## 2015-16 SSIG Amendments

# Revisions to SSIG 15-16 (all changes have been posted to the online PDF, please refer to this document for the most CURRENT information)

- Prerequisite changes to CTE courses on pgs 89,96,98,99,103,106.
- P. 128 Added fall 2015 Appendix E UIL Exempted Courses.
- P. 13 Numerical grade for F changed back to 60.
- P. 36 Principles of Engineering has been added to Distinguished Plan.
- P. 125 University of Texas at Tyler information has been updated.
- P. 10 Policy for make-up work added.
- P. 38 Added "and beyond" after 2014-15 at the top of the foundation HS plans.
- P. 122, 123 Courses are no longer articulated with Texas State Technical College.
- P. 91 Prerequisite for Video Game Design has been revised.
- P. 91 Grade range for Graphic Design and Illustration has been changed to 9-12.
- P. 117 Changes have been made to the Building Construction Technology section.
- P. 118 Changes have been made to the Computer Studies and Culinary Arts section.
- P. 120 Changes have been made to the Health Sciences section.
- P. 121 Changes have been made to the Welding Technology section.
- P. 120 Changes have been made to the Radio, Television, and Film section.

# Austin

# **Independent School District**

# **Secondary School Information Guide**



2015-16

#### The Purpose of the Secondary School Information Guide

The Secondary School Information Guide contains important information for students on how they can be successful in middle and high school. The Guide highlights AISD policies, rules and regulations that apply to secondary school students and it provides detailed information about the courses offered. Most importantly, the Guide offers the information you will need to plan the course you will take to graduate from high school and be accepted and successful at the college you choose and in your desired career.

The Guide has five sections:

- General Information for all secondary students and parents;
- Middle school information and course descriptions;
- High school graduation requirements,
- High school course descriptions, and
- Career and Technical Education course descriptions

There are several ways to use this guide. First, you may identify topics that interest you from the Table of Contents and go directly to them. Second, you may want to read the general information section all the way through and the sections that apply to you regarding middle school or high school. Third, you will need to refer to the descriptions of the courses as you select your schedule for the next academic year.

You should look ahead at the classes that are necessary to meet graduation requirements. Many of those classes have prerequisite courses that you must take in your freshman, sophomore or junior year. If you get to your senior year without taking the prerequisites, you will not be able to take the higher level courses and possibly not have the credits you will need to graduate. So plan ahead! Your counselor and teachers can help you select the right classes to take so that you will be able to graduate well prepared for college and for the career of your choice.



# Secondary School Information Guide

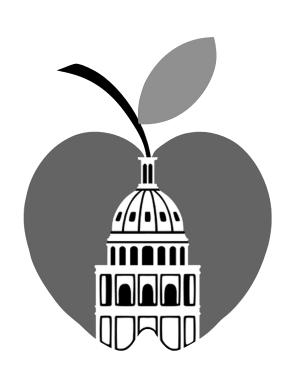


# **Austin Independent School District**

2015-2016

#### **AISD MISSION STATEMENT**

In partnership with parents and our community, AISD exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society.



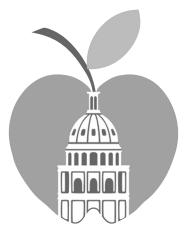
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# SECTION I:

# **General Information for Secondary School Students and Parents**

# AISD

#### AISD Disclaimer:

The contents of the Secondary School Information Guide are relevant to AISD Policy (LEGAL and LOCAL), Regulation and Practice as of January 2015. For current information regarding district policy please refer to the Austin Independent School District website at http://archive.austinisd.org/inside/policy/ or visit with your school counselor.

Specific school-related questions should be directed to campus staff. When a parent or guardian has a question or concern, he or she should contact the person who made the initial decision. After discussing the matter, if the concern continues, the principal should be contacted.

# General Information for Secondary School Students and Parents

# Success in Secondary School

Success in middle and high school requires planning and lots of hard work. This section of the Secondary School Information Guide is intended to answer many of the questions students and their parents have about planning for graduation and the rules and procedures schools in AISD follow.

Use this guide to help select middle and high school courses. Many courses are required and there are also many enjoyable and enriching electives. Choose your courses carefully, plan to work hard, and get involved in extracurricular activities.

#### **Academic and Career Planning in AISD**

Academic and career planning is an ongoing process for students in AISD. In order to help students determine their career goals and prepare for selecting a high school Endorsement, counselors present guidance and career-planning activities each year to students in grade PK - 11. Objectives of these lessons are to expose students to career pathways, explore career interests through career inventories, learn about post-secondary education options, and plan courses they might take to meet graduation requirements and, ultimately, to determine their career goals.

In grades PK-4 students are taught a minimum of one career lesson each year by elementary counselors. Students become familiar with the characteristics of jobs and careers and begin to explore the world of work. They also investigate their personal interests and start to make connections between these interests and future plans for school and work. In 5th grade, students complete an interest inventory and seek to relate these interests to classes they may take in middle school. They are also introduced to the concept of Endorsements and analyze how these Endorsements intersect with their interests. In addition. students receive information about the personal financial benefits of post-secondary education along with ways to fund postsecondary schooling.

In 6th grade, students engage in a career

lesson using "On Track - Your Career Discovery Guide", a publication designed for students in middle school. Students are presented six career pathways, complete a personality and career profile assessment, learn tips for student success, and read about inspiring career stories.

Students in 7th and 8th grade utilize a web-based career interest program called COIN Career Community. Students complete career interest assessments, learn about careers, post-secondary education, and begin to plan their high school courses.

The prescribed level of achievement for all AISD students is the foundation high school program plus distinguished level of achievement. Students must declare one or more endorsements upon completion of 9th grade. An endorsement is required in order to graduate with the distinguished level of achievement recognition. Eight grade students select courses in Naviance based on their intended endorsement.

Parents can review the results of their students work and course selections on Naviance Family Connection. Contact your student's counselor or ADVANCE College/Career Advisor for more information on this program (Https://archive .austinisd.org/academics/scholarship/naviance.phtml).

In grades 9-12, students utilize Naviance for continued college and career planning and course selections. Listed below are recommended counselor led activities by grade level:

- 9th grade students complete the Career Cluster Finder and the Career Interest Profiler assessments, explore careers and clusters and can view the Roadtrip Nation interview archive. Students will have the option to research and add 3 careers to their favorites based on the results of their interest inventories. Students can research colleges and add at least 3 that they are considering attending. Students can also begin building their resume in Naviance.
- 10th grade students complete the Strengths Explorer assessment, explore careers and clusters and can view the Roadtrip Nation interview archive. Students

will have the option to research and add 3 careers to their favorites based on the results of their interest inventory. Students can research colleges and add at least 3 that they are thinking about attending. They can also update their resume in Naviance. 10th graders will also review their PSAT score results and potential to enroll in advanced courses.

- 11th grade students will continue to research careers and colleges, including college majors, and update their favorite careers and colleges they are thinking about attending. They may also update resumes.
- 12th grade students will add at least 4 colleges to Colleges I'm Applying To, complete college applications, both the Common App and Apply Texas, www.commonapp.org or www.applytexas.org Seniors receive support with resumes, letters of recommendation, and application materials.

#### **Parents Can Help**

Parents play an influential role in helping their son or daughter plan, prepare and develop post-secondary and career plans. Parents should:

- Review this guide and materials they receive at school and discuss them with their student.
- Learn graduation plan requirements and be sure that the student meets them.
- Encourage students to take foreign language courses and other courses needed for the Texas Education Agency.
- Make sure students select courses that help them meet their educational and career goals.
- Encourage students to take Advanced Placement courses and dual credit courses to earn college credit while still in high school.
- Help students to learn about colleges and careers that interest them.

  Students who are involved in after school (extracurricular) activities are often more

successful in school. AISD offers clubs, teams and other opportunities for learning academic and social skills, making friends and developing leadership skills. Encourage your student to be involved in at least one extracurricular activity.

#### **High School Transcripts**

The high school transcript is an official and permanent record of a student's academic performance during high school and, in some cases, of high school courses completed prior to high school (TEC §28.025(e)). Transcript entries may not be altered or removed except to correct errors.

Current and former students may request a copy of their high school transcript by submitting a request to the registrar's office at their current high school or their last school of attendance. Requests must be submitted in writing. Contact your campus registrar regarding transcript fees. Please provide complete mailing information (institution/individual, street address, city, state, and zip code). Allow 24-48 hours during non-peak registration periods for processing request. Current students are encouraged to submit transcript request through Naviance.

# Extracurricular Activities and University Interscholastic League (UIL)

Activities that support course work include language clubs, journalism, debate, theatre arts, band, orchestra, choir, and career clubs. Student athletes can further their development by participating in University Interscholastic League (UIL) sports. For high school: football, volleyball, cross-country, golf, tennis, swimming, basketball, baseball, softball, wrestling, soccer and track and field. For middle school: football, volleyball, basketball, track and field, soccer, and tennis. Sixth grade students cannot participate in UIL activities.

A student must be enrolled for at least four hours per day to be considered in membership for one full day (19 TAC §129.21 [h]). The classes in which the student is enrolled for the four hours may be for either state approved or local credit. Students who are in classes more than four hours some days and less than four hours on other days are considered to be "full-time" if they spend an average of four hours per day in class for a five day school week (i.e. Block Schedules, Dual Credit, etc.)

High school athletes need to be aware of the National Collegiate Athletic Association (NCAA) academic guidelines and

requirements throughout their high school career (9-12) if they plan to participate in college sports. Beginning in the junior year, important information needs to be submitted to the NCAA Eligibility Center. For more information visit the NCAA website at www.eligibilitycenter.org, or contact your coach, counselor or registrar for specific information.

#### Suspension of Eligibility for Extracurricular Activities

Any student with a failing 6 weeks grade will be suspended from competition. Some courses are exempt from this rule.

Refer to AISD policy FM (REGULATION) on the AISD website at http://pol.tasb.org/Home/Index/1146

#### **Taking Responsibility**

#### **Personal Conduct**

AISD expects students to exhibit a high degree of self-discipline and contribute to an educational climate that allows each student to enjoy a healthy, safe, and positive learning experience. When necessary, discipline is used to maintain order and promote appropriate behavior. A copy of the AISD Student Code of Conduct is provided to each student. Each campus may establish additional rules and regulations under AISD guidelines. Students and parents/guardians will receive these rules.

Please refer to the Student Code of Conduct, Student Handbook, and online policy (http://www.tasb.org/policy/pol/private/227901/) for information on attendance and discipline. The Code and Handbook are also online in English and Spanish: http://archive.austinisd.org/academics/parentsinfo/conduct\_code/.

#### **Achieving Success**

Student grades will be based on a numerical scale of 0-100. A grade of 70 or above is considered passing. In instances where a student takes a course on a pass/fail basis, a minimum grade of 70 is required for a passing grade, which is denoted with a 'P'. See *Pass/Fail Courses* on page 10 for complete details.

#### **Grading System**

Grading and reporting student progress is intended to help increase student achievement. An effective grading system allows educators to clearly communicate

student progress toward pre-defined curriculum standards in a way that is equitable, accurate, and useful. The full text of the AISD grading policy is available on each campus and on the District's website. Policy and District expectations are summarized below.

- As the instructional leader of the school, the principal has the ultimate responsibility to enforce fair and consistent grading procedures that are consistent with District policies and developed by the secondary campus department in each school.
- Teachers will develop, through collaboration with their secondary campus department, a clearly defined grading procedure consistent with District policies.
- Each teacher will distribute a copy of the grading procedure to students and parents at the beginning of each school year or semester and to all new students and parents thereafter.
- Through collaboration with the campus principal, secondary campus departments will determine the redo and reassessment guidelines to provide a reasonable opportunity to a student who earns a failing grade.
- Teachers will accept and award at least partial credit for late work turned in within three consecutive school days of the due date. Because of differences in short-term assignments, teachers have the option of giving students an alternative assignment that will be due within the same time frame as the original assignment. Students will be made aware of the deadline established by the teacher.
- Through collaboration with the campus principal, each elementary grade-level team or secondary campus department will determine the redo and reassessment guidelines to provide a reasonable opportunity to a student who earns a failing grade.
- A student will not be permitted to retake a course for a higher grade once the student has met the minimum passing standard of the course. However, with principal, counselor, and parental approval, a student may retake a course for instructional purposes only on a pass/fail basis. The repeated course will not count toward state graduation credit and will not be included in grade point average (GPA) calculation. [See EHDB(REGULATION),

EHDC(REGULATION), and FD(REGULATION)]

- When a student transfers from one school to another within the District, the sending school must complete the withdrawal form that includes information from the current grading period.
- Parents may request conferences with teachers, counselors, and/or administrators concerning their child's academic progress.
- Teachers will use professional discretion in awarding credit for assignments missed due to extended absences and/or extenuating circumstances. Teachers may provide reassessment options.
- The parents and the school share responsibility for helping students succeed. Each school will provide alternative programs for students having difficulties, including individualized instruction, tutorial support, and mentoring.

#### Make up Work

- Students shall be expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time.
- Students shall be permitted to take tests administered in any class missed because of absence.
- For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.
- A student shall be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher.
- Teachers may assign a late penalty to any project turned in after the due date in accordance with previously established guidelines approved by the principal and disseminated to students.
- The District shall not impose a grade penalty for makeup work after an excused absence.
- The District shall not impose a grade penalty for makeup work after an absence because of suspension.

  [See EIA(LOCAL)]

Note: The contents of the Secondary School Information Guide are relevant to AISD Policy and Practice as of January 2015. For current information regarding district policy please refer to the Austin Independent School District website at www.austinisd.org or visit with your school counselor.

#### **Report Cards and Progress Reports**

The District will mail all secondary report cards and progress reports to parents. Report cards are sent at the end of each grading period. Progress reports are provided for students and parents at the mid-point of the grading period when a student's grade average is failing (below 70) or borderline (70-73) in any course. Not receiving an unsatisfactory report does not guarantee a passing grade because a teacher cannot always foresee problems that might occur at the end of the reporting period.

Report cards provide clear and concise information about a student's academic performance and promote communication among teachers, students, and parents about the student's personal development, conduct and work habits. The report card also provides information for employers, colleges and other post-secondary institutions.

Numerical scores for each secondary course are based on performance on examinations, essays, papers, presentations, performances, projects, or other measures appropriate to the subject matter. Scores may also be given for class work, homework, and class participation. Grades reflect academic achievement only and are not based on discipline, attendance, number of times tardy, or participation in extracurricular activities or other non-academic criteria.

- The middle school report card reports a numerical average each six weeks for each course. At the end of the year, the six-weeks' grades are averaged to give the student a course average. The report card also includes the number of absences a student has accumulated. Absences are semester based for semester courses; absences are year based for yearlong courses.
- The high school report card includes the numerical average for the grading period, each six-weeks, plus the number of absences a student has accumulated. Absences are semester based. The final report card includes a summary of each of the six-week periods and semester grades, as well as, total absences. In a semester course the three six weeks grades and

the final examination grade are averaged to give a final numerical average for each semester course. In a yearlong course the two semester grades are averaged to give a final numerical average for each course.

- The report card reflects progress for a point in time. The cumulative grade point average is reflective of all completed high school credit courses, including grades earned in high school courses prior to grade 9, through the given reporting semester.
- Six weeks grades for courses in progress are NOT included in the cumulative grade point average. The high school report card reflects the cumulative grade point average.

#### **AISD Grading Scale**

AISD's grading scale is a three tier system. See Appendix A.

#### **Honor Roll Status**

The honor roll system recognizes and rewards notable academic achievement in secondary schools. Honor roll recognition is based on scholarship achievement only. It has no relationship to National Honor Society requirements, which include factors in addition to scholarship. Placement of secondary students on honor rolls will be determined on the basis of their grade point average (GPA) for the respective grading period. To be eligible for honor roll, a secondary student must have received an averageable grade from each of at least three courses. There are three levels of honor roll for middle and high school students.

#### Middle School GPA:

First Honor Roll 3.875 and above
Second Honor Roll 3.3333 to 3.8749
Third Honor Roll 2.833 to 3.3332
High School GPA:

First Honor Roll 3.5000 and above Second Honor Roll 2.9000 to 3.4999 Third Honor Roll 2.4000 to 2.8999

If a student makes an F (failure), or I (incomplete), or NG (no grade) during the six-weeks, the student is ineligible for the honor roll that six-weeks.

