be taken prior to enrolling. At the end of the course, the student will be given the opportunity to take the advanced placement exam* for college credit.

Recommendation: Successful completion of physics, and completion of or concurrent enrollment in calculus (AB or BC).

*Approximate cost of the exam is $100.00

**ADVANCED PLACEMENT PHYSICS 2:**

AP Physics 2 is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. While AP physics can be taken by seniors as a first physics course, it is strongly recommended that regular physics be taken prior to enrolling. At the end of the course, the student will be given the opportunity to take the advanced placement exam* for college credit.

Recommendation: Successful completion of physics or AP physics 1 in 11th grade and completion of or concurrent enrollment in calculus (AB or BC); or teacher recommendation.
**AP PHYSICS C: MECHANICS, ELECTRICITY AND MAGNETISM**
This course is the equivalent of two semesters of university physics with calculus. The course consists of one semester of mechanics and one semester of electromagnetism. The "C" course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The sequence is parallel to or proceeded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulation, physical principles and in applying them to physical problems. The sequence is more intensive and analytic than in the "Physics 1 or Physics 2 courses. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. While AP physics can be taken by seniors as a first physics course, it is strongly recommended that regular physics be taken in the junior year. At the end of the course, the student will be given the opportunity to take the advanced placement exam for college credit.*

*Approximate cost of the exam is $100.00

---

**SOCIAL STUDIES**

**SOCIAL STUDIES REQUIREMENTS**

<table>
<thead>
<tr>
<th>Suggested Sequence</th>
<th>Suggested Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman year</td>
<td>One semester of Oklahoma History, or Intro to Advanced Oklahoma History</td>
</tr>
<tr>
<td>Sophomore year</td>
<td>One year of World History, AP World History, or AP European History</td>
</tr>
<tr>
<td>Junior year</td>
<td>One year of United States History, or AP United States History</td>
</tr>
<tr>
<td>Senior year</td>
<td>One year of American Government, or one year of AP Government and Politics, or AP Comparative Government</td>
</tr>
</tbody>
</table>

**OKLAHOMA HISTORY**
The course studies the early history and the development of our state through a study of Oklahoma’s cultural heritage, natural resources, economic, social, and political progress. Students will be engaged in frequent interpretation of historical documents and analysis of primary sources through routine writing.

**INTRO TO ADVANCED OKLAHOMA HISTORY**
The course studies our state’s economic, political and social development prior to and since statehood. Through the use and analysis of primary source documents, the course attempts to help prepare students for future advanced placement coursework by reading and writing critically about history.

**WORLD HISTORY**
This course is a survey of the history of the modern world, beginning with an overview of world religions and philosophies, followed by extensive study of historic eras from the Renaissance to the 21st century. Students will explore the political, social, cultural and economic developments of the past in order to help them gain an understanding of the world today. Students will be engaged in frequent interpretation of historical documents and analysis of primary sources through writing.

**ADVANCED PLACEMENT EUROPEAN HISTORY**
AP European History is an in-depth study of western civilization from ancient history through the twentieth century, with additional study of non-western peoples, civilizations, and religions. Students will examine major themes in history which demonstrate the interconnections between peoples. It requires the student to use intellectual skills to analyze a variety of human experiences which describe the political, economic, and social growth of the world’s societies. Students will be required to assess historical materials, weigh evidence, judge various interpretations of history, and write analytical essays. This course fulfills the requirement for world history or may be used as an elective.

*Approximate cost of the exam is $100.00

**ADVANCED PLACEMENT WORLD HISTORY**
AP world history is an in-depth, comprehensive study of both eastern and western civilizations, from ancient history to the twentieth century. Students will examine major themes in history which demonstrate the interconnections between people. It requires the student to use intellectual skills to analyze a variety of human experiences which describe the political, economic, and social growth of the world’s societies. Students will be required to assess historical materials,
weigh evidence, and judge various interpretations of history. This course fulfills the requirement for world history or may be used as an elective. At the end of the course, the student will be given the opportunity to take the advanced placement exam for college credit.*

*N Approximate cost of the exam is $100.00

NATIVE AMERICAN EXPRESSIONS
This course will provide an introduction to the diverse culture, experience, and contributions of Native Americans by integrating a wide range of tribal history, dance, art, and contemporary subjects. Students will learn from storytelling, mixed media, guest speakers, and through traditions and customs. They will also gain an understanding of the historical significance of how art, dance, music, and poetry are weaved to create unique tribal perspectives, world views and cultures. Through discussion and collaborative engagement, this course will create a better understanding and appreciation of Native American people and develop skills in analysis and critical thinking. This course counts as an elective credit.

UNITED STATES HISTORY
The course offers a study of U.S. history from the Post-Reconstruction era to the present. The course emphasizes the political, economic and cultural contributions of significant Americans, as well as the lasting impact of major events on contemporary conditions of the nation. Students will be engaged in frequent interpretation of historical documents and the analysis of primary sources through routine writing. Upon completion of this course, the student is required to take a state-mandated “End-of-Instruction Test.” The score is reported on the student’s official transcript.

ADVANCED PLACEMENT UNITED STATES HISTORY
This course is designed to provide students with the analytical skills and knowledge necessary to deal critically with issues in American history from the foundations of our republic through the modern era. The program prepares students for college courses by assessing historical materials and weighing the evidence presented in historical scholarship. The course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment by presenting reasons and evidence clearly and persuasively in essay format. Upon completion of this course, the student is required to take a state-mandated “End-of-Instruction-Test.” The score is reported on the student’s official transcript. At the end of the course, the student will also be given the opportunity to take the advanced placement exam for college credit.*

*Approximate cost of the exam is $100.00

GOVERNMENT
This course includes a survey of the theories of government, the principles of the Constitution, and functions of the three branches of government on the federal and state levels. The course includes a study of current political, economic and social issues confronting the American public in order to help students become active, informed and participatory citizens. Students will be engaged in frequent interpretation of historic and contemporary primary sources, including analysis of textual readings through routine writing. (This course fulfills the requirements for Financial Literacy upon demonstration of mastery of all state standards.)

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS
This one-year course is designed to provide an analytical perspective on government and politics in the United States. The course includes a comprehensive study of basic constitutional principles, institutions, and policy-making processes of our national government. A study of political beliefs and behaviors, political parties, interest groups, civil rights and liberties is also emphasized within the context of contemporary issues. (This course fulfills the requirements for Financial Literacy upon demonstration of mastery of all state standards.) At the end of the course, students will be given an opportunity to take an advanced placement exam for college credit.*

*Approximate cost of the exam is $100.00

ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS
This course teaches about the American system of government within a broader context of comparing the world’s basic forms of government, and the study of diverse world political structures and practices through comparison of specific countries to interpret key political relationships found in all national politics. This meets the current OAS Standards for US Government along with the Financial Literacy Standards required for graduation. At the end of the course, students will be given an opportunity to take an advanced placement exam for college credit.*
ADVANCED PLACEMENT HUMAN GEOGRAPHY

This elective course focuses on human geography in order to provide students with insight into contemporary developments of world cultures, politics, and economies, including an analysis of the impact of the environment on the progress of world regions. Students will evaluate world events and data, write critically about world situations, and debate controversial aspects of an interdependent world. (This course fulfills the requirement for two sets of arts competencies.) At the end of the course, students will be given an opportunity to take an advanced placement exam for college credit.*

*Approximate cost of the exam is $100.00

CONTEMPORARY SOCIAL ISSUES

This elective course is designed for those students who require additional time and support to master the competencies of United States history.