#### **Pass/Fail Courses**

A student may choose to take a course on a pass/fail (P/F) basis, if the course is beyond state and District graduation requirements in that subject area and is not to be used to satisfy the elective credit requirement for the graduation plan that the student has declared. Please note the following:

■ Advancement Via Individual

Determination (AVID) courses may not be taken on a pass/fail basis.

- A student must request pass/fail status in a course no later than the last instructional day of the first six weeks of the semester. Pass/fail status must be submitted each semester. Once a student enrolls in a course on a pass/fail basis, the request to take the course on a pass/fail basis may not be rescinded.
- Written approval of the principal or designee, the teacher, and the parent must be acquired prior to placement in a course on a pass/fail basis.
- The pass/fail option is available to high school students only.
- The grades in a course taken on a pass/ fail basis will be recorded numerically for each six weeks grading period and for the final exam, but the final course grade will be recorded as a "P" or an "F".
- Transfer grades of "P" or "F": Credits transferred from other school districts with an assigned grade of "P" or "F" shall remain a "P" or "F". The grade will not be included in the computation of the student's grade point average (GPA) and will count towards state and District graduation credit requirements, as determined by the sending district.

#### **Standardized Testing**

Standardized tests are administered periodically to all students to evaluate knowledge gained over a given period of time and to assess the effectiveness of the curriculum. The Texas Education Agency has established times at which tests are given and AISD provides guidelines for using the results.

For all other students, the following statemandated tests apply:

#### Grade 6:

■ STAAR (State of Texas Assessment of Academic Readiness),
STAAR-Accommodated or
STAAR-Alternate 2: Math and Reading
■ TELPAS for LEP students

Grade 7:

SSTAAR (State of Texas Assessment of Academic Readiness),
STAAR-Accommodated or
STAAR-Alternate 2: Math, Reading and
Writing

■ TELPAS for LEP students

#### Grade 8:

■ STAAR (State of Texas Assessment of Academic Readiness), STAAR-Accommodated or STAAR-Alternate 2: Math, Reading, Social Studies and Science

■ TELPAS for LEP students

STAAR L, linguistically accommodated versions of STAAR 3-8 and EOC, are available for eligible students in grades 3-8 and EOC in math, science, and social studies only.

Any 6th, 7th, or 8th grade student taking a high school-level course for which there is a STAAR End-of-Course (EOC) assessment must also take that specific EOC assessment.

Students who entered **9th grade** for the first time during or after the 2011-2012 school year will take as many state-mandated End-of-Course assessments as courses in which they are enrolled. There are STAAR End-of-Course assessments in the following subjects: English I, English II, Algebra I, Biology, and U.S. History.

Refer to Appendix C for AISD Graduation Plans and STAAR EOC Requirements.

#### Grade 9:

■ TELPAS for LEP students

#### Grade 10:

- TELPAS for LEP students
- Preliminary Scholastic Aptitude Test (PSAT)

#### Grade 11:

- TELPAS for LEP students
- Preliminary Scholastic Aptitude Test (PSAT)
- ACT or SAT: recommended

#### Grade 12:

- Exit Level TAKS for retested students
- TELPAS for LEP students
- ACT or SAT: recommended

# College Readiness & TSI (Texas Success Initiative)

The TSI is designed to measure college readiness skills in the areas of reading, writing and math. If you are a student planning to enroll in college level coursework, you may need to take the TSI exam. Some students are EXEMPT from the TSI exam, provided they meet the following criteria:

■ PSAT: Combined score of 107, Critical Reading 50 and Math 50 (taken in the fall of 2013)

ACT: Composite scores of 23, English 19, Math 19

■ SAT: Combined scores of 1070, Critical Reading 500 and Math 500

TSI: Math 350, Reading 351, Essay score 5 OR Math 350, Reading 363, Essay score 4

For more information about the TSI, visit: http://media.collegeboard.com/digitalServices/pdf/accuplacer/accuplacer-texas-success-initiative-assessment-student-brochure.pdf

Also visit your campus College & Career Center for TSI test dates/information.

Austin ISD encourages students to enroll in rigorous coursework to academically prepare for the rigor in higher education. Upon entering a college or university program, if a student does not meet specific criteria for the Texas College Readiness standards, students will be required to take developmental courses in Reading, Math, or Writing.

#### Why should it matter to me?

Upon high school graduation, students must meet the college readiness standard or they will be required to pay for developmental classes at the college they are attending. These classes cost time and money and will not count toward your child's degree. If your child wants to attend Austin Community College, one class costs \$162, two classes \$324, and three classes \$486; if your child wants to attend a public university, each class could cost hundreds more.

## How can my son/daughter graduate College Ready?

Many of our high schools offer free tutoring programs for TSI test preparation during the school day or before and after school. Students should ask their school counselor for assistance in meeting the College Readiness Standard. More information regarding the TSI and test prep resources can be found at www. collegeboard.org/texas-sample-questions

#### **Graduation Ceremonies**

To participate in graduation ceremonies, students are required to complete all graduation course requirements and must meet acceptable standards as set by the state Commissioner of Education on STAAR End-of-Course assessments. Contact your school counselor for specific information.

Students who entered 9th grade prior to 2011-2012 will need to pass English/ Language Arts, Math, Science, and Social Studies TAKS exit test. There are two graduation ceremonies in AISD: end of the regular school year and end of the summer school session.

#### **Middle School Grade Promotion**

To be promoted from one grade to the next, a middle school student must:

- Have an overall grade average of 70; and
- Attain an average of 70 or above in three of the following subjects: language arts, mathematics, social studies and science.

Students Success Initiative: Enacted by the 76th Texas Legislature (1999), the Student Success Initiative (SSI) mandated the following passing standards: reading and mathematics tests at Grade 5, and reading and mathematics tests at Grade 8. As specified by these requirements, a student may advance to the next grade level only by passing these tests or by unanimous decision of his or her GRADE committee that the student is likely to perform at grade level after accelerated instruction. The goal of the SSI is to support on grade level academic achievement for every student.

Students in grades 5-8 who fail any state-required assessment may be required to complete accelerated instruction in the subject not passed as a condition of promotion. If a campus or GRADE committee requires accelerated instruction, the student shall not be promoted unless the student completes the required accelerated instruction.

#### **High School Grade Level Classification**

Promotion, grade-level advancement, and course credit shall be based on mastery of the curriculum. Grade-level advancement for students in grades 9-12 shall be determined by course credits and the student's original year of entry into grade 9. (EIE LOCAL).

#### **Grade Classification**

**9th** grade requires promotion from and completion of 8th grade and 0-4.5 credits.

**10th** grade requires completion of one year of high school and a minimum of 5.0 credits.

**11th** grade requires completion of two years of high school and a minimum of 10.0 credits.

**12th** grade requires completion of three years of high school and a minimum of 15.0 credits.

Credits denied due to excessive absences are not included when determining credit totals.

#### **Early Graduates**

A parent is entitled to request, with the expectation that the request will not be unreasonably denied, that the student be permitted to graduate from high school

earlier than the student would normally graduate, if the student completes all required courses and exit-level assessment requirements for graduation. Students seeking graduation in fewer than 4 years should see their school counselor or registrar to obtain an early graduation intent form. Prior to grade level reclassification to grade 12 the student must:

- Meet the minimum credit requirements for grade level reclassification;
- Show evidence of course completion probability for their intended graduation plan;
- Submit a completed early graduation intent form with required signatures.

Grade point averages for a student who completes the high school program requirements in fewer than four years shall be ranked with the class in which he or she actually graduates.

#### Classification of Students Entering from Outside of the District (Grade Level Placement)

Students entering the District from an accredited public, private, or parochial school shall provide evidence of prior schooling outside the District and shall be placed initially at the grade level reached elsewhere. For students in grades 9-12, grade level initial placement will be based upon the number of current credits earned in the sending district and the student's original year of entry to 9th grade. "Accredited" is defined as accreditation by the Texas Education Agency (TEA), an equivalent agency from another state, or an accrediting association recognized by the Commissioner of Education (FD (LOCAL AND REGULATION)]. A student entering the District from non-accredited public, private, or parochial school, including home schools, shall be placed initially at the discretion of the principal, pending assessment appropriate to the student's grade level, validation of credits, or results of credit-byexamination tests [FD (LOCAL)]. Student or parent shall request credit validation at the time of registration. If the student chooses not to request credit validation, the student will enroll in the course. Entering students will secure information from the school registrar or counselor regarding validation of credit through credit by examination. [EEJA (LOCAL and REGULATION)] If extenuating circumstances exist and/or the GRADE seems unsuitable, the following steps will be taken as soon as possible to determine proper placement:

- Administering the appropriate placement tests in reading and mathematics;
- Allowing time for teacher observation and documentation;
- Collection of samples of the student's daily work;
- Conducting a conference with teachers and parents;

#### Transfer of Courses and Grades

When a student transfers after a semester or full year is completed, the receiving district must honor credits already awarded by the sending Texas public district or charter (19 TAC §74.26(a)(1)), including high school courses completed prior to grade 9. Student records from non-Texas public schools (i.e., private, out-of-state or out-of-country) will be evaluated for transfer of credit, including courses completed prior to grade 9. Credit will be awarded provided the curriculum of the course is aligned with Texas Essential Knowledge & Skills (TEKS).

Foreign transcripts and supplemental documents should be translated in English and presented to the campus registrar with the original foreign transcript. Upon request from the high school registrar or counselor, a course syllabus may be required. AISD graduating scales and GPA standards will be applied to course credits and grades transferring from out-of-district institutions. Validation of course credit from non-accredited institutions, including homeschool institutions, is optional, but once a credit is validated, the credit cannot be rescinded. The method for validating course credit is through credit by examination.

AISD has no authority on how receiving districts will evaluate courses for transfer when students withdraw from AISD to attend another secondary institution.

#### Transfer of Credit from Non-accredited Institutions and Home School Programs

A high school student entering the District from a nonaccredited school, including homeschool programs, will be given the opportunity to validate credit(s) earned in the sending school, at no cost to the student or parent through credit by examination (CBE). CBE is required for each course requested. Students may not rescind a request for validated credits once the exam has been completed. Credits earned through credit by examination are transcripted (posted on the student's record) as regular weighted

courses on a 4.0 scale. See Appendix A for an explanation of grading scales.

#### Transfer of High School Credit from Newly Accredited Institutions

The process for transferring credits when a non-accredited school is granted accreditation status by TEA, an equivalent agency from another state, or an accrediting association by the Commissioner of Education, is outlined here:

- Secondary students wishing to transfer credits into AISD from out of district schools, whose enrollment date into an AISD school is PRIOR to the school receiving accreditation status, must validate credits as outlined in Policy [FD (LOCAL), FD (REGULATION), and EEJA (REGULATION)].
- Secondary students whose enrollment date into an AISD school is AFTER the date a school receives accreditation status from an accrediting institution (or within the AISD school year the newly accredited school receives accreditation status), are NOT required to validate credits completed prior to the school receiving accredited status.

#### **Letter Grades**

When students transfer to AISD from a school that gives letter grades, a uniform grading system for translating letter grades is used in all secondary schools. This system also applies to credits completed through the Early College Start Programs (Dual Credit). A high school student enrolled in dualcredit course in which only letter grades are assigned may request a numerical grade from their instructor. College instructors are not required to grant requests for numerical grades. It is the students' responsibility to verify if the instructor agrees to provide a numerical grade prior to enrolling in the course. To request a numerical grade, a student must contact their college instructor and request that a numerical grade be sent to the students' high school registrar. Please note that the numerical grade provided by the instructor will be used in lieu of the established alpha-to-numeric chart conversion scale.

The alpha to numeric chart is:

Excellent	A+	99
	Α	96
	Α-	92
Good	B+	89
	В	86
	B-	82
Fair	C+	79
	С	76
	C-	72
	D	70
Failing	F (below 70)	60

Exception: Upon receipt of an alpha-tonumeric conversion scale from the sending district, the sending district's grading scale is used in lieu of AISD's conversion chart. See Appendix A for AISD grading scales.

#### **Making Changes**

#### **Course Corrections**

In the spring and/or during the summer, students will receive a list of the courses that they requested for the new school year. Students and parents have the opportunity to request course changes until August 1. After August 1, course corrections will only be made for errors in the student's schedule.

#### **Course Change Procedures**

From time to time it is necessary for students to change courses during the semester. If a student needs to change a course or transfer from one course to another, the student should discuss the need with the school counselor. The following procedures should be followed:

- For a semester or yearlong course, a student may not withdraw from a course after the fourth week of instruction. However, to meet individual student needs, the principal may use his or her discretion to approve a course change.
- A student who withdraws from a course before the deadlines stated above will have the grade from the dropped course applied to the grade average for the new course. It is highly recommended that a student transfer from one course to another in the same discipline.
- A middle school student may withdraw from a high school credit course for which a state EOC exam is required by the end of the fourth week of the fourth six weeks of the course. A middle school student may withdraw from any other high school credit course by the end of the fifth week of the last six weeks of the course. The final semester report card must reflect the new course to

which the student transferred.

- For UIL eligibility, a student can withdraw with no penalty regardless of the grade in a course at the end of the fourth week of the first six weeks and remain eligible. A student who withdraws with a passing grade at any time and maintains the minimum number of required course enrollments remains eligible.
- Receiving teachers will describe the knowledge and skills essential for success in the course and will suggest ways to learn them. A student who requests and receives a course change assumes responsibility for the content of the entire course on the final examination of EOC/STAAR.

#### **Transfers**

For information about the different types of transfers, policies, and deadlines, please visit:http://www.austinisd.org/parent-information/transfer-information. Please call the Office of Student Services with any specific questions (512-414-1726).

# **Advanced Academic Courses and Programs**

#### **Pre-Advanced Placement (Pre-AP)**

The Pre-AP program is a level of challenging courses designed to teach students strong study skills and learning strategies. Pre-AP courses are offered in grades 6-10 and are taught by teachers with specialized training. Pre-AP courses carry weighted grade points.

#### **Advanced Placement (AP)**

The Advanced Placement program is a sequence of college-level courses taught in grades 11-12 by high school teachers with specialized training. AP courses require students to study content with more depth and complexity at a more challenging pace. Students have the opportunity to pay a fee to the College Board to take AP Exams in May. AP exam results are used to grant college credit and course placement based on student performance and policies of individual colleges and universities. AP courses carry weighted grade points.

#### **ACC-AISD College Connection Program**

Seniors in high school are encouraged to participate in the ACC-AISD College Connection Program. This is an opportunity for seniors to go through the college admission process with Austin Community College during the school day with the assistance of ACC personnel. This four-step

program involves the college application (ApplyTexas), free college readiness (TSI) placement testing, academic advising, and financial aid information and FAFSA workshops. Once a senior completes the College Connection process, the student can enroll at ACC for any semester after high school graduation.

This program offers many advantages to seniors:

- Students have support and guidance from both ACC personnel and high school counselors/Project Advance Advisors during the complex college admission process;
- Students receive an ACC Letter of Acceptance at graduation, an important recognition of their efforts and a symbol of their expected next step after high school;
- Students learn about transferring ACC courses to four-year universities, saving money on core courses due to ACC's low tuition and fees, plus starting on core requirements in courses that will transfer;
- Students learn about taking summer courses at ACC when they are attending four-year universities, an option allowing them to save money, take academically rigorous courses in small classroom settings, and get ahead in their university credits;
- Students learn about ACC's many workforce and academic program offerings, including ready-to-work degrees and certificates, plus the ACC open-admissions policy;
- Students who will be first-in-family to attend college learn that college is an option and that ACC will support them in their degree achievement;
- College readiness (TSI) assessment scores can be sent to any university or college in Texas;
- Participating seniors may apply for a \$2,500 College Connection scholarship.

ACC core curriculum classes transfer completely to Texas public colleges, but certain courses may not transfer from one college to another. A student should check with the admissions office at the final destination college to inquire about what courses will or will not transfer from ACC.

Parents have the option to waive their students from College Connection

participation.