NOTE: Counselor recommendation required.

ECONOMICS

This elective course is designed to teach basic economic concepts necessary to understand the economic policies of our nation. The course covers a variety of areas such as monetary and fiscal policy, production of goods and services, supply and demand forces at work in setting prices, and comparison of our economic system to those of other nations.

ADVANCED PLACEMENT MICRO ECONOMICS/ AP MACRO ECONOMICS

This elective course is an intense study of our economy through an analysis of microeconomics and macroeconomics. This course parallels a college micro/macro-economic class, which is required for any business student. It is the intense study and analysis of America’s economic activities. At the end of the course, students will be given an opportunity to take and advanced placement exam for college credit.*

*Approximate cost of the exam is $100.00

PSYCHOLOGY I

In this elective course, the student will explore topics related to the biological processes of human behavior and development. Course objectives will be met through class discussions, research projects, and case studies.

PSYCHOLOGY II

In this elective course, classes will deal with topics related to what motivates human behavior. A variety of research projects, class demonstrations, and class discussions will be required.

ADVANCED PLACEMENT PSYCHOLOGY

This elective course is designed to provide an analytical study of individual behavior. Students will explore scientific methods of psychology, as well as the biological foundations of human behavior. Other areas will include a study of sensation and perception, altered states, development, learning, memory, cognition and language intelligence, motivation, and emotions, including personality and abnormal behavior. At the end of the course, students will have an opportunity
SOCIAL STUDIES
1 semester - 1/2 unit
Grade: 10, 11, 12

to take the advanced placement exam.*
*Approximate cost of the exam is $100.00

SOCIOLOGY
This is an elective course which explores how groups are formed and how they change. This course will study different social institutions, social problems, and various aspects of modern society which influence group relationship

CIVIL AND CRIMINAL LAW
This elective course is designed for all students wishing to investigate America’s legal system. Students will explore such topics as the adversary system of American courts, juvenile justice, due process, corrections, freedom of speech and religion, privacy and discrimination. Activities include student participation in mock trials and exposure to the professional opportunities within our legal system.

MILITARY HISTORY
In this elective course, students will investigate the history of the United States military from colonial days to the present. An analysis of recent world conflicts and the role of American armed forces will take students through an intensive study of United States military engagements.

HISTORY OF PHILOSOPHY
In this course we shall examine and assess many different philosophical theories, comparing and contrasting them as we apply their views to different philosophical questions. After a brief introduction what philosophy is, what an argument is, and the importance of philosophy, we will examine the views of many philosophers, including the following: Plato, Aristotle, Aquinas, Descartes, Locke, Hume, Kant, Hegel, Nietzscbe, and others. This course is not attempting to tell students what to think but rather help them develop their critical thinking, critical reading, and writing skills.

STUCO
2 semesters - 1 unit
Grades: 9, 10, 11, 12

STUDENT COUNCIL/LEADERSHIP

STUDENT COUNCIL LEADERSHIP
This class is a unique program, which deals with student government on a daily basis. Elected by the student body, the participants of this program are the officers and senators of the Student Council.
Do not pre-enroll in this class. Counselors will place students from an approved list. Enroll in six classes and indicate the class you will drop if you are approved.

TEEN LEADERSHIP
Teen leadership is a program in which students develop leadership, professional and business skills through team building activities. Students will learn to develop a healthy self-concept, healthy relationships and learn to understand the concept of personal responsibility. They will develop an understanding of emotional intelligence and the skills it measures, which include self-awareness, self-control, self-motivation and social skills. Students will also develop an understanding of the need for vision in goal-setting, personally and professionally.
TEEN LEADERSHIP II

Six students per hour will be selected for TL II through an application process of teen leadership alumni who show great leadership qualities to mentor and mediate students. Students will provide mentorship for first year teen leadership students through small groups, speeches and role plays using positive peer pressure. Concepts of peer mediation will allow students to help their peers resolve conflict as it arises in the educational environment. Training in mediation will occur using guidance counselors once every two weeks to prepare students in higher order thinking and conflict resolution.

NOTE: Teacher recommendation requested.

WORLD LANGUAGES

FRENCH I

French I introduces students to basic language rich in culture. Technology such as animated video, music CDs and interactive tools will be utilized to help the student learn listening, speaking, reading and writing skills. On location video engages students in culture, language and geography of francophone countries.

FRENCH II

Through added use of online tools and DVD support, the teacher instructs the student to expand the vocabulary and grammar through authentic cultural contexts. The lessons are thematically linked, and more open-ended activities promote self-expression in written and spoken communication skills. Short authentic readings are introduced, and students will learn new verbal structures.

FRENCH III

French III is a course designed to review the skills learned in French I and II. The students will also learn new skills involving vocabulary, listening, speaking, reading and writing as well as an enhanced cultural study of French-speaking countries. French literature will be introduced. Conversational skills will be emphasized. Grammatical skills of increasing complexity are introduced. The goal is to ensure that students can function in a French-speaking culture, use the language for a lifetime of enrichment and enjoyment, and appreciate the French culture.

INTRO TO ADVANCED FRENCH III

This is a course designed to expand the vocabulary learned in French I and II and to use that vocabulary in real life situations that require critical thinking and problem solving skills. Students in Intro to Advanced French III will infer and interpret meaning from literature. Students will express their thoughts using strings of sentences. Advanced structures will be introduced so that the student will be prepared for AP French and increase proficiency to be successful on exams granting university credit.

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

Students of this course should already have a basic knowledge of the language and culture of French-speaking people and have attained a reasonable proficiency in listening comprehension, speaking, reading and writing. AP French language has for its objectives the development of: a) the ability to understand spoken French in various contexts, b) a French vocabulary sufficiently ample for reading newspapers, magazine articles and other nontechnical writings, c) the ability to express oneself coherently, resourcefully and with reasonable fluency and accuracy in both written and spoken French. This course will be offered in preparation for the advanced placement exam to be taken in the spring of the school year. Taking the exam is an option to students.*

*Approximate cost of the exam is $100.00

GERMAN I

German I is a course that introduces basic listening, speaking, reading and writing skills of the German language. Audiotapes, games and films are used as a complement to the textbook. Students will study the language and culture of German-speaking areas of the world. This course is designed to guide the students toward functional communicative
**World Lang**
Prerequisite: German II or Intro to Advanced German II  
2 semesters - 1 unit  
Grades: 11, 12

**SPANISH III**
Grades: 11, 12  
2 semesters - 1 unit  
Prerequisite: Spanish II  
World Lang

**INTRO TO ADVANCED GERMAN II**
Intro to Advanced German II builds vocabulary and comprehension by increasing reading comprehension. There will be an introduction of additional German reading materials outside the usual texts. The reading will provide the context for writing and speaking themes on more advanced topics. Intro to Advanced strategies involving critical thinking and inference will be used so that students will be able to discuss, write about, read and listen to topics on a more advanced level.

**GERMAN III**
German III is a course that leads the student toward proficiency designed to review the skills learned in German I and II. The students will also learn new skills involving vocabulary, listening, speaking, reading and writing as well as an enhanced cultural study of German areas of the world. German literature will be introduced. Conversational skills will be emphasized. Grammatical skills of increasing complexity are introduced. The goal is to ensure that our students can function in a German-speaking culture, use the language for a lifetime of enrichment and enjoyment, and appreciate the Germanic culture.

**INTRO TO ADVANCED GERMAN III**
Intro to Advanced German III will employ strategies that lead toward accuracy and proficiency in the German language. Authentic German literature will be examined, the students will begin to construct essays based on literary and social themes, picture prompts will be used to elicit speaking samples and students will listen to taped social and literary conversations with checks for comprehension. A goal for this course will be to prepare students for AP German.

**ADVANCED PLACEMENT GERMAN LANGUAGE AND CULTURE**
In this course the student should already have a basic knowledge of the language and culture and attained a reasonable proficiency to be able to comprehend articles in the target language, communicate facts and talk casually about topics of current public and personal interest. The student will also substantiate opinions and persuade in writing as well as interpret meaning from authentic listening situations. This course will be offered in preparation for the AP exam* to be taken in the spring of the school year. College credit may be awarded based on the test scores. Taking the exam is an option of the student.

*Approximate cost of the exam is $100.00

**SPANISH I**
Spanish I is a course designed to introduce basic listening, speaking, reading and writing skills of the Spanish language. Students will study the language and culture of Spanish-speaking countries. This course is designed to guide the students toward functional communicative proficiency in Spanish. Students who have never received instruction in Spanish or students who received very limited instruction in middle school should enroll in Spanish I.

**SPANISH II**
The goals of this course are COMMUNICATION in the Spanish language, explore Spanish-speaking and other world cultures and make cultural and linguistic comparisons with our own. Connections with other subjects (science, social studies, etc.) will be made through the language throughout the year. We will also explore opportunities to use the Spanish language outside the classroom in a larger community. By the end of this course, students’ performance will range from Novice Mid - to High as described by the Oklahoma World Readiness Standards.

**INTRO TO ADVANCED SPANISH II**
Intro to Advanced Spanish II continues the use of spoken Spanish with an increased emphasis on the ability to converse in the language. The students will express themselves in multiple timeframes within the Spanish language. Students will gain a greater appreciation of the cultures of Spanish speaking countries. In addition, this class enhances learning experience with a variety of teaching techniques to maximize student potential and cognitive challenge.

**SPANISH III**
Spanish III is a course designed to review the skills learned in Spanish I and II. The students will also learn new skills involving vocabulary, listening, speaking reading and writing as well as an enhanced cultural study of Spanish-speaking areas of the world.
World Lang
Prerequisite: Spanish III, Spanish IV
2 semesters - 1 unit
Grades: 11, 12

Countries. Grammatical skills of increasing complexity are introduced. The goal is to ensure that our students can function in a Spanish-speaking culture, use the language for a lifetime of enrichment and enjoyment, and appreciate the Hispanic culture.

INTRO TO ADVANCED SPANISH III
This class will have an increased emphasis on reading and writing as well as expanding the student’s ability to converse in the target language. This level uses literacy in the languages as the bonding agent.

INTRO TO ADVANCED SPANISH IV
This class will extend the student’s ability to communicate in Spanish in real life situations. Performance is evaluated on the basis of integrated language skills and higher-level thinking skills (analysis, synthesis, evaluation). Student performance will be compared to Oklahoma World Readiness Standards and ACTFL Proficiency Descriptors for the Intermediate Low to Mid-range.

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE
The purpose of this course is to provide students with the ability to communicate with people and understand the cultures of the real Spanish-speaking world. These skills are often useful in the business world. In addition, it is our goal to prepare students for college, work and/or exams that give students the opportunity to receive college credit. Students in this class will gain language skills necessary to be successful in real life situations and they will be encouraged to take the AP exam in May. Performance is evaluated on the basis of integrated language skills and higher-level thinking skills (analysis, synthesis, evaluation.) Student performance will be compared to Oklahoma World Readiness Standards and ACTFL Proficiency Descriptors for the Intermediate Range.

*Approximate cost of the exam is $100.00

SEMINAR IN EDUCATION
1 semester - 1/2 unit
Grades: 12

AP Seminar
2 semesters - 1 unit
Grades: 11

AP Research
Prerequisite: AP Seminar
2 semesters - 1 unit
Grades: 12

E-Sports
2 semesters - 1 unit
Grades: 9, 10, 11, 12
2 semesters - 1 unit
Grades: 12

APCAPSTONE
Pilot Program offered only at Memorial High School

ACADEMIES AND PROGRAMS

TEACH OKLAHOMA
TEACH Oklahoma is a unique course for students who welcome the challenge of learning about the role of the school in society and the role of the teacher in the school. The course will increase self-awareness, build communication skills, develop college study skills, and provide exploration of career decision making. Students will have the opportunities to observe teachers teaching on all levels and to take part in field experiences in school classrooms in the district. Students will be prepared to respond to educational questions and challenges as knowledgeable community members, voting citizens and involved parents. This program is designed for students who have demonstrated academic achievement and are involved in the educational process. (This is the same course also listed under “Career Tech Family and Consumer Sciences” in the book.)

AP Seminar
2 semesters - 1 unit
Grades: 11

AP Research
Prerequisite: AP Seminar
2 semesters - 1 unit
Grades: 12

ADVANCED PLACEMENT CAPSTONE
AP Capstone is an innovative program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™. This signifies their outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, students who earn scores of 3 or higher in AP Seminar and AP Research will receive the AP Seminar and Research Certificate™ signifying their attainment of college-level academic and research skills.

AP SEMINAR
This foundational course provides sustained practice of investigating issues from multiple perspectives and cultivates student writing abilities so they can craft, communicate, and defend evidence-based arguments. Students are empowered to collect and analyze information with accuracy and precision and are assessed through a team project and presentation, an individual written essay and presentation, and a written exam. The AP Seminar Exam score is based on all three components and is reported on the standard 1–5 AP scoring scale.

E-SPORTS
2 semesters - 1 unit
Grades: 9, 10, 11, 12
2 semesters - 1 unit
Grades: 12

AP RESEARCH
The second course in the AP Capstone experience allows students to develop the skills and discipline necessary to conduct independent research to produce and defend a scholarly academic thesis. This second course in the AP Capstone experience allows students to explore deeply an academic topic, problem, or issue of individual interest and through this inquiry, students design, plan, and conduct a year-long mentored, research-based investigation. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with oral defense.

PROG & ACAD
Office aide
1 semester - 1/2 unit
Grades: 12
**E-SPORTS**
Students will research, learn strategy, practice mathematical concepts, become familiar with technology and develop critical thinking skills through the act of gaming. Students will be able to compete in gaming competitions across the state and possibly nation.

**OFFICE INTERNSHIP**
Students electing to serve in a school office or the media center should have a genuine interest in performing a service function for the school. Students selected to participate in office procedures will receive instruction and experiences in clerical and interpersonal skills associated with an office setting.