#### **Early College Start**

Juniors and Seniors may enroll in college concurrently with high school to extend learning or accumulate college hours. Courses may be taken as dual credit which counts toward high school graduation requirements, or as concurrent enrollment, for college credit only. Dual credit may meet criteria for the Distinguished Achievement Program. Courses approved for Dual Credit are listed in Appendix B of the SSIG guide.

The Early College Start Program requirements are listed below:

- Student has completed the sophomore year of high school; and
- Met with an AISD counselor prior to beginning the ECS process;
- Be college ready by meeting TSI standards, and course prerequisites prior to enrolling in classes;
- Completed the Early College Start form and obtained the required approvals; and
- Be advised by ACC ECS advisor, or ACC campus advisor.
- Students are required to purchase course textbooks and, if attending an ACC campus, a parking permit is required.

#### Career and Technical College Articulated Courses

Certain content-enhanced career and technical high school courses have been found to be substantially equal to certain introductory-level college courses. A student completing these courses must achieve a grade of "80" or above, satisfactorily complete other college required exams or portfolio in the identified course, and where applicable, meet special conditions, to receive articulated credit. Completion of the high school course or courses required to equal a college course with a "B" or above also counts as a Distinguished Achievement Program (DAP) measure. All courses eligible for college credit are identified on the high school transcript with the special explanation course code "A". This code helps participating colleges identify courses taught for award of articulated college credit. Completion of these college-level courses provides a way to start a college technical major in high school and continue in a community or technical college. The result is a certificate or associate degree in a career field. A list of articulated courses

with Austin Community College, Texas State University, Texas State Technical College, McLennan Community College, University of Texas at Tyler, Texas A&M University at Kingsville, The Culinary Institute of America at New York, and the University of Colorado at Colorado Springs is shown in Appendix D.

#### **International Baccalaureate Program**

The International Baccalaureate (IB) program, offered only at L.C. Anderson High School and open to all District students, is an internationally recognized curriculum that offers eleventh and twelfth grade students an opportunity to earn an IB Diploma. This program of study offers an integrated approach to learning across the disciplines with an emphasis on meeting the challenges of living and working in a global, technological society.

The IB Middle Years Program, offered only at Murchison Middle School, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world and become critical and reflective thinkers.

#### **Magnet Programs**

AISD has several advanced academic magnet programs available to students at the secondary level. The magnet program at Kealing Middle School offers courses in math, science, technology, and the liberal arts. The program at Fulmore Middle School offers special emphasis on humanities, international studies, and law. At the high school level, the Liberal Arts and Science Academy high school offers students a choice of enriched academic programs. Admission to magnet programs is selective and by application. Each program has its own application form and deadlines.

# **Special Schools and Programs**

#### Gifted and Talented (GT) Services

Services for GT students are provided in the four core content areas: language arts, mathematics, science, and social studies. To qualify for services, students must complete the nomination and screening process and meet specific criteria for identification. GT services are provided through differentiated instruction within the cluster-grouping model at the elementary level, where small groups of GT students are assigned to teachers who have completed required GT training. At the secondary level GT students must enroll in Pre-AP, AP, IB, or magnet courses in the area(s) in which they are GT identified.

#### **Gonzalo Garza Independence High School**

Gonzalo Garza Independence High School is a Solution-focused, self-paced school that builds relationships geared towards students' academic success. Garza High School is a school of choice designed to meet the individual needs of students.

Solution-focused counseling is a dialogue process that allows students to take ownership of their personal circumstances, choices, and successes. The self-paced curriculum allows students to advance in their courses and the time needed to master their courses. Garza High School is able to provide small classroom sizes and allow students the opportunity for a one-on-one academic relationship with their teachers. We offer College Board Advanced Placement (AP) courses, Dual Credit through Austin Community College (ACC) and many courses through Garza Online. http://www.garzahighschool.org/

As a school of choice, perspective students need to meet the following requirements:

- Must have completed 10 or more credits (local credits not included),
- Must be in their third (3) year of high school, and
- Must follow the Garza High School "Code of Honor".

Students who qualify must go through an admission process to gain acceptance into the program. Contact the school registrar to schedule an interview for both student and parent to meet with an administrator. After an interview, the student will be contacted regarding the final decision. If accepted, the student is responsible for attending an orientation to complete the admission process. \*Please do not withdraw students from their current school without first being officially accepted into Garza High School.\*
For further information contact Gonzalo Garza Independence High School at:

Main Office: 512-414-8600

Website:

http://garzaindependencehs.weebly.com

#### **Garza High School Online**

Garza High School Online provides opportunities for AISD students to enroll in online courses for either high school credit recovery or credit acceleration. These courses are self-paced; however, they must be completed during the Garza academic school year (please refer to the link below for the current Garza Academic Calendar - which differs from the AISD calendar).

These online courses are free of charge and available to students in AISD who are in grades 10-12 and have a minimum of 10 high school credits (not including local credits).

Currently Garza High School Online offers: Algebra I, Geometry, Algebra II, Government, Economics, Creative Writing, Health, Foundations of Personal Fitness, Digital and Interactive Media, and Art I. Courses may be added throughout the school year, please refer to the link below for the Garza High School Online website which will provide the most current course offerings.

To begin the enrollment process for Garza High School Online all students must first be approved by their AISD campus high school counselor and submit the online application to Garza High School Online.

For further information contact Garza High School Online at:

Main Office: 512-414-8622

Garza Academic Calendar: http://garzahighschoolonline.weebly.com/calendar.html

Garza High School Online Website: http://garzahighschoolonline.weebly.com

#### DELTA Program (Diversified Education Through Leadership, Technology, Academics)

The DELTA Program is an academic program available to students enrolled in each Austin ISD comprehensive high school, the Alternative Learning Center, Gardner Betts Leadership Program and Half-way House, Phoenix House, JJAEP, Travis County Detention Center, and Garza Independence High School. The goal of the DELTA Program is to provide an individualized, self-paced instructional program for recovered and potential dropouts that will help students earn academic credits and graduate from high school.

Students apply for admission to DELTA, and upon acceptance, they develop an academic plan. DELTA students typically spend 2 hours daily in the DELTA lab where they work to complete self-paced learning modules. The modules include textbook assignments and lessons on NovaNET, a computer-assisted instruction (CAI) program. There is no credit minimum and no expectation, except with science courses, that students have mastered the STAAR before enrolling in DELTA.

DELTA is an open-entry/open-exit program. Contact your high school counselor for additional information.

#### **Virtual Education Programs**

The Virtual School Program (VSP) is a non-traditional, home-based academic program

that is available to juniors and senior high school students. The goal of the program is to provide academic opportunities for students who are unable to participate in a traditional classroom setting most often because they are parents and/or must work full-time for economic reasons. Virtual School students earn academic course credits to meet high school graduation requirements. In order to be considered for the VSP, a student must be referred by a campus staff member and go through a brief interview. VSP utilizes the same on-line curriculum as the DELTA Program.

#### **Virtual Education for Teen Parents**

Virtual Education for Teen Parents is a non-traditional, home-based program for pregnant and parenting teens grades 9-11. The program allows teens the option to earn academic credits while securing appropriate child-care services. In order to be considered for the VSP Program, a student must be referred by a campus staff member and go through a brief interview. VETP utilizes the same NovaNet on-line curriculum as the DELTA and VSP Programs.

Students apply for admission to VSP and VETP, and upon acceptance, an academic plan is developed. VSP and VETP students spend 2-4 hours daily completing self-paced lessons at home on an Internet-ready laptop assigned to them. Specially trained VSP and VETP teachers meet with students twice per week for a total of 5 hours. Like DELTA, these programs are open- entry/open- exit programs. Contact your high school counselor or registrar for additional information.

#### Texas Virtual School Network (TxVSN)

Texas Virtual School Network (TxVSN) is a non-traditional, online program which was created by the 80th Texas Legislature through the passage of Senate Bill 1788 and codified in Chapter 30A. of the Texas Education Code (TEC). This authorization allows the Texas Education Agency to establish and administer a state virtual school network to provide education to students through electronic means.

TxVSN provides students in grades 8-12 with a variety of courses that supplement the instructional programs of public school districts. A TxVSN course will provide a quality online instruction opportunity for AISD students. The courses are facilitated by online Texas certified teachers for the course subject area and grade level. Only full-time students may enroll through TxVSN than three yearlong regular, dual credit, AP, or acceleration courses per year. AISD scholarships are available for students desiring to take a course to

meet graduation requirements. For additional information and course offerings, visit the website at www.txvsn.org, call the Virtual School office at 512-414-0148, or contact vour school's counselor.

#### **Twilight Evening School**

Twilight Evening School provides high school students the opportunity to regain lost credits during the extended hours of 4:30pm to 7:30pm, Monday-Thursday. Students may attend the open enrollment programs located at Akins, Anderson, Crockett, Lanier, LBJ, and Travis High School.

Students have the opportunity to recapture credits using on-line or teacher-led instruction classes. Driver's Education will be offered at Akins, LBJ and Travis; this course is also open to all AISD students.

Twilight Program attempts to increase graduation rates using several strategies to:

- recover students who have dropped out and re-enroll them offering extended hours as an incentive to get back on track toward graduation.
   offer all students to regain high school course credit.
- 3. prepare for standardized tests (i.e., EOC preparation classes).
- 4. Child care, healthy snacks and city bus passes are offered to all participating students. Students who need to recover credits must FIRST be referred to the Twilight Evening School Program by a counselor and must be enrolled at their home campus. For further information, contact Twilight office at 512-414-0144.

#### **Homebound Program**

The Homebound Program provides home-based instructional services for students confined to home or a hospital for medical reasons. A student qualifies for Homebound services if for medical reasons he/she is expected to be confined at home or hospital bedside for a minimum of 4 weeks and has a medical condition documented by a physician licensed to practice in the United States. If you have questions about the Homebound Program, contact the school nurse or the Homebound Office at 512-414-0184.

#### **Pregnancy Related Services (PRS)**

During pregnancy and after delivery, a student is eligible for instructional support services to stay on track in their academic courses. Services are provided when a student is: (1) pregnant and attending classes on a campus; (2) confined to home due to medical complications; and (3) confined during the 6 weeks postpartum period. For more information about PRS, contact the school nurse or the PRS Office at 512-414-0184.

#### **GO Project**

The AISD GO Project is a community-based program for students ages 19-21 who have significant disabilities. The GO project enables students to move beyond a high school setting and finish their educational program in a college or work environment. Students must have completed all credit requirements for graduation before being accepted into the GO Project as well as completing the application process. The program promotes developing skills for independent living; continuing education; post graduate supports and social and recreation options. The GO Project coordinator should be contacted at Rosedale 512-414-3617 for information about the GO Project and the application process.

#### Rosedale School

Rosedale School is a separate campus for students who have multiple disabilities combined with medical issues that are severe or unstable in nature. Rosedale also provides a transition for severely disabled students who have never attended school or are coming from a more restrictive placement. For more information, contact Rosedale School, 512-414-3617.

#### Clifton Career Development School (CDS)

Clifton CDS is a vocational training center for students with disabilities. Clifton CDS provides Career and Technical Education courses from the following clusters: Agriculture (Horticulture Major), Agriculture (Mechanical and Maintenance Major), Culinary Arts, Hospitality, and Child Care Guidance.

Students interested in attending Clifton CDS must complete an application packet and participate in an interview process. For more information, contact Clifton CDS, 512-414-3614.

#### Work/Study Classes

High School academic courses are combined with vocational training and job experiences that develop employment potential. The Vocational Adjustment Coordinator (VAC) teaches and oversees the two-phase Work/ Study class.

- 1. Occupational Prep Class, where students learn skills and attitudes required to obtain and keep a job.
- 2. Vocational Experience Class: students continue required high school coursework and utilize skills introduced during the classroom phase while employed in the community.

#### **Supported Employment**

Supported Employment assists students

with developmental disabilities in securing paid employment. Supported Employment provides assessments, job training and on site job coaching as needed for the employee and employer.

The goals for Supported Employment are:

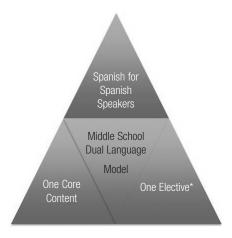
- 1. Students in their last year of school will have paid employment.
- 2. Students will continue the jobs after graduation with supports from adult service agencies or natural supports on the job.

#### Middle School Dual Language

Middle School students who have participated in Dual Language at the elementary level have the opportunity to continue their Dual Language Education in middle school. At the middle school level they will be part of a 5-Core Content Program. This means they will have Spanish for Spanish Speakers, English Language Arts, Social Studies, Math, and Science as their core content courses each year. At each grade level there will be one content course, Social Studies, Math, or Science, offered in Spanish as a Dual Language Course. They could possibly have one Dual Language Elective at each grade level as well.

For more information contact:

The Department of English Language Learners 512.414.4734



\* Elective is recommended but not required.

# **Services for Students** with Special Needs

English Language Learners (ELLs)/ Limited English Proficient (LEP)

#### English as a Second Language (ESL)

The Middle School language arts curriculum provides English as a Second Language (ESL) for English language learners (ELLs), who are recent immigrants, (0-3 years in U.S. schools). Identified students in ESL classes develop their abilities to listen, speak, read, and write in English. An additional ESL Reading class

is recommended for ELLs who need support in reading on grade level in English. Both classes are designed to develop the English language proficiency needed to succeed in all-English classes including language arts, math, science, and social studies.

The High School language arts curriculum provides English I and II for Speakers of Other Languages (ESOL I and ESOL II) to recent immigrant students. A Reading class is recommended for English Language Learners who may not be reading on grade level to further develop comprehensive English skills. The English as a Second Language (ESL) teacher provides English instruction to meet the needs of students at the beginning, intermediate and advanced levels of proficiency. For recent Spanish-speaking immigrant students, Spanish for Spanish Speakers is recommended to strengthen the students' primary language and reinforce the Texas Essential Knowledge and Skills required to meet the standards on STAAR/EOC. For speakers of languages other than Spanish, it is recommended that these students enroll in classes which will enhance their first language. This is particularly important for students enrolling in the school district with low literacy skills as a result of interrupted schooling or with no previous school experience.

The state graduation plan requires speakers of other languages to take English I for Speakers of Other Languages, (ESOL I), English II for Speakers of Other Languages, (ESOL II), English III and English IV. A Sheltered English course is recommended for ELLs who, after being in the United States for two or three years, are transitioning into regular English courses but have not learned enough English to perform at the same levels as their native English speaking peers.

For recent immigrant students who have been in a United States school for fewer than three years, sheltered courses in math, science, social studies, and language arts are recommended. When possible, teachers provide native language support in the content.

#### Participation of LEP/ELLs in STAAR/EOC

ELLs are required to participate in the STAAR/EOC state assessments.

STAAR L is a special administration of STAAR for eligible recent immigrants in grades 6-10. Linguistic accommodations are made in order to assist students in overcoming language barriers and to provide a meaningful assessment of academic knowledge and skills. STAAR L administrations are available for

■ Grades 3 -8 Mathematics and EOC

Algebra I

- Grades 5 and 8 Science and EOC Biology
- Grade 8 Social Studies and EOC U.S. History.

Spanish versions of STAAR L are not available. See standardized testing section of this publication and TEA's English Language Learners Assessment webpage for additional information and resources.

http://www.tea.state.tx.us/student.assessment/ell/

#### Participation of LEP/ELLs in TELPAS

NCLB requires that all eligible ELLs in grades K-12 be assessed annually on the progress they make in learning the English language. The Texas English Language Proficiency Assessment System (TELPAS) was developed to fulfill this requirement and consists of multiple-choice reading tests and holistically rated assessments based on classroom work and teacher observation. Secondary students are assessed with TELPAS holistically rated assessments in the following language domains: listening, speaking, and writing.

In addition, students are assessed in the language domain of reading through the TELPAS. Together, the reading tests and holistically rated assessments provide performance data used to fulfill state and federal reporting requirements.

TELPAS is an appropriate assessment tool for students receiving TEKS instruction on at least a kindergarten level. In rare cases, the ARD committee and LPAC may determine that a student should not be assessed in one or more domains due to a disability.