*NOTE: Letter grades are earned in this course and will be figured in GPA*

**PROFESSIONAL INTERNSHIP**
The professional internship course provides an opportunity for a self-disciplined, motivated student to gain an advantage in developing his or her future plans. It will allow the 2nd semester senior to serve as an unpaid intern in a career area of specific interest through placement with a community professional. Students will attend a rigorous seminar class one day per week and will report to the approved career site four days per week. Students must be capable of assuming a mature professional role in an organization, providing their own transportation, producing a career-related project and making presentations. Selection criteria will involve an application process including teacher recommendation, parental support, attendance and academic record review, interview, and secured internship site. Applications may be obtained in the Counseling office at each high school.

*NOTE: Enrollment by application only. Make an appointment at your site to meet with your counselor to discuss the formal interview process for this course.*

**TEAM SPORTS OFFICIATING & INTERNSHIP**
Students will acquire the knowledge and skills to become successful officials. They will be expected to maintain health-related fitness and develop a personal fitness plan. Students will be prepared to take their test to be a certified OSSAA official.
The following course descriptions are those courses aligned with Oklahoma standards and provided by our Apex Learning provider. The EPS name is given in bold print first and the name used in the Apex platform is listed in parentheses if different.

* NOTE: “Introduction to Advanced” (IA) replaces all Pre-AP courses in all sections.

### English

**ENGLISH 1 – (ENGLISH 9) - ON LEVEL ENGLISH COURSE; ENGLISH CREDIT; FY**

The English 1 course is an overview of exemplar selections of literature in fiction and nonfiction genres. Students read short stories, poems, a full-length novel, and a full-length Shakespeare play, analyzing the use of elements of literature in developing character, plot, and theme.

**ENGLISH 2 – (ENGLISH 10) - ON LEVEL ENGLISH COURSE; ENGLISH CREDIT; FY**

The focus of the English 2 course is the writing process. Three writing applications guide the curriculum: persuasive, expository, and narrative writing. Each lesson culminates in a written assignment that lets students demonstrate their developing skill in one of these applications.

**ENGLISH 3 – (ENGLISH 11) - ON LEVEL ENGLISH COURSE; ENGLISH CREDIT; FY**

In this course, students analyze a wide range of literature, both fiction and nonfiction. They build writing skills by composing analytical essays, persuasive essays, personal narratives, and research papers. In order to develop speaking and listening skills, students participate in discussions and prepare speeches. Overall, students gain an understanding of the way American literature represents the array of voices contributing to our multicultural identity.

**ENGLISH 4 – (ENGLISH 12) - ON LEVEL ENGLISH COURSE; ENGLISH CREDIT; FY**

The English 4 course asks students to closely analyze world literature and consider how we humans define and interact with the unknown, the monstrous, and the heroic with reading from such works as The Odyssey, Beowulf, and Frankenstein and other fiction and non-fiction literature.

**INTRODUCTION TO ADVANCED ENGLISH 1 - (ENGLISH 9 HONORS) – ENGLISH CREDIT; FY**

As English 1 with the intent to prepare students for the rigor of AP coursework.

**INTRODUCTION TO ADVANCED ENGLISH 2 – (ENGLISH 10 HONORS) - ENGLISH CREDIT; FY**

As English 2 with the intent to prepare students for the rigor of AP coursework.

**AP ENGLISH LANGUAGE AND COMPOSITION – RECOMMENDED FOR 11, 12 GRADES; COLLEGE BOARD APPROVED AP CREDIT; FY**

Students investigate rhetoric and its impact on culture through analysis of notable fiction and nonfiction texts, from pamphlets to speeches to personal essays. Throughout the course, students are evaluated with assessments specifically designed to prepare them for the content, form, and depth of the AP Exam.

**AP ENGLISH LITERATURE AND COMPOSITION – COLLEGE BOARD APPROVED AP CREDIT; FY**

The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. This course prepares students for the AP exam and for further study in creative writing, communications, journalism, literature, and composition.
Math

ALGEBRA I – MATH CREDIT; FY

Algebra I builds students’ command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

ALGEBRA II – MATH CREDIT; FY

Algebra II introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define those functions. Course topics include quadratic equations and functions; polynomial functions; rational expressions and functions; radical expressions and functions; exponential and logarithmic functions; trigonometric functions; modeling with functions; probability and inferential statistics; probability distributions; and sampling distributions and confidence intervals.

INTRODUCTION TO ADVANCED ALGEBRA II – (ALGEBRA II HONORS) MATH CREDIT; FY

As Algebra II with the intent to prepare students for the rigor of AP coursework.

GEOMETRY – MATH CREDIT; FY

Geometry builds upon students’ command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

INTRODUCTION TO ADVANCED GEOMETRY – (GEOMETRY HONORS) - MATH CREDIT; FY

As Geometry with the intent to prepare students for the rigor of AP coursework.

TRIG/PRECALCULUS – (PRECALCULUS) - ON LEVEL; MATH CREDIT; FY

PreCalculus is a course that combines reviews of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses.

INTRODUCTION TO ADVANCED TRIG/PRECALCULUS – (PRECALCULUS HONORS) - MATH CREDIT; FY

As Trig/PreCalculus with the intent to prepare students for the rigor of AP coursework.

INTERMEDIATE ALGEBRA – (INTERMEDIATE ALGEBRA) FY

Intermediate Algebra builds students’ command of linear, quadratic, polynomial, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

PREPARATION FOR ALGEBRA – (INTRODUCTORY ALGEBRA) – FY

Introductory Algebra provides a curriculum focused on foundational concepts that prepare students for success in Algebra I.

COLLEGE PREP ALGEBRA – (BRIDGE MATH) – FY

Bridge Math is a fourth year math course focused on reinforcing core concepts from Algebra I, Geometry and Algebra II. Bridge Math is intended for students who need to review concepts before continuing their studies.

STATISTICS – (PROBABILITY AND STATISTICS) – FY

Probability and Statistics provides a curriculum focused on understanding key data analysis and probabilistic concepts, calculations, and relevance to real-world applications.

AP STATISTICS – (AP STATISTICS) - FY

AP Statistics gives students hands-on experience collecting, analyzing, graphing, and interpreting real-world data. They will learn to effectively design and analyze research studies by reviewing and evaluating real research examples taken from daily life. AP Statistics prepares students for the AP exam and for further study in science, sociology, medicine, engineering, political science, geography, and business.
AP CALCULUS AB – (AP CALCULUS AB) -MATH CREDIT; FY

In AP Calculus AB, students learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. AP Calculus AB prepares students for the AP exam and further studies in science, engineering, and mathematics.

Science

BIOLOGY – SCIENCE CREDIT; FY

Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment.

INTRODUCTION TO ADVANCED BIOLOGY – SCIENCE CREDIT; FY

As Biology with the intent to prepare students for the rigor of AP coursework.

AP BIOLOGY – SCIENCE CREDIT; FY

AP Biology builds students’ understanding of biology on both the micro and macro scales. Students regularly engage with primary sources, allowing them to practice the critical reading and analysis skills that they will need in order to pass the AP exam and succeed in a college biology course.

PHYSICAL SCIENCE - SCIENCE CREDIT; FY

Physical Science offers a focused curriculum designed around the understanding of foundational physical science concepts, including the nature of matter, energy, and forces, as well as the application of scientific and engineering practices. Course topics include energy, forces, electromagnetism, waves, matter, chemical reactions, and nuclear reactions.

PHYSICS - SCIENCE CREDIT; FY

Physics offers a curriculum that emphasizes students’ understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology. Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts.

ENVIRONMENTAL SCIENCE - SCIENCE CREDIT; FY

Environmental Science explores the biological, physical, and sociological principles related to the environment in which organisms live on Earth, the biosphere. Course topics include natural systems on Earth, biogeochemical cycles, the nature of matter and energy, the flow of matter and energy through living systems, populations, communities, ecosystems, ecological pyramids, renewable and non-renewable natural resources, land use, biodiversity, pollution, conservation, sustainability, and human impacts on the environment.

AP ENVIRONMENTAL SCIENCE – SCIENCE CREDIT; FY

AP Environmental Science provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course draws upon various disciplines, including geology, biology, environmental studies, environmental science, chemistry, and geography in order to explore a variety of environmental topics, and to prepare students for the AP exam and for further study in science, health sciences, or engineering.

CHEMISTRY - SCIENCE CREDIT; FY

Chemistry offers a curriculum that emphasizes students’ understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

INTRODUCTION TO ADVANCED CHEMISTRY – (CHEMISTRY HONORS) - SCIENCE CREDIT; FY

As Chemistry with the intent to prepare students for the rigor of AP coursework.

AP CHEMISTRY - SCIENCE CREDIT; FY

AP Chemistry builds students’ understanding of the nature and reactivity of matter. After studying chemical reactions and electrochemistry, students move on to understand how the chemical and physical properties of materials can be explained by the structure and arrangements of the molecules and the forces between those molecules all to help prepare students for the AP exam and for further study in science, health sciences, or engineering.
Earth Science offers a focused curriculum that explores Earth’s composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space. Course topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth’s environment, sustainability, and energy resources.

Social Studies

Oklahoma History - (Canvas Rather than Apex Course) - Social Studies Credit; 1 Semester

The course studies the early history and the development of our state through a study of Oklahoma’s cultural heritage, natural resources, economic, social, and political progress. Students will be engaged in frequent interpretation of historical documents and analysis of primary sources through routine writing.

Introduction to Advanced Oklahoma History - (Canvas Rather than Apex Course) - Social Studies Credit; 1 Semester

The course studies our state’s economic, political and social development prior to and since statehood. Through the use and analysis of primary source documents, the course attempts to help prepare students for future advanced placement coursework by reading and writing critically about history.

World History - Social Studies Credit; FY

In World History, students learn to see the world today as a product of a process that began thousands of years ago when humans became a speaking, travelling, and trading species. Through historical analysis grounded in primary sources, case studies, and research, students investigate the continuity and change of human culture, governments, economic systems, and social structures.

U.S. History - Social Studies Credit; FY

U.S. History traces the nation’s history from the pre-colonial period to the present. The course describes the emergence of the United States as an industrial nation and then focuses on its role in modern world affairs. The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

AP U.S. History - Social Studies Credit; FY

In AP U.S. History, students investigate the development of American economics, politics, and culture through historical analysis grounded in primary sources, research, and writing. AP U.S. History prepares students for the AP exam and for further study in history, political science, economics, sociology, and law. Robust scaffolding, rigorous instruction, relevant material, and regular opportunities for active learning ensure that students can achieve mastery of the skills necessary to excel on the AP exam.

Government - (U.S. Government and Politics) - Social Studies Credit; FY

This course includes a survey of the theories of government, the principles of the Constitution, and functions of the three branches of government on the federal and state levels. The course includes a study of current political, economic and social issues confronting the American public in order to help students become active, informed and participatory citizens. Students will be engaged in frequent interpretation of historic and contemporary primary sources, including analysis of textual readings through routine writing. (This course fulfills the requirements for Financial Literacy upon demonstration of mastery of all state standards.)

AP Government - (AP U.S. Government and Politics) - Social Studies Credit; FY

AP U.S. Government and Politics studies the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. AP U.S. Government and Politics prepares students for the AP exam and for further study in political science, law, education, business, and history. (This course fulfills the requirements for Financial Literacy upon demonstration of mastery of all state standards.) At the end of the course, students will be given an opportunity to take an advanced placement exam for college credit.*
World Languages

NOTE: Apex does not offer “PreAP/Intro to Advanced” for World Language courses.

SPANISH I – WORLD LANGUAGE CREDIT; FY

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises.

SPANISH II – WORLD LANGUAGE CREDIT; FY

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises.

SPANISH III - WORLD LANGUAGE CREDIT; FY

In Spanish III, students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements.

FRENCH I - WORLD LANGUAGE CREDIT; FY

French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people.

FRENCH II - WORLD LANGUAGE CREDIT; FY

French II teaches students to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal address. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

Additional Electives –
All of the courses listed in this section count for elective credit.

COLLEGE AND CAREER PREPARATION I – 1 SEMESTER

In College and Career Preparation I, students obtain a deeper understanding of what it means to be ready for college. Students are informed about the importance of high school performance in college admissions and how to prepare for college testing. They know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable. Career readiness is also a focus. Students connect the link between interests, college majors, and future careers by analyzing career clusters.

COLLEGE AND CAREER PREPARATION II - 1 SEMESTER

College and Career Preparation II builds on the lessons and skills in College and Career Preparation I. The course provides a step-by-step guide to choosing a college. It walks students through the process of filling out an application, including opportunities to practice, and takes an in-depth look at the various college-admission tests and assessments, as well financial aid options. College and Career Preparation II also instructs students in interviewing techniques and provides career guidance. Students explore valuable opportunities such as job shadowing and internships when preparing for a career.

PSYCHOLOGY – 1 SEMESTER

Psychology provides a solid overview of the field’s major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior. By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as “What is happiness?” Students answer these questions before, during, and after they interact with direct instruction.
AP PSYCHOLOGY – 1 SEMESTER

AP Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They will study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. AP Psychology prepares students for the AP exam and for further studies in psychology or life sciences.

SOCIOLOGY – 1 SEMESTER

Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies. Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social change on individuals, and the research methods used by social scientists.

MULTICULTURAL STUDIES – 1 SEMESTER

Multicultural Studies is a one-semester elective history and sociology course that examines the United States as a multicultural nation. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences. Major topics in the course include identity, assimilation, animosity and distinctiveness, power and oppression, struggles for rights, regionalism, culture and the media, and the formation of new cultures.

GEOGRAPHY – (GEOGRAPHY AND WORLD CULTURES) – 1 SEMESTER

Geography and World Cultures offers a tightly focused and scaffolded curriculum that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

ECONOMICS – (ECONOMICS AND PERSONAL FINANCE) – FY

Economics and Personal Finance develops students’ economic reasoning through an analysis of the U.S. economy, the global economy, and personal finance. The course extends students’ understanding of economic principles in the context of personal finance, exploring issues such as career planning, budgeting, credit, taxes, investing, insurance, loans, and major purchases. Does not meet Oklahoma Fin Lit competencies.

AP MACROECONOMICS - 1 SEMESTER

AP Macroeconomics students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. They’ll also examine how individuals, institutions, and influences affect people, and how those factors can impact everyone’s life through employment rates, government spending, inflation, taxes, and production. This course prepares students for the AP exam and for further study in business, political science and history.