## **English Language Learners Served by Special Education**

ELLs who receive special education services have special education needs related to a disability as well as needs related to second language learning. It is important for ARD committees and LPACs to work together to ensure that instruction is tailored to meet each student's linguistic and special education needs. Admission, Review, and Dismissal committees and Language Proficiency Assessment Committee should keep in mind that ELLs receiving special education services who participate in STAAR/STAAR-L administrations may also be eligible for other accommodations in addition to the linguistic accommodations that are determined to be appropriate.

http://www.tea.state.tx.us/student.assessment/ell/

#### Students with Disabilities-Section 504

The Rehabilitation Act of 1973, reauthorized in 2008, commonly referred to as "Section 504," is a non-discrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to ensure that students with disabilities have educational opportunities and benefits egual to those provided to other students. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits them in a major life activity such as learning, selfcare, walking, seeing, hearing, speaking, reading, concentrating, breathing, working and performing manual tasks. See the school counselor or campus 504 Coordinator for more information about services for qualifying students.

### Students with Dyslexia and Related Disorders

Students with dyslexia have difficulty with reading, writing and/or spelling. Each campus has a teacher (the dyslexia Designee) knowledgeable about dyslexia and Dyslexia intervention. This person is trained to reevaluate, instruct, and monitor eligible students. Schools serve students with dyslexia or related disorders in a variety of ways determined by a campus 504 committee. Services may include specialized instruction, classroom accommodations, and assistive technology. See the school counselor or campus 504 Coordinator for more information about services for qualifying students.

#### **Special Education**

Special education and related services are specifically designed instructional services developed to support students with disabilities within the general curriculum. The intent of the support services is to enable all students with disabilities to make progress in the general curriculum, to participate in extracurricular and nonacademic activities, and to be educated and participate with nondisabled peers in the public school system. AISD is committed to meeting the needs of students who have cognitive, physical, emotional or learning differences. Each campus utilizes a child study team that meets to discuss and recommend intervention strategies through general education programming. Students who are referred for special education support and services must participate in an evaluation process with formal notice and consent of parents. If evaluation information shows eligibility for special education support and services, an Admission, Review and Dismissal (ARD) Committee develops an appropriate educational program for each student.

#### An ARD Committee includes:

- The student and his/her parent;
- District representative;
- Evaluation representative;
- At least one of the student's general education teachers;
- A special education teacher (The child's disability may require a teacher certified in a specific area, such as Visual or Auditory impairment);
- Related services provider, if required;
- Language Proficiency Assessment

Committee representative, if required;

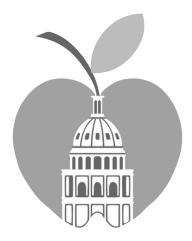
■ Career and Technical Education Representative, if CTE is being considered for the student.

The program developed by the ARD Committee is referred to as an Individualized Education Program (IEP). The IEP is implemented in the least restrictive environment appropriate for the student.

The student and parents have legal rights under the Individuals with Disabilities Education Act (IDEA) that are outlined in the Procedural Safeguards. Parents also receive information from Texas Education Agency in the booklet, "A Guide to the Admission, Review and Dismissal Process." Information about these rights are provided and explained to parents and/or adult students at least one time per year, and:

- when a student is initially referred for evaluation
- when requested by parent
- at the initial filing of a due process hearing

AISD policies are updated regularly. Please check the AISD website for online policy and up-to-date policy information—http://archive.austinisd. org/inside/policy/



# SECTION II: Middle School

# **Information and Course Descriptions**

# AISD

#### AISD Disclaimer:

The contents of the Secondary School Information Guide are relevant to AISD Policy (LEGAL AND LOCAL), Regulation and Practice as of January 2015. For current information regarding district policy please refer to the Austin Independent School District website at http://archive.austinisd.org/inside/policy/ or visit with your school counselor.

Specific school-related questions should be directed to campus staff. When a parent or guardian has a question or concern, he or she should contact the person who made the initial decision. After discussing the matter, if the concern continues, the principal should be contacted.

#### Middle School Information

#### MIDDLE LEVEL EDUCATION MISSION: OUR LOFTIEST ASPIRATION

The mission of middle level education, where children explore and discover their unique identities, is to ensure all students demonstrate high academic achievement and develop confidence and character to succeed in high school and beyond; this is accomplished by:

- Engaging students in rigorous, relevant, world-class curriculum and instruction
- Fostering meaningful relationships
- Encouraging respect and appreciation of diversity
- Promoting civic engagement
- Supporting students' intellectual, physical, social, and emotional well-being

#### Middle Level Education Strategies

1. We will develop, recruit, support, retain, and recognize high quality principals, teachers, and staff at every middle school to ensure that every student has a quality education. 2. We will implement a rigorous, relevant, world-class curriculum and ensure that teachers have the professional development necessary to consistently apply best instructional and assessment practices. 3. We will develop a comprehensive plan in partnership with outside resources and agencies to support at-risk students and families in order to increase student attendance and reduce barriers to learning. 4. We will promote healthy life styles and safe learning environments at every middle school to ensure that students are fit, healthy, and ready to learn. 5. We will integrate, model, reinforce and assess the character attributes established in the AISD Character Education Program at every middle school. 6. We will design middle level learning environments that foster relationships and smaller learning communities addressing such needs as facility use, staff organization, career exploration, and project-based learning. 7. We will identify and implement effective academic support interventions for underachieving students. will create and implement programs effective transition entering and exiting middle schools.

Austin Independent School District's middle schools serve students in grades six to eight. Austin ISD middle schools are designed to meet the needs of young adolescents. Most

middle schools are organized in "teams" of teachers and students. Each student is assigned to a team of four core-area teachers and others who work closely with the team and its students. Teaming allows better communication and support, as well as more individual attention for all students.

#### **Curriculum at a Glance**

AISD provides middle school students a well-balanced curriculum that exceeds the requirements of the Texas Education Agency (TEA). The AISD academic program offers all students the same basic course of study. Students in grades 6-8 are required to take core courses in English/language arts, mathematics, science, social studies, physical education, fine arts, and keyboarding.

During the middle school years, students need to broaden their academic and career options and develop the foundation needed for success in high school. In addition to the required courses, students choose optional courses (electives) in fine arts, languages other than English, as well as courses that explore areas of student interest, or the student may take additional physical education courses. Specific required and elective courses may vary from school to school.

Middle schools offer Pre-Advanced Placement courses in English, mathematics, science and social studies, as well as other services to gifted and talented students. These courses provide additional challenges within the traditional program of instruction. Any student with the interest, ambition, and motivation to enroll in one or more advanced academic courses may do so with parent permission. Many middle schools also offer selected courses for high school credit.

#### **Middle School Advanced Math Courses**

At each middle school grade level, students have the opportunity to take advanced courses in mathematics. Sixth and seventh graders may enroll in Advanced Mathematics courses where all middle school math TEKS are taught in two years. Successful completion of Advanced Math 6 and Advanced Math 7 will prepare students to take Algebra I in grade 8. The decision to take advanced mathematics course in middle school should be made after careful analysis of your child's ability to collaborate

with others, be creative when solving problems, be a critical problem solver, and communicate with others in written and verbal form. The district will be using several tools to identify students who should be enrolled in advanced mathematics courses. Including teacher recommendations, and performance tasks and assessments. Sixth and seventh students are able to enroll in advanced grade courses that embed the next grade level student expectations in the current grade level material. The testing information for Advanced Math is as follows: Advanced Math 6th Grade-

6th Grade STAAR Advanced Math 7th Grade-

8th Grade STAAR

Each of these courses require students to grasp math concepts quickly and at deep levels, work collaboratively, be critical problem solvers, and work quickly and efficiently. Consequently, the district has created criteria for placement in these courses. Additional information may be obtained from your campus counselor.

High school courses taken in middle **school** may count toward the graduation requirements. Examples of these courses are Health Education, Communication **Applications** (speech), Professional Communications (speech), **Business** Information Management I, Touch System Data Entry, Algebra I, Geometry and Languages Other Than English (LOTE). Beginning in the 2011-2012 school year, students in grades 6-8 who are also enrolled in a high school course will take the corresponding STAAR EOC assessment as required for graduation.

Students must complete the same level and discipline to satisfy 1.0 unit of LOTE credit. Students must complete part A (part 1 of a 2 part course) and part B (part 2 of a 2 part course) to earn one high school credit which will satisfy one year of Languages Other Than English requirement in AISD graduation plans. Students who complete only part A (in 7th grade) or part B (in 8th grade) will receive 0.5 credit toward Languages Other Than English. High school level courses completed at the middle school level, regardless of outcome, shall post to the high school academic record. The final grade is included in calculating high school grade-point averages (GPA) and will appear on the high school transcript. See Appendices A and D

for an explanation of grading scales and how it may affect your grade point average and high school class rank.

A middle school student may withdraw from a high school credit course for which a state EOC exam is required by the end of the fourth week of the fourth six weeks of the course. A middle school student may withdraw from any other high school credit course by the end of the fifth week of the last six weeks of the course. The final semester report card must reflect the new course to which the student transferred.

A counselor can assist students and parents in choosing appropriate courses. Teachers may also make recommendations to parents to move students into advanced academic courses and will contact the parent to discuss this. If the parent wishes to move their child into one or more advanced academic courses, the parent will need to conference with the current teacher and/or counselor.

#### **Preparing Your Schedule**

Students are required to declare a high school Endorsement which is similar to a major by the end of their ninth grade year but are encouraged to do so in their eighth grade year. Therefore, when choosing elective courses for sixth and seventh grade, students should consider what is required to accomplish their goals. Beginning in the sixth grade, students will have the opportunity to explore the connection between interests, high school Endorsements, and course selections. For example, if a student is interested in fine arts, they will select beginning level band, choir, or theatre arts. Continued interest in fine arts through middle school may lead to declaring a Fine Arts Endorsement in high school. A course that is required before another course can be taken is called a prerequisite. Students should meet prerequisite requirements before enrolling in a course.

Students should plan their schedule for the upcoming year by selecting from the required and elective courses. Remember that required courses will either be regular or Pre-AP. Required physical education courses and optional elective courses will either be semester or yearlong. Course descriptions for required and elective courses follow in the Middle School Section.

#### **National Junior Honor Society**

Membership for National Junior Honor Society (NJHS) is based upon demonstration of outstanding performance in five areas: scholarship, leadership, service, character, and citizenship. These definitions are as follows:

**Scholarship** - The student has a minimum grade average established by the faculty council on all course work completed.

**Leadership** - The following twelve areas are forms of leadership. The student:

- Is resourceful in proposing new problems, applying principles, and making suggestions;
- Demonstrates initiative in promoting school activities;
- Exercises positive influence on peers in upholding school ideals;
- Contributes ideas that improve the civic life at the school;
- Is able to delegate responsibilities;
- Exemplifies positive attitudes;
- Inspires positive behavior in others;
- Demonstrates academic initiative;
- Successfully holds school offices or positions of responsibility; conducts business effectively and efficiently, demonstrates reliability and dependability;
- Is a leader in the classroom, at work, and in other school or community activities;
- Is thoroughly dependable in any responsibility accepted; and
- Is willing to uphold scholarship and maintain a loyal school attitude.

**Service** - The following eight areas are forms of service. The student:

- Volunteers and provides dependable and well-organized assistance, is gladly available and is willing to sacrifice to offer assistance;
- Works well with others and is willing to take on difficult or inconspicuous responsibilities;
- Cheerfully and enthusiastically renders any requested service to the school;
- Is willing to represent the class or school in interclass and interscholastic competition;
- Does committee and staff work without complaint.
- Participates in some activity outside of school, for example, Girl Scouts, Boy Scouts, religious groups, volunteer services for the elderly, poor or disadvantaged;
- Mentors persons in the community or students at other schools; and
- Shows courtesy by assisting visitors, teachers, and students.

**Character** - The following ten areas are forms of character. The student:

- Takes criticism willingly and accepts recommendations graciously;
- Consistently exemplifies desirable qualities or behavior (cheerfulness, friendliness, poise, stability);
- Upholds principles of morality and ethics;

- Cooperates by complying with school regulations concerning property, programs, office, halls and the like;
- Demonstrates the highest standards of honesty and reliability;
- Regularly shows courtesy, concern, and respect for others;
- Observes instructions and rules, is punctual and faithful both inside and outside of the classroom;
- Has powers of concentration, selfdiscipline, and sustained attention as shown by perseverance and application to studies;
- Manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and showing unwillingness to profit by the mistakes of others; and
- Actively helps rid the school of bad influences or environment.

*Citizenship* - The following three areas are forms of citizenship. The student:

- Understands the importance of civil involvement;
- Has a high regard for freedom, justice, and respect of the American form of government (representative democracy); and
- Demonstrates mature participation and responsibility through involvement with such activities as scouting, community organizations, and school clubs.

Campus Administrators will also review candidates with regards to citizenship, and students may be declared ineligible based on this review. Each category listed is judged independently. To be eligible for membership, a student must have the grade point average established by the faculty council on all course work completed. In addition to this academic requirement, outstanding leadership, service, character and citizenship at school and in other activities are required.

# Standards for National Junior Honor Society include:

- All local selection guidelines for NJHS must conform to the national guidelines;
- Each campus will have a five-member faculty council with a chapter adviser. The adviser will exercise the duties outlined in the Constitution published by the national office of NJHS;
- Guidelines will be fairly and consistently applied and any changes in guidelines will be publicized prior to implementation;
- All schools will publicize the selection process and make the information available to parents, students, and faculty members upon request. The selection criteria will be publicized in the District's Secondary School

Information Guide (SSIG) annually;

- Students in grades 7 and 8 are eligible for membership. Students in grade 6 are eligible for candidacy during the spring of their sixth grade year;
- Membership criteria for scholarship will be an average established by the faculty council;
- Each campus will use the Student Activity Information Form suggested by the national office:
- Faculty evaluation forms will be used, and the evaluator will sign each form. The evaluator must be prepared to support any below average rating with substantiating data based on sound professional judgment and action. Faculty advisers will conduct informal interviews with faculty members regarding below-average ratings that appear to be unique;
- A point system will be utilized for faculty evaluations and the points will only be applied to the criteria of leadership, service, and character. Schools will use a point system of 1-5 (5=excellent; 4=good; 3=average; 2=fair; and 1=unacceptable).

Faculty evaluations will be processed by the student's current teachers individually rating the student. For admission to NJHS a student must have a total of 126 points (out of 140 possible points) and meet the scholarship requirement.

■ All middle schools will follow the national guidelines for NJHS membership.

# Middle School Course Descriptions

# Required Courses for 6th, 7th, and 8th Grade Students

Students identified as GT must be registered for Pre-AP classes in the area(s) in which they have been identified in order to maintain GT designation and receive GT services.

# ENGLISH/LANGUAGE ARTS AND READING

6th TEA #03200510 011026R 7th TEA #03200520 011027R 8th TEA #03200530 011028R

These classes provide instruction and practice in reading a variety of genres, including media literacy, writing a wide variety of compositions, and listening and speaking at higher levels each year. Students complete research projects that require them to understand and evaluate a variety of textual and visual materials. They learn grammar, usage, vocabulary, and other English language skills within the context of reading and writing.

#### ENGLISH AS A SECOND LANGUAGE (ESL) FOR ENGLISH LANGUAGE LEARNERS

6th TEA #02940000 011226E 7th TEA #03200400 011227E 8th TEA #03200500 011228E

ESL classes prepare identified English language learners students for academic success in all content areas. ESL classes cover the same concepts, knowledge, and skills found in the English Language Arts curriculum. Students learn the English language to obtain, process, and construct knowledge as well as to demonstrate their knowledge of subject matter information through listening, speaking, reading, and writing.

#### **MATHEMATICS**

6th TEA #02820000 013026R 7th TEA #03103000 013027R 8th TEA #03103100 013028R

Throughout mathematics in grades 6-8 students build a foundation of basic understanding in numerical representations and probability, computations and algebraic relationships, geometry and measurement, and data analysis and personal financial literacy.

# MIDDLE SCHOOL ADVANCED MATH COURSES

At each middle school grade level, students have the opportunity to take advanced courses in mathematics. Sixth and seventh graders may enroll in Advanced Math 6 and Advanced Math 7 which will prepare students to take Algebra I in grade 8.

## **ADVANCED MATH 6**TEA #02820000 013031H

All 6th grade TEKS are taught, in addition to selected 7th grade TEKS as appropriate for extensions and identified in the Yearly Itinerary (YI) and Curriculum Road Map (CRM). Students enrolled in this course will take the 6th grade STAAR.