AP MICROECONOMICS - 1 SEMESTER

AP Microeconomics studies the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students will learn why the same product costs different amounts at different stores, in different cities, at different times. They’ll also learn to spot patterns in economic behavior and how to use those patterns to explain buyer and seller behavior under various conditions. AP Microeconomics prepares students for the AP exam and for further study in business, history, and political science.

MUSIC APPRECIATION – FY

Music Appreciation introduces students to the history, theory, and genres of music, from the most primitive surviving examples through the classical to the most contemporary in the world at large. The course is offered in a two-semester format. The first semester covers primitive musical forms and classical music. The second semester presents the rich modern traditions, including American jazz, gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop. The course explores the interface of music and social movements and examines how the emergent global society and the Internet bring musical forms together in new ways from all around the world.

ART APPRECIATION – 1 SEMESTER

Art Appreciation is a survey of the history of Western visual arts, with a primary focus on painting. Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. While Western art is the course’s primary focus, students will finish the course by studying artistic traditions from Africa, Asia, Oceania, and the Americas. Coverage of each artistic movement highlights historical context and introduces students to key artists that represent a variety of geographic locations. Throughout the course, students apply what they have learned about art critique to analyze and evaluate both individual artists and individual works of art.
PHYSICAL EDUCATION – 1 SEMESTER

Physical Education combines the best of online instruction with actual student participation in weekly cardiovascular, aerobic, and muscle toning activities. The course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives. The course requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities and on weekly participation reports to verify the student is meeting his or her requirements and responsibilities.

HEALTH – 1 SEMESTER

Health is a valuable, skills-based health education course designed for general education in grades 9 through 12. Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health, social health, nutrition, physical fitness, substance use and abuse, disease prevention and treatment, and injury prevention and safety. Through use of accessible information and project-based learning, students apply the skills they need to stay healthy.

ACCOUNTING – (ACCOUNTING I) - FY

Accounting I examines how to make decisions about planning, organizing, and allocating resources using accounting procedures. Throughout the course, students focus on double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording revenues, expenses, assets, and liabilities; and the preparation of financial statements. This course allows students to explore careers in accounting while learning skills applicable to any professional setting.

INFORMATION TECHNOLOGY APPLICATIONS – 1 SEMESTER

Information Technology Applications prepares students to work in the field of Information Technology. Students will be able to demonstrate digital literacy through basic study of computer hardware, operating systems, networking, the Internet, web publishing, spreadsheets and database software. Through a series of hand-on activities, students will learn what to expect in the field of Information Technology and begin exploring career options in the field.

PRINCIPLES OF INFORMATION TECHNOLOGY – FY

Principles of Information Technology is a full-year introductory course that prepares students to succeed in the workplace. Students begin by establishing an awareness of the roles essential to an organization’s success, and then work to develop an understanding of professional communications and leadership skills. In doing so, students gain proficiency with word processing, email, and presentation management software. Students will also be able to demonstrate digital literacy through basic study of computer hardware, operating systems, networking, the Internet, web publishing, spreadsheets and database software. This course allows students to explore careers in information technology and business while learning skills applicable to any professional setting.

INTRODUCTION TO BUSINESS AND TECHNOLOGY – FY

Introduction to Business and Technology is a full-year introductory course that provides the foundational knowledge and skills students need for careers in business and technology. Throughout the course, students gain a knowledge of business principles and communication skills, an understanding of the impact of financial and marketing decisions, and proficiency in the technologies required by business. Students will also learn the essentials of working in a business environment, managing a business, and owning a business. This course allows students to explore careers in business and information technology while learning skills applicable to any professional setting.

BUSINESS APPLICATIONS – 1 SEMESTER

Business Applications is an introductory level that prepares students to succeed in the workplace. Students begin by establishing an awareness of the roles essential to an organization’s success, and then work to develop an understanding of professional communications and leadership skills. In doing so, students gain proficiency with word processing, email, and presentation management software. This course allows students to explore careers in business while learning skills applicable to any professional setting.

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE – FY

Principles of Business, Marketing, and Finance provides the knowledge and skills students need for careers in business and marketing. Students begin exploring roles and functions that business and marketing play in a global society, develop an understanding of the marketplace, as well as understanding product placement and promotion. Students analyze the impact of government, legal systems, and organized labor on business; develop an understanding of business communications and management; and explore legal, ethical, and financial issues in business and marketing.

COMPUTER APPLICATIONS – 1 SEMESTER

Computer Applications provides an introduction to software applications that prepares students to succeed in the workplace and beyond. Students will develop an understanding of professional communications and leadership skills while gaining proficiency with word processing, email, and presentation management software. Students will also be able to demonstrate digital literacy through basic study of web publishing and design, spreadsheets and database software. This course allows students to explore careers in the fields of business and information technology while learning skills applicable to any professional setting.
PRINCIPLES OF HEALTH SCIENCE - FY

Principles of Health Science provides knowledge and skills students need for careers in health care. Students explore the services, structure, and professions of the health care system and get guidance on choosing a specific career path in health services, including career paths in emergency medicine, nutrition, and alternative medicine. Students focus on day-to-day skills and expectations for health professionals, which include promoting wellness, maintaining a safe environment, creating medical records, and practicing good communication, collaboration, and leadership.

CREATIVE WRITING – RECOMMENDED GRADES 10-12 - 1 SEMESTER

Creative Writing is an English elective course that focuses on the exploration of short fiction and poetry, culminating in a written portfolio that includes one revised short story and three to five polished poems. By taking a Creative Writing course, students find new approaches to reading and writing that can affect them on a personal level, as the skills they gain in each lesson directly benefit their own creative goals. Students who are already actively engaged writers and readers learn additional tools and insight into the craft of writing to help them further hone their skills and encourage their creative as well as academic growth.

MEDIA LITERACY – 1 SEMESTER

Media Literacy teaches students how to build the critical thinking, writing, and reading skills required in a media-rich and increasingly techno-centric world. In a world saturated with media messages, digital environments, and social networking, concepts of literacy must expand to include all forms of media. Students consider their own positions as consumers of media and explore ways to use non-traditional media to become more active and thoughtful citizens. Students learn how to ask critical questions about the intended audience and underlying purpose of media messages, and study factors which can contribute to bias and affect credibility.

NOTE:  HUMANITIES IS NO LONGER OFFERED AS A COURSE IN VE/APEX.
USE “HEALTH” RATHER THAN “SKILLS FOR HEALTH” OR ANY OF THE OTHER SELECTIONS FOR EPS HEALTH CREDIT.
OTHER COURSES ARE AVAILABLE WITHIN THE APEX PLATFORM FOR ADDITIONAL ELECTIVES AND/OR REMEDIATION COURSES. PLEASE CONTACT THE SCHOOL SITE COUNSELORS FOR MORE INFORMATION.
If you want to get a jump on preparing for a rewarding and successful career, or want a great way to fund your college education, or both, Francis Tuttle can help!

If you are interested in attending Francis Tuttle, but aren’t sure which program you want to join, your career counselor or an advisor at Francis Tuttle can help you assess your interests to match a program to your skills. A career counselor at your high school can give you all the details. Plus, training in most programs prepares you for third-party certifications, which are nationally recognized in your chosen industry.

High school students attend Francis Tuttle tuition free. All graduated seniors who would like to continue their program, enroll in a new program, or enroll for the first time have an opportunity to apply for the NEXT STEP SCHOLARSHIP that waives tuition for one field of study when started before the age of 21.