#### **ADVANCED MATH 7**

TEA #03103000 013032H(Fall) 013033H (Spring)

All 8th grade TEKS are taught, in addition to the 7th grade TEKS not covered in the 6th grade advanced course. Students enrolled in this course will take the 8th grade STAAR.

#### **ALGEBRA I (PRE-AP)**

#### TEA #03100500

3313.HJ000.Y

PREREQUISTIE: Math 8 or equivalent (1.0 high school credit earned)

Some eighth grade students may choose to take Algebra I, which is a high school credit course. Only students who have mastered the material taught in mathematics in grades 6-8 or demonstrated mastery in equivalent prerequisite skills needed for Algebra I should take this course. Students who complete any high school mathematics courses in grades 7 and/or 8 may use the credit earned to satisfy the requirement of four units of mathematics in grades 9-12. Grades earned in high school courses taken in middle school are included in the high school GPA.

#### **SCIENCE**

6th TEA #03060600 014126R 7th TEA #03060700 014127R 8th TEA #03060800 014128R

Students learn life, earth, and physical science concepts in an integrated way, with an emphasis on inquiry-based field and laboratory investigations. A unit on personal health and sexuality is included at each grade level.

#### **SOCIAL STUDIES**

6th TEA #02660060 014926R 7th TEA #03343000 014927R 8th TEA #03343100 014928R

Students learn about events, leaders, beliefs and geography in economic and political systems and cultures. Grade 6 emphasizes modern life in world regions. Grade 7 studies Texas Geography and History, Grade 8 studies U.S. History from exploration to 1877.

#### **KEYBOARDING PROFICIENCY**

Since 2005-06, keyboarding proficiency is required at the middle school level. The expectation is that students will be proficient in keyboarding before entering grade 9. To assist students in meeting this expectation, the following opportunities are available:

- Passing Touch System Data Entry at the middle school during the school year.
- Passing Touch System Data Entry during summer school before grade 9, if offered as a part of the summer school program.
- Demonstrating proficiency on a districtdeveloped keyboarding equivalency assessment at middle school.
- Passing the keyboarding credit by exam with 90% proficiency.
- Touch System Data Entry or demonstrated keyboarding proficiency is a prerequisite for many High School Career & Technical Education and Technology

Applications courses.

#### **TOUCH SYSTEM DATA ENTRY**

6th. 7th or 8th TEA #13011300 8401.RJC00.X Credit: 0.5 6th. 7th or 8th TEA #12700400 018400R Credit: 0

Students enhance reading. computing, communication, and reasoning skills and apply them to the business environment. Students will be provided instruction on how to create, format, and edit personal and business documents, including letters, reports, memos, and outlines. The course includes skill development in proofreading, spelling, and punctuation. Students will learn skills using software for word processing, visual presentation, and spreadsheet application while learning file management skills. By the end of the semester, all students are expected to key a minimum of 20 wpm with 80% accuracy. Students who do not want to earn 0.5 high school credit may complete the course for no credit.

#### MIDDLE SCHOOL PHYSICAL **EDUCATION**

IMPORTANT:

- All middle school students must take at least four semesters of Physical Education or Physical Education Substitutions.
- Athletics, Dance or JROTC are Physical Education Substitutions that will satisfy the 4-semester requirement if taught by a Physical Educator or Dance Instructor during school hours.
- Students must take at least one semester of General Physical Education or Physical Education Substitution per each grade level.
- Functional Fitness may only be taken once during Middle School.
- An approved Off-Campus PE Equivalent Program may also substitute for the Physical Education requirement for 7th and 8th grade.
- All students will be assessed on their physical fitness using the FITNESSGRAM assessment based on their Health Classification.
- Students must be approved by the ARD Committee before being placed in a modified PE course.
- Students approved for APE may take additional PE courses...

#### **6TH GRADE PE**

TEA #02850000

016016R (Semester) 016016V (Modified) 016016W (Adapted)

Students in 6th grade will understand in

greater detail the function of the body and learn to use technology to measure their own performance, such as using a pedometer to track physical activity. Students will be able to identify types of physical activities that provide them with enjoyment and challenge to encourage them to be physically active throughout life. The 6th grade physical activity focus is: Basketball, Flag Football, Jump Rope, Soccer, Tennis, Track and Field, Volleyball and Fitness Skills.

#### **FUNCTIONAL FITNESS**

Functional Fitness is a course designed to improve all aspects of individual healthrelated fitness. Students will focus on improving their cardiovascular endurance, muscular strength and endurance and flexibility. Each day the students will participate in popular health club type activities such as Core Strength Training, Pilates, Plyometrics, Dynamic Stretching, Exercise Balls and Bands and Aerobic activities and games. Students will also design and monitor their own personal fitness program. This class may be taken either semester during 6th grade.

6th TEA #84200004 016003R (Semester) 6th-8th TEA #84200004 016003V (Modified)

6th-8th #84200009

016003W (Adapted) 7th/8th TEA #84200004

016003R

(Spring Semester only)

PREREQUISITE: 7th or 8th Grade General PE (Fall Semester) or 7th or 8th Grade Physical Education Substitution (Fall Semester)

This class is only for 7th or 8th graders who did not take Functional Fitness during 6th grade. This class is the same as 6th Grade Functional Fitness. This class is designed for 7th and 8th graders who are in need of a 4th semester of Physical Education to meet the 4-semester requirement.

#### **7TH GRADE PE**

TEA #03823000

016017R (Semester) 016017V (Modified) 016017W (Adapted)

Students in 7th grade physical education will apply similar concepts from one sport or movement setting to another. Students will learn how to observe another individual's performance and notice key elements for success. At this grade level, students are expected to participate in physical activity both in and out of school while maintaining a healthy level of fitness as their bodies grow and change. Their knowledge of safety and the ability to manage their own behavior is

reinforced. Instruction is directed toward encouraging the incorporation of physical activity into a daily routine and less toward fundamental skill development. The 7th grade physical activity focus is: Bowling. Circuit Training, Disc Golf, Floorball, Outdoor Education, Softball, Ultimate Frisbee and Fitness skills.

#### **8TH GRADE PE**

TEA #03823000 **016018R (Semester)** 016018V (Modified) 016018W (Adapted

Students in 8th grade physical education will continue to understand the need to remain physically active throughout life by participating in enjoyable lifetime activities in and out of school. Students will be able to demonstrate higher-level movement skills, strategies and tactics within game play. Students will learn the components of fitness. The 8th grade physical activity focus is: Badminton, Basketball, Golf, Lacrosse, Team Handball, Volleyball, Weight Training and Fitness skills.

#### PHYSICAL EDUCATION SUBSTITUTIONS FOR MIDDLE **SCHOOL**

Physical Education substitutions allow a student to use approved physical activities to meet the physical education requirements for middle school.

There are three types of physical education substitutes for Middle School:

- 1. Athletics courses
- 2. Dance courses
- 3. Off-Campus Physical Education Equivalent Program (Category 2 only)

#### 1. ATHLETICS COURSES

GRADE: 7th and 8th grades

PREREQUISITE: Approval by the Athletic

Coach

Students will participate in athletic activities during this class, which can be substituted for a physical education credit. Students will learn grade level Physical Education curriculum during the off-season.

7th TEA #03823000 016217R (Semester) 8th TEA #03823000 **016218R (Semester)** 

#### 2. DANCE COURSES

Students will learn and develop rhythm and movement skills in ballet, jazz, social dance styles, with an emphasis on health and physical activity concepts. Students will work cooperatively with others and learn about the cultural and artistic diversity. Students may have the opportunity to perform in a public setting.

6th	TEA #02850000 016126R(Semester)
	016116R(Year)
7th	TEA #03823000
	016117R(Year)
	016127R(Semester)
8th	TEA #03823000
	016118R(Year)
	016128R(Semester)

Refer to page 24 for more details regarding Dance courses.

#### 3. OFF-CAMPUS PHYSICAL **EDUCATION EQUIVALENT**

GRADE: 7th and 8th grade

The Off-Campus Physical Education Equivalent Program is an athletic/training program that students may participate in using a commercial or private agency approved by the District.

- The Off-Campus Physical Education Equivalent Program packets may be obtained through the counselor's office or on the AISD website (www.austinisd.org).
- Students may only choose agencies that are listed on the "AISD Approved Agency" list on the AISD website.
- Completed packets must be received by the P.E. Department at the Carruth Administration Center on or before the first day of each semester.
- The Off-Campus Physical Education Equivalent Program course must be scheduled through your counselor and will be noted on the student's report card.
- Students must complete written assignments given by the Agency for verification of learned Texas Essential Knowledge and Skills for Physical Education. A numerical grade will be issued from the written assignments; it will then be factored into the students' grade.
- AISD is not responsible for providing transportation to the approved agencies.

Category 2 (only for Middle School Students based on a ruling from the State Board of Education, July 2006): A private or commercially-sponsored physical activity or training program.

- The student must participate in the substitute activity that is in congruence with the Physical Education TEKS (TAC) Chapter 74.
- The student is required to participate at least 5 hours per week during the entire school semester.
- Students certified to participate at this level will not be dismissed from any part of

the regular school day.

#### **CATEGORY 2**

TEA #03823000 7TH 016033R HT8 TEA #03823000 016035R

#### **DANCE (INTERMEDIATE)**

TEA #03823000 016117R (Semester) 8th TEA #03823000 016118R (Semester)

#### **DANCE (ADVANCED)**

TEA #03823000 016118R (Semester)

Students learn and develop rhythm and movement skills in ballet, iazz, and social dance styles. Students learn to work cooperatively with others and learn about the cultural and artistic diversity of these various dance styles. Students also learn basic nutrition and anatomy. Those in the year-long dance class will also cover choreography. Students may have the opportunity to perform in public. Out-ofschool rehearsals and performances may be required. P.E. credit is given for Dance at the Middle School Level.

#### **FINE ARTS**

One class of Fine Arts is required. One year long course in the same discipline is recommended for sixth graders and additional classes may be taken in 7th and 8th grades.

#### ART, MIDDLE SCHOOL 1 (BEGINNING)

6th TEA #02880000 015016R (Semester) 015026R (Year) 7th TEA #03503001 **015117R (Semester)** 015127R (Year) 8th TEA #03503002 **015218R (Semester)** 015228R (Year)

Students will work with a variety of processes and materials such as painting, drawing, sculpture, ceramics, printmaking, fibers, jewelry and digital media. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. Art courses include the study of works of art and cultures and evaluation of student work and the works of other artists.

# ART, MIDDLE SCHOOL 2 (INTERMEDIATE)

7th TEA #03503001 015117R (Semester) 015127R (Year) 8th TEA #03503002 015218R (Semester) 015228R (Year)

PREREQUISITE: Art, Middle School 1 (Beginning Semester or Year)

# ART, MIDDLE SCHOOL 3 (ADVANCED)

8th TEA #03503002 015218R (Semester) 015228R (Year)

PREREQUISITE: Art, Middle School 2 (Intermediate, Semester or Year) and Instructor approval

#### **BAND, MIDDLE SCHOOL 1**

6th TEA #02910000 015326R (Year) 7th TEA #03154101 015327R (Year) 8th TEA #03154503 015328R (Year)

Band classes are offered at three levels for a sequential, continuing study of band music. This course is performance oriented and teaches individual as well as ensemble skills. Musicianship is developed through the study of instrumental techniques, sight reading skills, and music listening. Students are expected to furnish their own instruments, although some instruments may be available for use from the campus. Rapidly progressing students may be transferred to a more advanced band level as approved by the director and as scheduling permits. Out-of-school rehearsals and performances are required.

#### **BAND, MIDDLE SCHOOL 2**

7th TEA #03154101 015327R (Year) 8th TEA #03154503 015328R (Year) BAND, MIDDLE SCHOOL 3

8th TEA #03154503 015328R (Year)

PREREQUISITE: Directors approval required for placement in all levels.

#### **CHOIR, MIDDLE SCHOOL 1**

6th	TEA #02920000
	015616R (Semester)
	015626R (Year)
7th	TEA #03154301
	015617R (Semester)
	015627R (Year)
8th	TEA #03154504
	015618R (Semester)
	015628R (Year)

Choir classes are offered at three levels for a sequential, continuing study of choral music. This course is a performance oriented course

and teaches unison, two, three and four-part choral literature. Musicianship is developed through the study of vocal techniques, sight-reading skills, and music listening. Out-of-school rehearsals and public performances are required. Choral directors may place boys and girls in different choirs based on changing voices and UIL standards.

#### **CHOIR, MIDDLE SCHOOL 2**

7th	TEA #03154301
	015617R (Semester)
	015627R (Year)
8th	TEA #03154504
	015618R (Semester)
	015628R (Year)

PREREQUISITE: Beginning Choir (Semester or Year) and Directors approval required for placement in all levels to Intermediate Choir.

#### **CHOIR, MIDDLE SCHOOL 3**

8th TEA #03154504 015628R (Year)

PREREQUISITE: Beginning Choir (Semester or Year), Immediate Choir (Semester or Year) and Director's approval required for placement in all levels to Advanced Choir.

#### INSTRUMENTAL / VOCAL ENSEMBLE, MIDDLE SCHOOL 2 INSTRUMENTAL / VOCAL ENSEMBLE. MIDDLE SCHOOL 3

7th TEA #03154401 015517R (Semester) 015527R (Year) 8th TEA #03154506 015518R (Semester) 015528R (Year)

PREREQUISITE: Directors approval required for placement in all levels.

An instrumental or vocal music ensemble of varying size designed to promote the performance technique of stage band, folk, rock, jazz, Caribbean, and other popular musical idioms. Ensembles may include jazz band, steel drum band, mariachi band, or show choir. Students must be enrolled in a regular band, choir, or orchestra class to participate in any specialized instrumental or vocal ensemble. Out-of school rehearsals and performances are required.

#### **ORCHESTRA, MIDDLE SCHOOL 1**

6th	TEA #02930000
	015426R (Year)
7th	TEA #03154201
	015427R (Year)
8th	TEA #03154505
	015428R (Year)

Orchestra is offered at three levels of

instruction. Students furnish violins and the school provides violas, cellos, and string basses. Basic fundamentals of stringed instruments are introduced, and rapidly progressing students may be transferred to a more advanced orchestra as scheduling permits. Out-of-school rehearsals and performances are required. String players must be enrolled in a regular orchestra class to participate in other specialized instrumental ensembles, such as Mariachi.

#### **ORCHESTRA, MIDDLE SCHOOL 2**

7th	TEA #03154201
	015427R (Year)
8th	TEA #03154505
	015428R (Year)

#### ORCHESTRA, MIDDLE SCHOOL 3 8th TEA #03154505 015428R (Year)

PREREQUISITE: Directors approval required for placement in all levels.

#### **THEATRE ARTS, MIDDLE SCHOOL 1**

6th	TEA #02900000
	011616R (Semester)
	011626R (Year)
7th	TEA #03253001
	011617R (Semester)
	011627R (Year)
8th	TEA #03253002
	011618R (Semester)
	011628R (Year)

This course includes technical theatre, preparation for plays, make-up, pantomime, improvisation, and understanding characters through character study. Skills in speech presentation, including the elements of communication, oral interpretation, and various types of speeches will be emphasized. At least one production is presented during the year. Out-of-school rehearsals and performances are required.

#### **THEATRE ARTS, MIDDLE SCHOOL 2**

7th	TEA #03253001
	011617R (Semester)
	011627R (Year)
8th	TEA #03253002
	011618R (Semester)
	011628R (Year)

#### **THEATRE ARTS, MIDDLE SCHOOL 3**

8th	TEA #03253002
	011618R (Semester)
	011628R (Year)

#### GUITAR, MIDDLE SCHOOL 1

uulian, IV	IIDDLE 20UOOF I
6th	TEA #02930000
	015426R (Year)
7th	TEA #03154201
	015427R (Year)

8th TEA #03154505 015428R (Year) **GUITAR, MIDDLE SCHOOL 2** 

7th TEA #03154201 015427R (Year) 8th TEA #03154505

015428R (Year)

**GUITAR, MIDDLE SCHOOL 3** 8th TEA #03154505 015428R (Year)

Guitar is offered at three levels of instruction. Students furnish classical guitars; however, some instruments may be available for use. Rapidly progressing students may be transferred to a more advanced guitar as scheduling permits. Out-of-school rehearsals and performances are required.

# Elective Courses for 6th, 7th, and 8th Grade Students

#### **AVID**

Advancement Via Individual Determination (AVID) is a series of academic, regularly scheduled elective classes that uses writing as a tool for learning, inquiry, and collaboration. The three main components of the AVID program are academic instruction (AVID curriculum), tutorial support, and motivational activities. The mission of the AVID program is to ensure that all students, especially students in the middle capable of completing a college-preparatory path, have a chance to succeed and to increase enrollment of these students in four-year colleges and universities.

#### **AVID PREP SKILLS**

GRADE: 6 -8 TEA#85000004 017217R (Year) GRADE: 6 -8 TEA#85000005 017218R (Year) 017219R (Year)

PREREQUISITE: GPA between 2.0 and 3.0; average or above-average standardized test scores, especially in mathematics; enrollment in pre-algebra or a higher level math course; high motivation; positive attitude; parent contract

Students sharpen and refine attitude, skills, and knowledge to successfully enter and complete a college-prep academic program in high school. Students learn and apply study skills and learning strategies to improve performance in the content areas. Note taking, outlining, writing, speaking, reading, test strategies, use of appropriate technology to improve performance, and self awareness are stressed.

#### **BUSINESS CAREERS**

6th, 7th, or 8th TEA #12700400 018424R (Semester) 6th, 7th, or 8th TEA #12700400 018425R (Year)

Students are provided an opportunity to operate a small group or class-based business offering a service or product needed in their community. Students learn basic entrepreneurial concepts, fundamental business, economics, and private enterprise systems. Students analyze the sales process and financial management principles. Course objectives are accomplished by students working collaboratively in teams.

# CHILD DEVELOPMENT AND EDUCATION AND TRAINING CAREERS

6th, 7th or 8th TEA #12700400

018408R (Semester)

6th, 7th or 8th TEA #12700400

018409R (Year)

PREREQUISITE: Skills for Living

This course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. The knowledge and skills are acquired through rich and engaging hands-on and project-based instruction, and exploring the many career opportunities. Expenses may be incurred for projects.

# CONSTRUCTION AND MANUFACTURING CAREERS

6th, 7th or 8th TEA #12700400

018428R (Semester)

6th, 7th or 8th TEA #12700400 018429R (Year)

PREREQUISITE: Technology Careers or Teacher Approval

This course is designed to investigate the types of activities performed in the construction and manufacturing industry. Through laboratory experiences and research, students will explore the skills and technologies of these industries. Content includes the application of technology; the design of products and services; emerging and innovative technology; safety and maintenance; codes, laws and standards; as well as related career opportunities. Expenses may be incurred for projects.

# CULINARY ARTS AND HOSPITALITY CAREERS

6th, 7th or 8th TEA #12700400

018406R (Semester)

6th, 7th or 8th TEA #12700400 018407R (Year)

PREREQUISITE: Skills for Living

This course provides the opportunity to explore the basic fundamentals and principles of the art of cooking and the science of baking, as well as opportunities to explore and experience the hospitality and tourism industry which encompasses lodging, travel and tourism, recreation, amusements, attractions, and resorts; and restaurants and food beverage service. The knowledge and skills are acquired through rich and engaging hands-on and projectbased instruction, which also includes delivery through laboratory-based training and exploring the many career opportunities available within the Hospitality career cluster. Expenses may be incurred for projects.

# ENERGY, POWER AND TRANSPORTATION CAREERS

7th or 8th TEA #12700400 018432R (Semester) 7th or 8th EA #12700400

th or 8th EA #12700400 018433R (Year)

PREREQUISITE: Technology Careers or Teacher Approval

This course is designed to investigate the types of activities performed in the energy, power, and transportation industry. Through laboratory experiences and research, students will explore the skills and technologies of these industries. Content includes the application of technology; the design of products and services; emerging and innovative technology; safety and maintenance; codes, laws and standards; as well as related career opportunities. Expenses may be incurred for projects.

#### **EXPLORING CAREERS**

6th, 7th or 8th TEA #12700300 018402R (Semester) 6th, 7th or 8th TEA #12700300 018403R (Year)

The career development process is unique to every person and evolves throughout one's life. Students will use decision-making and problem-solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. This course is designed to guide students through the process of investigation and in the development of a college and career achievement plan. Students will use interest inventory software

MIDDLE SCHOOL

or other tools to explore areas of personal interest. Students will use this information to explore educational requirements for a variety of chosen career paths.

# FASHION DESIGN AND INTERIOR DESIGN CAREERS

6th, 7th or 8th TEA #12700400

018410R (Semester)

6th, 7th or 8th

TEA #12700400 018411R (Year)

PREREQUISITE: Skills for Living

This course provides opportunities for the learner to explore careers in fashion that span all aspects of the textile and apparel industries. Students use knowledge and skills related to interior and exterior environments, construction, and furnishings to make wise consumer decisions, increase productivity, and compete in industry. The knowledge and skills are acquired through rich and engaging hands-on and project-based instruction, which also includes delivery through laboratory-based training and exploring the many career opportunities. Expenses may be incurred for projects.

#### **GATEWAY TO TECHNOLOGY**

6th, 7th or 8th	TEA #12700400
	TEA #12700410
	TEA #12700420
	TEA #12700430
018853R (Year)	DM/AR Credit 0
018855R (Semester)	DM/AR Credit 0
018860R (Semester)	AR Credit 0
018865R (Semester)	FLS Credit 0
018866R (Semester)	EE Credit 0
018867R (Year)	GA/MD Credit 0
018868R (Semester)	GA/MD Credit 0
018873R (Year)	ME/ST Credit 0
018874R (Semester)	ME/ST Credit 0
018875R (Year)	FS/EE Credit 0
018876R (Semester)	FS/EE Credit 0
	TEA #N1303756
	TEA #N1303757
	TEA #N1303758
	TEA #N1303759
8864.RJC00.X	GA/MD Credit 0.5
8864.RJC00.Y	GA/MD Credit 0.5
8865.RJC00.X	DM/AR Credit 0.5
8865.RJC00.Y	DM/AR Credit 0.5
8866.RJC00.X	ME/ST Credit 0.5
8866.RJC00.Y	ME/ST Credit 0.5
8867.RJC00.X	FS/EE Credit 0.5
8867.RJC00.Y	FS/EE Credit 0.5
8869.RJC00.X	GA Credit 0.5
8870.RJC00.X	MD Credit 0.5

Gateway To Technology's cutting-edge program addresses the interest and energy of middle school students, while incorporating national standards in math,

science and technology. GTT is "activity oriented" to show students how technology is used in engineering to solve everyday problems. The eight instructional units excite and motivate students to use their imaginations and teach them to be creative and innovative, while gaining the skills they need to develop, produce and use products and services. The eight units are: Design & Modeling; Magic of Electrons; Automation and Robotics; Science of Technology; Energy and the Environment; Flight & Space; Green Architecture and Medical Detectives. This program is offered at Ann Richards School for Young Women Leaders, Bailey, Bedichek, Bertha Sadler Means Young Women's Leadership Academy, Dobie, Gus Garcia Young Men's Leadership Academy, Martin, Mendez, Murchison, Paredes, and Small.

#### **GRAPHIC DESIGN CAREERS**

6th, 7th or 8th TEA #12700300 018434R (Semester)

6th, 7th or 8th TEA #12700300 018435R (Year)

PREREQUISITE: Technology Careers or Teacher approval

This course includes composing and editing copy for documents such as brochures, posters, publications, etc. Students develop an understanding of graphic design and illustration. The creative design process is used for two or three dimensional projects. Art elements and principles of design are applied to student photographic works. Career opportunities and qualifications are included.

#### **GRAPHIC DESIGN CAREERS II**

7th or 8th TEA #12700420 018446R (Semester) 7th or 8th TEA #12700420 018447R (Year)

PREREQUISITE: Graphic Design Careers I
Students will continue to compose and edit
copy for documents such as brochures,
posters, publications, etc. Students develop
more of an understanding of graphic design
and illustration. The creative design process
is used for two or three dimensional projects.
Art elements and principles of design are
applied to student photographic works. Career
opportunities and qualifications are included.

# INFORMATION TECHNOLOGY CAREERS I

6th, 7th or 8th TEA #12700400 018420R (Semester)

6th, 7th or 8th TEA #12700400 018421R (Year)

PREREQUISITE: Technology Careers or Teacher Approval This exploratory course will increase the student's knowledge of the operating system of a computer. Concepts learned include recognizing and understanding computer hardware, installing and using software. learning Internet skills, peripherals, customer service skills and professionalism. The student will learn how to troubleshoot, assemble and disassemble computers. Students will learn to take old or non-working computers using the appropriate tools, equipment and materials and bring them back to life. Students will also diagnose and repair basic hardware problems. Students will explore careers that involve designing, developing, supporting and managing computer hardware, software, and multimedia. Expenses may be incurred for projects.

# INFORMATION TECHNOLOGY CAREERS II

7th or 8th TEA #12700400

018422R (Semester) TEA #12700400

7th or 8th TEA #12700400 018423R (Year)

PREREQUISITE: Information Technology Careers I

Students gain knowledge and skills in the area of computer technologies, computer principles, and components related to the installation, diagnosis, service, and repair of computer-based technology systems. Students will reinforce, apply, and transfer their knowledge and skills to a variety of settings and problems. Proper use of analytical skills and application of information technology concepts and standards are essential to prepare students for success in a technology-driven society.

# MULTIMEDIA AND ANIMATION CAREERS I

6th, 7th or 8th TEA #12700400

018416R (Semester)

6th, 7th or 8th TEA #12700400 018417R (Year)

PREREQUISITE: Technology Careers or Teacher Approval

Students will analyze and assess current and emerging technologies, while designing and creating multimedia/animation projects. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment.

(Note: Additionally, there are some cases

where students may complete Part B in 7th grade, as is the case with our middle school IB (MYP) campus

# MULTIMEDIA AND ANIMATION CAREERS II

7th or 8th TEA #12700400 018418R (Semester)

7th or 8th TEA #12700400 018419R (Year)

PREREQUISITE: Multimedia and Animation I Careers I

Students will analyze and assess current and emerging technologies, while designing and creating advanced multimedia/animation projects. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment.

#### PHOTOGRAPHY CAREERS I

6th, 7th or 8th TEA #12700420

7th or 8th 018439R (Semester) 7th or 8th TEA #12700420 018440R (Year)

PREREQUISITE: Technology Careers or Teacher Approval

Students investigate multiple photographic careers through hands-on experience. They receive extensive handsion DSLR Camera training and practice using the exposure triangle. In addition, they will use photographic equipment that includes using an external flash, tripod, lens filters and studio equipment. The rules of photographic composition will be applied to all images and PhotoShop tools and techniques will be a part of the instruction. All students will compile a portfolio of their photographic work for the semester.

#### PHOTOGRAPHY CAREERS II

7th or 8th TEA #12700430 018444R (Semester) 7th or 8th TEA #12700430 018445R (Year)

PREREQUISITE: Photography Careers I
Students continue to investigate multiple photographic careers through hands-on experience. They receive extensive hands-on DSLR Camera training and practice using the exposure triangle. In addition, they will use photographic equipment that includes using an external flash, tripod, lens filters and studio equipment. The rules of photographic composition will be applied to all images

and PhotoShop tools and techniques will be a part of the instruction. All students will compile a portfolio of their photographic work for the semester.

#### **ROBOTICS CAREERS I**

6th, 7th or 8th TEA #12700400 018430R (Semester) 6th, 7th or 8th TEA #12700400 018431R (Year)

PREREQUISITE: Technology Careers or Teacher Approval

This course is designed to investigate the types of activities performed in the robotics industry. Through laboratory experiences and research, students will explore the skills and technologies of these industries. Content includes the application of technology; the design of products and services; emerging and innovative technology; safety and maintenance; codes, laws and standards; as well as related career opportunities. Expenses may be incurred for projects.

#### **ROBOTICS CAREERS II**

7th or 8th TEA #12700420 018442R (Semester)

7th or 8th TEA #12700420 018443R (Year)

PREREQUISITE: Robotics Careers I

This course will continue to investigate the types of activities performed in the robotics industry. Through laboratory experiences and research, students will explore the skills and technologies of these industries. Content includes the application of technology; the design of products and services; emerging and innovative technology; safety and maintenance; codes, laws and standards; as well as related career opportunities. Expenses may be incurred for projects.

#### **SKILLS FOR LIVING**

6th, 7th or 8th

TEA #12700400
018404R (Semester)
6th, 7th or 8th

TEA #12700400
018405R (Year)

This comprehensive course provides opportunities to explore family relationships, personal development, and planning for the future. Emphasis is on the importance of the family; effective communication skills, management skills, decision-making, acceptance of responsibility, and childcare practices that promote positive development. Other content addresses self-image, nutrition, wellness, personal appearance, and career options. Expenses may be incurred for projects. This course may be taken once in either grade 6, 7 or grade 8.

#### **TECHNOLOGY CAREERS I**

6th, 7th or 8th TEA #12700400 018426R (Semester)

This course will increase the student's understanding of the development and impact of technology on society and the environment. The student will design, build and test products and systems to solve real world problems. The students will be able to use and manage resources of technology. The course introduces real world applications in the areas of transportation, power and energy, construction, manufacturing, multimedia, desktop publishing, graphic design, video production and bio-related technology. Hands-on problem solving activities may include designing and making products, accessing technology, constructing models of buildings, using computers and using power tools and equipment. Expenses may be incurred for projects. This course may be taken once in either grade 6, 7, or 8.

#### **TECHNOLOGY CAREERS II**

6th, 7th or 8th TEA #12700420 018441R (Semester) 7th or 8th TEA #12700420 018427R (Year)

PREREQUISITE: Technology Careers I Students gain an advanced understanding of the development and impact of technology on society and the environment. The student will design, build and test products and systems to solve real world problems. The students will be able to use and manage resources of technology. The course introduces real world applications in the areas of transportation, power and energy, construction, manufacturing, multimedia, desktop publishing, graphic design, video production and bio-related technology. Hands-on problem solving activities may include designing and making products, accessing technology, constructing models of building, using computers and using power tools and equipment. Expenses may be incurred for projects.

# TOUCH SYSTEM DATA ENTRY (KEYBOARDING)

6th, 7th or 8th TEA #12700400 018400R (Semester) Credit 0 6th, 7th or 8th TEA #13011300 8401.RJC00.X (Semester) Credit 0.5

Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will be provided instruction on how to create, format, and edit personal and business documents, including letters, reports, memos, and outlines. The course includes skill development in

proofreading, spelling, and punctuation. Students will learn skills using software for word processing, visual presentation, and spreadsheet application while learning file management skills. By the end of the semester, all students are expected to key a minimum of 20 wpm with 80% accuracy. Students who do not want to earn 0.5 high school credit may complete the course for no credit.

#### **VIDEO GAME DESIGN**

6th. 7th or 8th TEA #12700400

018436R (Semester)

6th, 7th or 8th TEA #12700400

018437R (Year)

Students will analyze and assess current technologies while designing and creating a video game using text, pictures and digital video.

#### **WEB DESIGN CAREERS I**

6th, 7th or 8th

TEA #12700400

6th, 7th or 8th

018412R (Semester) TEA #12700400 018413R (Year)

PREREQUISITE: Technology Careers or Teacher Approval

Students gain knowledge and skills in the area of web design, appropriate use of hardware, software, and connectivity technologies. Students will develop websites while demonstrating proper netiquette, acceptable use policies when using networks, learn to make informed decisions and apply the decisions to the field of information technology. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment.

#### **WEB DESIGN CAREERS II**

7th or 8th TEA #12700400 018414R (Semester) 7th or 8th TEA #12700400 018415R (Year)

PREREQUISITE: Web Design Careers I Students gain advanced knowledge and skills in the area of web design, appropriate use of hardware, software, and connectivity technologies. Students will develop websites while demonstrating proper netiquette, acceptable use policies when using networks, learn to make informed decisions and apply the decisions to the field of information technology. Students

implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment.