You can attend Francis Tuttle in the morning or afternoon. Your career counselor can help you arrange your schedule to make it work for you.

<table>
<thead>
<tr>
<th>Francis Tuttle in the morning</th>
<th>Francis Tuttle in the afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend Francis Tuttle 8:00-10:55 a.m.</td>
<td>Attend your core classes in the morning</td>
</tr>
<tr>
<td>Travel back to your high school</td>
<td>Travel to Francis Tutle</td>
</tr>
<tr>
<td>Attend your core classes in the afternoon</td>
<td>Attend Francis Tutle 12:30-3:25 p.m.</td>
</tr>
</tbody>
</table>

NOTE: Bus transportation between your Francis Tuttle campus and your high school is provided.

In summary, the benefits of being at Francis Tuttle include:

- You have more than 30 choices for classes. Focus on classes that interest you.
- Make the most of the time you have by spending it doing something you enjoy.
- Get a head-start on college, your career, or both.
- Prepare yourself for a successful career or have a great way to fund your college education.
- Get 1.5 units of credit per semester on your high school transcript for electives (Students in Francis Tuttle Academies get core curriculum credit in math and science). All of these credits count toward high school graduation!
- For flexibility, training at Francis Tuttle is offered in two different sessions: morning or afternoon.
- Francis Tuttle also provides transportation to the campuses. Attend Francis Tuttle in your junior and/or senior year (and as a sophomore in the Academies).
- See the career counselor at your school, or visit with an advisor at one of Francis Tuttle’s campuses.

High school students attend Francis Tuttle tuition free. All graduated seniors who would like to continue their program, enroll in a new program, or enroll for the first time have an opportunity to apply for the NEXT STEP SCHOLARSHIP that waives tuition for one field of study when started before the age of 21.

www.edmondschools.net
AGRICULTURE, FOOD & NATURAL RESOURCES

SERVICE CAREERS - GROUNDS KEEPING/ AUTOMOTIVE MAINTENANCE
Service positions are plentiful in today’s job market. The Service Careers program provides students with technical training and experience in a variety of service occupations including grounds maintenance and lube and tire technician. In addition to learning essential job skills, you will also be taught personal life skills and employability skills such as job readiness and independent living.
Grades: 11, 12 (3 credits per year)

ARCHITECTURE & CONSTRUCTION

CARPENTRY/CABINETRY
Currently, the demand for carpenters and cabinetmakers in the construction industry is high. As a growing industry, construction offers you career opportunities in the residential, commercial, and remodeling industries. The Carpentry/Cabinetry program will prepare you for jobs in framing, interior and exterior trim, cabinet making, and installation of drywall and insulation.
Grades: 11, 12 (3 credits per year)

COMPUTER-AIDED DESIGN & DRAFTING
A career in Computer-Aided Design (CAD) can take many directions. CAD is an integral part of any design team, whether in architectural, engineering, construction or manufacturing environments. Designers and drafters create the plans (blueprints) to turn ideas into reality.
Grades: 11, 12 (3 credits per year)

ARTS, AUDIO/VIDEO TECHNOLOGY & COMMUNICATIONS

BROADCAST & VIDEO PRODUCTION
Advance your creativity and digital design skills related to broadcast and video production to the next level in an environment that encourages lifelong learning, teamwork, flexibility, and the ability to meet deadlines. Prepare for a career in video as you develop a professional demo reel showcasing broadcast and video production techniques using state-of-the-art equipment and software.
Grades: 11, 12 (3 credits per year)

GRAPHIC COMMUNICATIONS
A graphic designer is responsible for creating design solutions that have a high visual impact. They help to make an organization recognizable by using color, images, and designs that represent an idea or identity. Graphic Communications prepares students for careers in graphic design, electronic publishing, specialized design services, advertising, public relations, or self-employment.
Grades: 11, 12 (3 credits per year)

BUSINESS, MANAGEMENT & ADMINISTRATION

ACCOUNTING SERVICES
The Accounting Services program at Francis Tuttle provides training in financial accounting, analytical skills and software applications allowing individuals to become Full-Charge Bookkeepers. Students will learn manual and computerized methods of double-entry bookkeeping using the latest software and equipment.
Grades: 11, 12 (3 credits per year)

ADMINISTRATIVE & LEGAL OFFICE
Highly trained office professionals are in huge demand in the metropolitan area and comprise one of the largest occupational areas in the United States. Employment opportunities for Customer Service Reps, Legal Secretaries, and Administrative Assistants are excellent. By choosing this career field you will gain experience in business administrative skills, office machines, legal terminology, procedures for communication, and customer service.
Grades: 11, 12 (3 credits per year)

MEDICAL OFFICE TECHNOLOGY
Every time a patient receives health care, a record is maintained. The Medical Office Technology program is designed to prepare the student for entry-level employment in a medical, dental, or hospital office setting as a Medical Office Receptionist, Medical Office Assistant, or as a Medical Billing and Coding Specialist.
Grades: 11, 12 (3 credits per year)

HEALTH SCIENCE

PRE-NURSING
The healthcare industry is exploding. By 2022, healthcare and social assistance is expected to be the largest industry in the country with nearly twenty-two million jobs. The Pre-Nursing program provides training to meet the need for qualified healthcare workers. Students will learn the skills necessary to complete certifications in Nurse Aide (NA) and/or Advanced Unlicensed Assistant (AUA). By attaining these certifications students become qualified to work in hospitals and long-term care facilities.
Grades: 11, 12 (3 credits per year)

HOSPITALITY & TOURISM

CULINARY ARTS
The comprehensive Culinary Arts program offers students opportunities for employment in hotels, restaurants, institutions and resorts in positions above entry level. Cooking methods and techniques from basics to advanced skills are addressed including: stocks, sauces, and soups; meat, poultry and seafood cookery; vegetable and starch cookery; baking and pastry production; catering; nutrition; menu and facility planning; cold food preparation; and food service management.
Grades: 11, 12 (3 credits per year)
SERVICE CAREERS - HOSPITALITY

Service positions are plentiful in today’s job market. The Service Careers program provides you with technical training and experience in a variety of service occupations involving a culinary assistant. In addition to learning essential job skills, you will also be taught personal life skills and employability skills such as job readiness and independent living.

Grades: 11, 12 (3 credits per year)

HUMAN SERVICES

COSMETOLOGY

Our basic cosmetology career major prepares you to enter the beauty industry with the skills necessary to be a licensed Cosmetologist. You will learn theory and hands-on skills to become competent in beautifying the hair, complexion, hands, and feet. Upon completion of your course of study, you will be prepared for the Oklahoma State Board of Cosmetology Basic Cosmetologist licensure exam. You will study all the latest beauty industry techniques with our comprehensive curriculum and work on clients in our on-campus salon.

Grade: 11, 12 (3 credits per year)

EARLY CARE AND EDUCATION OF CHILDREN

As more parents are working there is a greater need for trained teacher assistants and master teachers to help care for their children. Our career majors provide you with an opportunity to prepare for teacher assistant or master teacher positions within the child development industry. You will train with our comprehensive curriculum and work with young children in Francis Tuttle’s Child Development Center. You can also choose training options such as family day care, home care, or training to receive the Child Development Associate credential.