#### **ARTISTIC/IMAGINATIVE WRITING**

7th or 8th

TEA #83221200 011041R (Semester) 011042R (Year)

This course provides writing experience in several genres. Students engage in the writing process designed to compose text suitable for publishing. Students examine important examples of literature in relevant genres as models and as subjects for technical analysis.

#### **COMMUNICATION APPLICATIONS**

TEA #03241400

Credit 0.5 1525.RJ000.X (Semester) Students identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

#### PROFESSIONAL COMMUNICATIONS TEA # 13009900 7th or 8th

8313.RJCOC.X (Semester) Credit 0.5 (0.5 high school credit earned)

Professional Communications blends written, oral, and graphic communication in a career-based environment. Students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer

graphics, and conduct Internet research.

#### **PUBLICATIONS ENGLISH**

TEA #84000006 7th 011817R (Semester) TEA #84000007 011827R (Year) 8th TEA #84000008 011818R (Semester) TEA #84000009 011828R (Year)

Publications English is offered as an academic elective for students who wish to apply their writing skills to journalism. Students write and edit the school newspaper and/or yearbook. Production may involve photography, layout and design, and extensive writing. Some schools include sixth graders in the program.

#### READING

7th	TEA #03273420
	011317R (Semester)
	011327R (Year)
8th	TEA #03273430
	011418R (Semester)
	011428R (Year)

Students in elective reading classes read independently for sustained periods of time in a variety of texts to build fluency and comprehension. They engage in small and large group discussions. They expand their vocabulary through wide reading, word study, and use of visual, contextual, and structural clues. They use graphic organizers and other comprehension strategies in fiction and nonfiction texts. Students apply research strategies and study skills, producing short research reports with documentation.

#### **SPEECH**

7th	TEA #03243620
	011517R (Semester)
	011527R (Year)
8th	TEA # 03243630
	011518R (Semester)
	011528R (Year)

This course develops the skills of the five functions of expression: participating in social traditions, informing, persuading, creating and imagining.

#### **HEALTH EDUCATION**

TEA #03810100 016931R (Semester) CREDIT: 0.5

This course presents extensive coverage of the Texas Essential Knowledge and Skills for Health including: consumer health; diseases; environmental health and safety; growth and development; health and fitness for daily living; nutrition; use and abuse of tobacco, alcohol and drugs; and the human life cycle. Students are encouraged to choose responsible health behaviors now and in the future. This course is for mature middle school students.

#### **COMPUTER TECHNOLOGY**

TEA #02670060 6th 011106R (Semester) 7th TEA #03580100 018817R (Semester) TEA #03580120 8th 018818R (Semester) 018828R (Year)

Students gain knowledge and skills in the application, design, production, and evaluation of computer products, services MIDDLE SCHOOL

and systems. The study of technology allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities and problems. Students gain an understanding of career opportunities available in technology and what employers require.

#### **EXPLORATORY LANGUAGES**

TEA #02950000 012016R (Semester) 012026R (Year)

#### For 7th or 8th, consult the district course master for TEA # and course coding.

This is a non-sequential course where students study one or more languages and cultures in order to develop basic communicative skills in the target language(s) and to gain better understanding of the target culture(s). Although languages may vary by campus, more attention is given to those languages currently taught in AISD schools: American Sign Language (ASL), Chinese, French, German, Japanese, Latin and Spanish. In some cases, special Exploratory Languages courses in Spanish may be offered for students to explore the multiple regions where Spanish is spoken.

#### **LANGUAGES OTHER THAN ENGLISH 7TH GRADE**

Chinese IA

Spanish IA

	2461.RJA00.Y (Year)
French IA	TEA #03410100
	2013.RJA00.Y (Year)
German IA	TEA #03420100
	2113.RJA00.Y (Year)
Japanese IA	TEA #03120100
	2471.RJA00.Y (Year)
Latin IA	TEA #03430100
	2213.RJA00.Y (Year)

2313.RJA00.Y (Year) Spanish for Spanish Speakers I

TEA #03440110 2313.RJY0A.Y (Year)

TEA #03440100

TEA #03490100

Courses offer sequential language instruction in the integrated skills of speaking, listening, reading and writing. Students focus on communication in the target language and should perform at near novice-mid proficiency by the end of the year. Students also learn about the culture of the country or countries where the language is spoken. Spanish for Spanish Speakers should be offered on campuses where there are significant numbers of native or advanced speakers of that language. Students must

complete part A in 7th grade and part B

in 8th grade to earn 1.0 high school credit which will satisfy the first year of Languages Other Than English (LOTE) requirement in AISD Foundation High School Program. Students who complete only one part will earn 0.5 credit that will count toward state elective graduation credit, appear on the transcript and will be included in the high school grade point average. Students are expected to complete both years of the same LOTE course. Students who do not complete the full 1.0 credit during middle school will experience scheduling issues in high school. (Note: There are some cases where students may complete part A in 6<sup>th</sup> grade and part B in 7<sup>th</sup> grade, as is the case with our middle school IB (MYP) campus.)

(Note: Additionally, some campuses may offer accelerated Languages Other Than English, which covers the curriculum at the same pacing as the high school course (1 year middle school = 1 year high school). Any prerequisites for this accelerated pathway vary from campus to campus. The course number for these courses will correlate with the high school course coding.

#### LANGUAGES OTHER THAN ENGLICH OTH CDADE

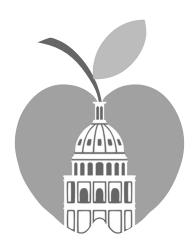
ENGLION OIN GRADE		
Chinese IB	TEA #03490100	
	2461.RJB00.Y (Year)	
French IB	TEA #03410100	
	2013.RJB00.Y (Year)	
German IB	TEA #03420100	
	2113.RJB00.Y (Year)	
Japanese IB	TEA #03120100	
	2471.RJB00.Y (Year)	
Latin IB	TEA #03430100	
	2213.RJB00.Y (Year)	
Spanish IB	TEA #03440100	
	2313.RJB00.Y (Year)	
Spanish for Spani	sh Speakers II	
	TEA #03440220	

2323.RJY0A.Y (Year) Courses offer sequential language instruction in the integrated skills of speaking, listening, reading and writing. Students focus on

communication in the target language and should perform at novice-mid to novicehigh proficiency by the end of the year. Students also learn about the culture of the country or countries where the language is spoken. Spanish for Spanish speakers should be offered on campuses where there are significant numbers of speakers of that language. Although there are some exceptions as referenced above in the NOTES, students generally complete part A in 7<sup>th</sup> grade and part B in 8<sup>th</sup> grade to earn 1.0 high school credit which will satisfy the first year of Languages Other Than English (LOTE) requirement in AISD Foundation

High School Program. Under this scenario, students who complete only one year will earn 0.5 credit that will count toward state elective graduation credit, appear on the transcript and will be included in the high school grade point average. Students are expected to complete both years of the same LOTE course. Students who do not complete the full 1.0 credit during middle school will experience scheduling issues in high school.

NOTES:	



# SECTION III: High School

# **Graduation Requirements**

# AISD

#### AISD Disclaimer:

The contents of the Secondary School Information Guide are relevant to AISD Policy (LEGAL AND LOCAL), Regulation and Practice as of January 2015. For current information regarding district policy please refer to the Austin Independent School District website at http://archive.austinisd.org/inside/policy/ or visit with your school counselor.

Specific school-related questions should be directed to campus staff. When a parent or guardian has a question or concern, he or she should contact the person who made the initial decision. After discussing the matter, if the concern continues, the principal should be contacted.

# High School Graduation Requirements

#### **High School Level Education**

The high school curriculum in the Austin Independent School District is designed to meet the needs of students preparing for college, careers and citizenship in the community. AISD offers a full range of courses, advanced academic courses, and a comprehensive array of Career and Technical Education programs. All AISD students are expected to prepare for both college and careers.

In addition to the core academic programs, each high school also offers a variety of extracurricular and co-curricular programs for students. High school students can perform in a marching band, star in a dramatic production, learn modern dance, or edit a newspaper. They can compete in volleyball or football, or any of a dozen other sports, and every campus has numerous clubs and organizations students can join for fun and education.

Browse through the course offerings in this guide to identify electives or programs that interest you. Counselors are available to help students identify courses to take, but students should discuss their goals and interests with parents as well. Students and their families should explore the many college scholarship opportunities available to successful high school students. Scholarship information is provided to eleventh and twelfth grade students. See your counselor for scholarship information.

#### **Programs of Study**

All Austin ISD high school students have the opportunity to focus their high school elective course choices in a field of interest. The programs of study are divided into sixteen clusters. The clusters are a method of organizing the available electives into manageable college/career focus areas called Programs of Study.

Programs of Study include a sequence of courses (3 or more) within a cluster. Each Program of Study will have a series of three or more courses that will move a student from a beginning introductory course to two or more increasingly advanced courses. All Programs of Study start with the Recommended or

Foundation High School Graduation Program as a focus on the use of electives in a coherent sequence to build student skills in an area of interest. The selection of a program of study is based upon individual interest and aptitude.

Following are the clusters available in AISD.

- Agriculture, Food, & Natural Resources
- Architecture & Construction
- Arts, AV & Communication
- Business Management & Administration
- Education & Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution, & Logistics

Students are urged to take the courses in a coherent sequence to maximize the effectiveness of the learning. In many Programs of Study, college articulated credit is dependent on following the correct sequence of courses. Teachers and counselors will be glad to help students review interests and skills to help students determine what program of study to choose.

Please check with your counselor for the specific list of programs of study available at your campus.

#### **Graduation Programs**

A new, more flexible graduation program that allows students to pursue their interests is in place for all students who entered high

school, beginning in the 2014-2015 school year

This new graduation program includes four parts:

- A 22-credit foundation program which is the core of the new Texas high school diploma
- Five endorsement options that allow students to focus on a related series of courses
- A higher performance category called Distinguished Level of Achievement
- Performance Acknowledgments that note outstanding achievement
  All incoming 9th graders will be enrolled under

the Distinguished Level of Acheivement and musl select an Endorsement. Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area. Students can choose from five endorsement areas: Science, Technology, Engineering and Math (STEM); Business and Industry; Public Service; Arts and Humanities; or Multi-Disciplinary Studies. Please note that while all 5 endorsements may be offered on your campus, not all college and career pathways may be available.

Students who entered 9th grade before 2014-2015 are expected to pursue the Texas Education Agency (TEA) Recommended High School Program, which requires a minimum of 26 credits for graduation, or the Distinguished Achievement High School Program which requires 26 credits including three years of Language Other Than English, plus advanced measures.

All students must take required English, mathematics, science and social studies courses in the year they enter high school, and they must continue those courses annually until all requirements are met. Students must graduate on one of the graduation programs available to them when they enter Grade 9.

Students who enrolled in grade 9 prior to the 2014-2015 school year may elect to shift to the prescribed foundation high school program with the distinguished level of achievement. Contact your school counselor about options related to shifting to the minimum high school plan, foundation high school program, or any available graduation plan.

**Students entering 9th grade in school year 2010-2011 through 2012-2013** can graduate under one of the graduation programs below. AISD Board of Trustees approved changes to graduation program requirements for the incoming 9th grade class of 2010-2011 and 2012-13, as allowed by the State Board of Education.

Note: A student may not combine a half credit of a course for which there is an end of course assessment with another half credit to satisfy a graduation requirement.

### Minimum Plan – 22 Credits

### English Language Arts – 4 Credits

- English I
- English II
- English III
- 4th ELA Credit

### Mathematics – 3 Credits

- Algebra I
- Geometry
- 3rd Math Credit

### Social Studies – 3 Credits

- World Geography or World History
- U.S. History
- Government (0.5)
- Economics (0.5)

### Science - 2 Credits

- Biology
- IPC or Chemistry and Physics

Academic Elective – 1 Credit

Physical Education – 1 Credit

Health – 0.5 Credits

Speech - 0.5 Credits

Fine Arts – 1 Credit

Electives – 6 Credits

### Recommended Plan – 26 Credits

### English Language Arts – 4 Credits

- English I
- English II
- English III
- English IV

### Mathematics – 4 Credits

- Algebra I
- Geometry
- Algebra II
- 4th Math Credit

### Social Studies – 4 Credits

- World Geography
- World History
- U.S. History
- Government (0.5)
- Economics (0.5)

### Science – 4 Credits

- Biology, AP Biology, or
   IB Biology
- Chemistry, AP Chemistry, or IB Chemistry
- Physics, Principles of Technology, AP Physics or IB Physics
- 4th Science Credit

### Language other than English – 2 Credits

 Must be of any two levels of same language

Physical Education – 1 Credit

Health – 0.5 Credits

Speech – 0.5 Credits

Fine Arts – 1 Credit

Electives – 5 Credits

# Distinguished Achievement Plan –26 Credits

### English Language Arts – 4 Credits

- English I
- English II
- English III
- English IV

### Mathematics – 4 Credits

- Algebra I
- Geometry
- Algebra II
- 4th Math Credit

### Social Studies – 4 Credits

- World Geography
- World History
- U.S. History
- Government (.5)
- Economics (.5)

### Science – 4 Credits

- Biology, AP Biology, or
   IB Biology
- Chemistry, AP Chemistry, or IB Chemistry
- Physics, AP Physics or IB Physics
- 4th Science Credit

# Language other than English – 3 Credits

 Must be of any three levels of same language

Physical Education – 1 Credit

Health – 0.5 Credits

Speech - 0.5 Credits

Fine Arts – 1 Credit

Electives – 4 Credits

\* Additionally must include four Advanced Measures

	Minimum Plan	Recommended Plan	Distinguished Plan		
English Language Arts	The final credit may be selected from one full credit or a combination of two half credits from the following courses:				
ESOL	One full credit or a combination of two half credits from English I and II for Speakers of Other Languages may be substituted for English I and II for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.				
Mathematics	The final credit may be selected from one full credit or a combination of two half credits from the following courses:	The additional credit may be selected from either of the following and must be successfully completed <i>prior</i> to Algebra II:  • Mathematical Models with Applications  The fourth credit may be selected from the following after successful completion of Algebra II:  • Precalculus;  • Independent Study in Mathematics;  • Advanced Quantitative Reasoning;  • AP Statistics;  • AP Calculus AB;  • AP Calculus BC;  • AP Computer Science;  • IB Mathematical Studies Standard level;  • IB Mathematics Standard Level;  • IB Further Mathematics Standard Level;  • IB Further Mathematics for Problem Solving;  • Discrete Mathematics for Problem Solving;  • Discrete Mathematics for Computer Science;  The fourth credit may be selected from the following after successful completion of or concurrently with Algebra II:  • Engineering Mathematics;  • Mathematical Applications in Agriculture, Food, and Natural Resources;  • Statistics and Risk Management; and  • Digital Electronics	The additional credit may be selected from either of the following the completion of Algebra I, Geometry, and Algebra II:  Precalculus; Independent Study in Mathematics; Advanced Quantitative Reasoning; AP Statistics; AP Calculus AB; AP Calculus BC; AP Computer Science; IB Mathematical Studies Standard Level; IB Mathematics Standard Level; IB Mathematics Higher Level; IB Further Mathematics Standard Level; Robotics Programming and Design; Discrete Mathematics for Problem Solving; Discrete Mathematics for Computer Science; and The fourth credit may be selected from the following after successful completion of Algebra I, Geometry and either after the successful completion of or concurrently with Algebra II: Engineering Mathematics; Statistics and Risk Management; and Digital Electronics		

Two credits must consist of Biology and IPC.

A student may take Chemistry (Chemistry, AP Chemistry, or IB Chemistry) and Physics (Physics, AP Physics, IB Physics or \*Principles of Technology) instead of IPC.

If substituting Chemistry or Physics for IPC, the student must complete full credits (1.0 credit each) of both Chemistry and Physics. One credit satisfies the 2nd science credit requirement, and the other credit satisfies the academic elective requirement.

\*Students entering 9th grade 2012-2013 only

One of the four credits may be IPC, but must be successfully completed *prior* to chemistry and physics.