Grade: 11, 12 (3 credits per year)

ESTHETICIAN

Facial care is one of the fastest growing industries in the beauty profession today as many new products and techniques are being introduced to customers in the finest salons. You will learn facial massage, characteristics and function of the skin, electrical, chemical and light therapy, facial machine techniques and skin analysis. Following your training, you will be prepared to take the Oklahoma State Board of Cosmetology exam for licensing as an Esthetician.

Grade: 11, 12 (3 credits)

NAIL TECHNICIAN

Manicurists provide services for men and women related to beautifying the hands and feet. Our training prepares you for this specialty service career by giving you the opportunity to practice professional techniques with clients in our on-campus salon. You will learn massage techniques, arm, hand, leg and foot anatomy, manicuring, pedicuring and various artificial nail applications. Following your training, you will qualify to take the Oklahoma State Board of Cosmetology exam for licensing as a manicurist/nail technician.

Grade: 11, 12 (3 credits)

INFORMATION TECHNOLOGY

2D ANIMATION & CHARACTER DESIGN ILLUSTRATION

Bring your ideas and illustrations to life. Train with the latest tools and applications to communicate ideas and stories through illustration and animation. Develop a strong foundation in animation skills and take your art in a new direction in a learning environment that stimulates creativity and imagination. Develop a portfolio that showcases your design, character illustration, and animation skills.

Grade: 11, 12 (3 credits per year)

3D ANIMATION & VISUAL EFFECTS

Star Trek or any Pixar film could never have been made without the skills and software you learn in this program. Reach epic Dimensions as you experience our state-of-the-art training studio incorporating motion capture and 3D printing. Learn to combine your academic abilities with creativity and innovation to redefine reality through 3D design and animation, visual effects, and advanced motion graphics techniques in an environment that encourages teamwork, problem solving, and the ability to meet deadlines.

Grade: 11, 12 (3 credits per year)

CISCO NETWORK SECURITY

As communication systems become ever more complex, the skills needed to design, support, and secure them also increase. In Francis Tuttle’s CISCO Network Security program, students acquire the knowledge and skills they will need to provide and maintain the level of security that modern work demands. Students learn to configure routers and switches, maintain wide area networks, and develop processes essential for adequate system security.

Grade: 11, 12 (3 credits per year)

CYBER SECURITY & NETWORK DEFENSE

As technology and the Internet grow, security of information systems within our personal and professional lives become more and more likely to be compromised. In Francis Tuttle’s Cyber Security & Network Defense program, students acquire the knowledge and skills they will need to provide and maintain the level of security that the modern world demands. Students learn to setup, maintain, and troubleshoot local area networks (LANs) & wide area networks (WANs), and develop processes essential for adequate system security.

Grade: 11, 12 (3 credits per year)

INTERACTIVE MEDIA

Exploit your creativity to become an influencer that will define the future! Produce content used in video games and on websites, as well as video, special effects, animation, and social media. Leverage or Stee-of-Art Tools and Modern Spaces to tackle challenges designed to turn your ideas into reality, all in a real-world setting that includes Design Thinking Studios, 3D Printing Equipment, Extended Reality and Motion Capture Suites, Maker Spaces, and Product Realization Labs. Explore methods to communicate your message through the creation of digital projects and get outside of your comfort zone by learning new skill sets and proactively raising the creative bar. We create interactive!

Grade: 11, 12 (3 credits per year)
**PROGRAMMING AND SOFTWARE DEVELOPMENT**
This program is a great fit for the analytical student who has a love for computers. Computer programmers use logic and reasoning to identify complex problems and create innovative solutions. The Programming and Software Development program provides training in object-oriented computer programming.
Grade: 11, 12 (3 credits per year)

**WEB DESIGN AND DEVELOPMENT**
What is the next big thing on the web? No one knows -- but this is your chance to be innovative and learn the skills needed to create the next big thing! In this program you will learn essential skills in coding HTML, CSS, JavaScript, and PHP/MySQL as well as how to build sites in a Content Management System and how to ensure your sites are mobile friendly. In addition, you’ll get a head start on branding yourself as a web professional. As a part of the elite Pixl Crew, you can network with other creative students and expand your network of budding professionals.
Grade: 11, 12 (3 credits per year)

**LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY**

**CRIMINAL JUSTICE**
Today's criminal justice professionals are required to have a great deal of specialized knowledge and adhere to a high level of ethics and integrity demanded by our society. Francis Tuttle's criminal justice program lays the foundation for entry into the criminal justice system whether as a 911 Telecommunicator, jailer, an unarmed security guard, or preparing for a degree in criminal justice at a university or college.
Grade: 11, 12 - 1 or 2 years (3 credits per year)

**MANUFACTURING**

**ADVANCED MANUFACTURING**
Modern manufacturing processes have created a demand for workers with troubleshooting and problem solving skills. Students in the Advanced Manufacturing Program develop integrated skills in the fields of Instrumentation and Automation, motor control, electrical, electronics, fluid power, mechanical systems, and programmable logic control.
Grade: 11, 12 (3 credits per year)

**MANUFACTURING TECHNOLOGY - MACHINING**
Machining is an industry basic to all industrial manufacturing worldwide. In this program you will develop skills for immediate employment as either a Manual Machining Technician or a Computer Numerical Control Technician. You will learn blueprint reading, basic metallurgy, precision measurement, and proper tool usage. You will also learn to write programs from blueprints, work with computer-aided-machining (CAM) software and learn quality control techniques.
Grade: 11, 12 (3 credits per year)

**WELDING**
Welding is the most common method for permanently bonding metal parts. Due to its strength and permanence, welding is used in many aspects of construction and manufacturing. Program emphasis is on semi-automatic processes, Shielded Metal Arc Welding, Gas Tungsten Arc Welding, and structural welding.
Grade: 11, 12 (3 credits per year)

**MARKETING**

**BUSINESS MARKETING & MANAGEMENT**
Students in the Business Marketing and Management experience the world of business in an interactive, self-paced learning environment that encourages creativity. The program teaches students to examine consumer behavior, implement the principles of effective selling, and make strategic business decisions with regard to product development and pricing. Students will gain valuable experience through hands-on real world projects and demonstrations, roll plays, internships and capstone experience.
Grade: 11, 12 (3 credits per year)

**TRANSPORTATION, DISTRIBUTION & LOGISTICS**

**AUTOMOTIVE COLLISION REPAIR TECHNOLOGY**
The auto body repair industry is changing as quickly as the computer industry, making it an exciting career option. Vehicles are now made with new plastics, aluminum and on-board, high tech electrical systems. Our program is accredited by the National Automotive Technicians Education Foundation (NATEF) and includes basic and advanced training aligned with I-CAR advanced instruction to estimate damages, repair and finish vehicles.
Grade: 11, 12 (3 credits per year)

**AUTOMOTIVE SERVICE TECHNOLOGY**
With over 195 million vehicles on the road today, the demand for highly-skilled technicians has never been greater. Our program is accredited by the National Automotive Technicians Education Foundation (NATEF) and meets the National Institute for Automotive Service Excellence standard of quality. Students will learn automotive brakes, suspension systems, heating and air conditioning systems, automotive electrical systems and engine diagnostics, and the use of advanced diagnostic tools.
Grade: 11, 12 (3 credits per year)