If IPC is not taken, then the fourth credit may be selected from the following laboratory-based courses:

- Aquatic Science;
- Astronomy;
- Earth and Space Science;
- Environmental Systems;
- AP Biology;
- AP Chemistry;
- AP Physics 1
- AP Physics 2;
- AP Physics C;
- AP Environmental Science;
- IB Biology;
- IB Chemistry;
- IB Physics;
- IB Environmental Systems;

The additional credit may be selected from the following laboratory-based courses and may be taken after the successful completion of biology and chemistry and either after the successful completion of or concurrently with physics:

- Scientific Research and Design;
- Anatomy and Physiology;
- Engineering Design and Problem Solving;
- Medical Microbiology;
- Pathophysiology;
- Advanced Animal Science;
- Advanced Biotechnology;
- Advanced Plant and Soil Science;
- Food Science;
- Principles of Engineering; and
- Forensic Science;

The fourth credit may be selected from the following labratory-based courses:

- Aquatic Science;
- Astronomy;
- Earth and Space Science;
- Environmental Systems;
- AP Biology;
- AP Chemistry;
- AP Physics 1
- AP Physics 2;
- AP Physics C;
- AP Environmental Science;
- IB Biology;
- IB Chemistry;
- IB Physics;
- IB Environmental Systems;

After successful completion of a biology course, a chemistry course, and a physics course, the fourth credit may be selected from any of the following laboratory-based courses: (the third and fourth credit may be taken concurrently):

- Scientific Research and Design;
- Anatomy and Physiology;
- Engineering Design and Problem Solving;
- Medical Microbiology;
- Pathophysiology;
- Advanced Animal Science;
- Advanced Biotechnology;
- Advanced Plant and Soil Science;
- Food Science;
- Principles of Engineering; and
- Forensic Science;

Credit may be any combination of the following one-half to one credit courses:

• Foundations of Personal Fitness (0.5 state credit)

### Aerobics and Conditioning

- Team or Individual Sports
- Aerobic Dance
- Adventure/Outdoor Education

Note: Credit may not be earned for any TEKS-based course more than once. No more than four PE credits may be earned through general PE. A student taking Aerobic Dance may earn only 1 state PE credit.

Students may substitute certain physical activities for required credits of P.E. In accordance with AISD policy, credit may be earned for any of the General P.E. courses listed above through participation in:

- Athletics (up to 4 credits)
- JROTC (up to 1.0 state credit and 0.5 Military Science course)
- Approved private/commercially-sponsored physical activity programs conducted on or off campus (up to 4 credits for Category 1 and up to 1 credits for Category 2)
- Drill Team (Fall and Spring) (1 state credit)
- Marching Band (fall only) (1 state credit)
- Cheerleading (Fall and Spring) (1 state credit)
- Career & Technical Education work-based training course successfully completed prior to 2011-2012 school year (2-3 credit).

Note: All allowed substitution activities must include at least 100 minutes per 5-day week of moderate to vigorous physical activity. No more than four PE credits may be earned through any combination of general PE or PE substitutions. A student taking Cheerleading, Marching Band, or Drill Team may earn only 1 state PE credit.

# General PE

PE Substitutions

Science

### The Health requirement is 0.5 credit, but if a student satisfies the Health requirement through one of the following courses below, the student must complete a full credit (1.0 credit): Health Intro to Health Health Science Tech The Speech requirement may be satisfied through one of the following courses below: Speech **Communication Applications Professional Communications** The Fine Arts requirement may be satisfied through one of the following courses below: Art, Level I, II, III, or IV; Dance, Level I, II, III, or IV; Fine Arts Music, Level I, II, III, or IV; Theatre, Level I, II, III, or IV; Principles and Elements of Floral Design Digital Art and Animation; and 3-D Modeling and Animation One credit from: World History World Geography Any science course approved by SBOE **Academic Elective** Note: A student may not combine a half credit of either World History Studies or World Geography Studies with a half credit from another academic elective course to satisfy the academic elective credit requirement. (Students who opted to take Chemistry and Physics or its equivalent instead of IPC have met their academic elective requirement.) From any of these: The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) State & district approved innovative courses Electives JROTC (1-4 credits) Driver Education (0.5 credit) A maximum of three credits of Reading I, II, or III may be offered by districts for state graduation elective credit for identified students. Original research/projects may not be used for more than two of the four advanced measures. The measures must focus on demonstrated student performance at the college level or professional level. Student performance on advanced measures must be assessed through an external review process. The student may chose from any of the following options: original research/project that is: (a) judged by a panel of professionals in the field that is the focus of the project, or (b) or Distinguished Plan conducted under the direction of mentor(s) and reported to an appropriate audience; and (c) related to the required **Advanced Measures** curriculum set forth in TAC 74.1 (relating to Essential Knowledge and Skills) Test data where a student receives: (a) a score of three or above on the College Board Advanced Placement examination; (b) a score of four or above on an International Baccalaureate examination; or (c) a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score shall count as only one advanced measure regardless of the number of honors received by the student; or college academic courses, including those taken for dual credit, and advanced technical credit course, including locally 3. articulated courses, with a grade of 3.0 or higher.

**Students entering 9th grade in school year 2014-2015** and beyond can graduate under one of the graduation programs outlined below. AISD Board of Trustees approved changes to graduation program requirements for the incoming 9th grade class of 2014-2015, as allowed by the State Board of Education.

Note: A student may not combine a half credit of a course for which there is an end of course assessment with another half credit to satisfy a graduation requirement.

### Foundation HSP-22 Credits

English Language Arts – 4 Credits

- English I
- English II
- English III
- Advanced English

### Mathematics – 3 Credits

- Algebra I
- Geometry
- Advanced Math from Group A

### Social Studies – 3 Credits

- World Geography or World History
- U.S. History
- Government (0.5)
- Economics (0.5)

### Science - 3 Credits

- Biology
- Advanced Science from Group A
- Advanced Science from Group B

Language other than English or Substitute as specified in rule, see page 40. – 2 Credits

Physical Education - 1 Credit

Health - 0.5 Credits

Fine Arts – 1 Credit

Electives – 4.5 Credits

### FHSP + Endorsement - 26 Credits

Completion of all Foundation credits plus:

Mathematics – 1 Additional Credit

• Advanced Math from Group B

Science - 1 Additional Credit

 Advanced Science from Group B

Language other than English -

 No substitutions other than specified in rule, see page 40.

Electives – 2 Additional Credits

Available Endorsements:

- Science, Technology,
   Engineering, & Mathematics
   (STEM)
- Business & Industry
- Public Service
- Arts & Humanities
- Multidisciplinary

# Foundation + Endorsement + Distinguished Level of Achievement -26 Credits

Completion of all Foundation credits & at least one Endorsement

Mathematics to include completion of Algebra II

The final credit may be selected from one full credit or a combination of two half credits from two different courses from the following courses: English IV; Debate III; Independent Study in English; Independent Study in Speech;

# **English Language Arts** Literary Genres; Creative Writing;

- Research and Technical Writing;
- Humanities;
- Public Speaking III;
- Communication Applications;
- Oral Interpretation III;

- Independent Study in Journalism;
- Advanced Broadcast Journalism III;
- Advanced Journalism: Newspaper III;
- Advanced Journalism: Yearbook III;
- AP English Literature and Composition;
- IB Language Studies A1 Higher Level;
- **Business English**

Students with limited English proficiency may satisfy the English I and English II graduation requirements by successfully completing English I for Speakers of Other Languages and English II for Speakers of Other Languages.

Additional credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses

- Mathematical Models with Applications;
- Mathematical application in Agriculture, Food, and Natural Resources;
- Digital Electronics;
- Robotics Programming and Design;
- Algebra II

The additional credit may be selected from on full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses:

- Algebra II;
- Precalculus:
- Advanced Quantitative Reasoning;
- Independent Study in Mathematics;
- Discrete Mathematics for Problem Solving;
- Algebraic Reasoning;
- Statistics;
- AP Statistics;
- AP Calculus AB;
- AP Calculus BC;
- AP Computer Science;
- IB Mathematical Studies Standard Level;
- IB Mathematics Standard Level;
- IB Mathematics Higher Level;
- IB Further Mathematics Higher Level;
- Engineering Mathematics;
- Statistics and Risk Management;
- Discrete Mathematics for Computer Science;

# **Mathematics**

### Group A

One credit must be selected from the following laboratory-based courses:

- Integrated Physics and Chemistry;
- Chemistry;
- AP Chemistry;
- IB Chemistry;
- Physics;
- Principles of Technology\*;
- AP Physics 1: Algebra-Based; and
- IB Physics

# Science

### Group B

The additional credit may be selected from one full credit or a combination of two half credits, subject to prerequisite requirements, from the following laboratory-based courses:

- · Chemistry;
- Physics;
- Aquatic Science;
- Astronomy;
- Earth and Space Science;
- Environmental Systems;
- AP Biology;
- AP Chemistry;
- AP Physics 1: Algebra-Based;
- AP Physics 2: Algebra-Based;
- AP Physics C;
- AP Environmental Science;
- IB Biology;
- IB Chemistry;
- IB Physics;
- IB Environmental Systems;
- Advanced Animal Science;
- Advanced Plant and Soil Science;
- Anatomy and Physiology;
- Medical Microbiology;
- Pathophysiology;
- Food Science;
- Forensic Science;
- Advanced Biotechnology;
- Principles of Technology\*;
- Scientific Research and Design;
- · Engineering Design and Problem Solving;
- Principles of Engineering

\*One science credit may be earned for either Principles of Technology or Physics

# than English (LOTE)

The credits may be selected from the following:

- any two levels in the same language; or
- two credits in computer programming languages selected from Computer Science I, II, and III (Expires: September 1, 2017)

If a student, in completing the first credit of LOTE, demonstrates that the student is unlikely to be able to complete the second credit, as agreed upon by the teacher of the first LOTE credit, the principal, or designee, the student's parent or person standing in parental relation, the student's ARD committee, or committee establish for the student under Section 504, Rehabilitation Act of 1973, the student may substitute another appropriate course as follows:

- Special Topics in Language and Culture;
- World History Studies or World Geography Studies for a student who is not required to complete both by the local district;
- Another credit from LOTE
- computer programming languages

See your school counselor for district protocols for determining eligibility for general education students

# Physical Education

General

Languages other

The required credit may be selected from any combination of the following one-half to one credit courses:

- Aerobic Activities;
- Team Sports;
- Individual Sports
- Aerobic Dance
- Foundations of Personal Fitness (0.5 credits)

Note: Credit may not be earned for any TEKS-based course more than once. No more than four PE credits may be earned through general PE.

### Students may substitute certain physical activities for required credits of PE:

- Athletics (up to 4 credits)
- JROTC (up to 1.0 state credit)
- Approved private/commercially-sponsored physical activity programs conducted on or off campus (up to 4 credits for Category 1 and up to 1 credit for Category 2)
- Drill Team (Fall and Spring) (1.0 state credit)
- Marching Band (Fall only) (1.0 state credit)
- Cheerleading (Fall and Spring) (1.0 state credit)
- Career & Technical Education work-based training course successfully completed prior to 2011-2012 school year (2-3 credit).

Note: All allowed substitution activities must include at least 100 minutes per 5-day week of moderate to vigorous physical activity. No more than four PE credits may be earned through any combination of general PE or PE substitutions.

# Elective Courses

**Education Substitutions** 

**Physical** 

### From any of the following:

- The list of courses approved by the SBOE for Grades 9-12 (relating to Texas Essential Knowledge and Skills)
- State-approved innovative courses
- JROTC (1-4 credits)
- Driver Education (0.5 credit)
- College Board advanced placement (AP) and International Baccalaureate (IB) courses
- Courses offered for dual credit

### **Endorsement Options**

A course completed as part of the set of four courses needed to satisfy an endorsement requirement may also satisfy a requirement under the foundation high school program, including an elective requirement.

### **Endorsements**

To earn an endorsement a student must demonstrate proficiency in the following:

### Science, Technology, Engineering, and Mathematics (STEM)

A student may earn a STEM endorsement by completing the requirements specified in Foundation High School Graduation Plan including Algebra II, chemistry, and physics and:

- a coherent sequence of courses for four or more credits in career and technical education (CTE) that consists of least two
  courses in the same career cluster including at least one advanced CTE course. The final course in the sequence must be
  selected from one of the following CTE career clusters:
  - o Science, technology, engineering and mathematics; or
- a coherent sequence of four credits in computer science selected from the following:
  - o Fundamentals of computer science
  - o Computer Science I
  - o Computer Science II
  - o Computer Science III
  - o AP Computer Science
  - o IB Computer Science, Standard Level
  - o IB Computer Science, Higher Level
  - o Discrete Mathematics for Computer Science
  - o Digital Forensics
  - o Game Programming and Design
  - o Mobile Application Development
  - o Robotics Programming and Design
  - o Independent Studies of Technology Applications; or
- three credits in mathematics by successfully completing Algebra II and two additional mathematics courses for which Algebra II is a prerequisite
- four credits in science by successfully completing chemistry, physics and two additional science courses; or
- in addition to Algebra II, physics, and chemistry, a coherent sequence of three additional credits from no more than two of the categories or disciplines represented by the courses listed above

### **Business and Industry**

A student may earn a business and industry endorsement by completing the requirements specified in Foundation High School Graduation Plan and:

- a coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster, including least one advanced CTE course, which includes any course that is the third or higher course in a sequence. The final course in the sequence must be selected from one of the following CTE career clusters:
  - o Agriculture, food, and natural resources
  - o Architecture and construction
  - o Arts, audio/visual technology, and communications
  - o Business management and administration
  - o Finance
  - o Hospitality and tourism
  - o Information technology
  - o Manufacturing
  - o Marketing
  - o Transportation, distribution, and logistics; or
- four English elective credits to include three levels of the following areas:
  - o Advanced Broadcast Journalism
  - o Advanced Journalism: Newspaper
  - o Public speaking
  - o Debate
  - o Advanced Journalism: Yearbook; or
- four technology applications credits by selecting from the following:
  - Digital design and media production
  - Digital art and animation
  - 3-D modeling and animation
  - Digital communications in the 21st century
  - Digital video and audio design
  - Web communications
  - Web design
  - Web game development
  - Independent study in evolving/emerging technologies

### **Public Services**

A student may earn a public services endorsement by completing the requirements specified in Foundation High School Graduation Plan and:

- a coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster, including least one advanced CTE course. The final course in the sequence must be selected from one of the following CTE career clusters:
  - Education and training
  - o Government and public administration
  - o Health science
  - o Human services
  - o Law, public safety, corrections, and security; or
- four courses in Junior Reserve Officer Training Corps (JROTC).

### Arts and humanities

A student may earn an arts and humanities endorsement by completing the requirements specified in Foundation High School Graduation Plan and:

- Five social studies credits
- Four levels of the same language
- Two levels of the same language other than English and two levels of a different language in a language other than English.
- Four levels of American sign language
- Four credits in fine arts
- Four English elective credits from the following:
  - o English IV
  - o Independent Study in English
  - o Literary Genres
  - o Creative Writing
  - o Research and Technical Writing
  - o Humanities
  - o Communication Applications
  - o AP English Literature and Composition
  - o IB Language Studies A1 Higher Level

### **Multidisciplinary Studies**

A student may earn a multidisciplinary studies endorsement by completing the requirements specified in Foundation High School Graduation Plan and:

- Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without
  remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence courses not
  included in endorsement areas will not satisfy this pathway; or
- Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics; or
- Four credits in advanced placement, International Baccalaureate, or dual credit courses selected from English, mathematics, science, social studies, economics, languages other than English or fine arts.

### Performance Acknolwdgements:

A student may earn a performance acknowledgment on the student's diploma and transcript for outstanding performance in a dual credit course by successfully completing:

- 1. at least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0 or
- 2. an associate degree while in high school

A student may earn a performance acknowledgment in bilingualism and biliteracy by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:

- 1. completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and
- 2. satisfying one of the following:
  - completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
  - demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
  - completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
  - demonstrated proficiency in one or more languages other than English through one of the following methods:
    - a score of 3 or higher on a College Board AP exam for a language other than English; or
    - a score of 4 or higher on an IB exam for a higher-level languages other than English course; or
    - performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent

In addition to meeting the requirements to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have:

- A. participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and
- B. scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

A student may earn a performance acknowledgment on the student's diploma and transcript for outstanding performance on a College Board advanced placement test or International Baccalaureate examination by earning:

- 1. a score of 3 or above on a College Board advanced placement examination
- 2. a score of 4 or above on an International Baccalaureate examination

A student may earn a performance acknowledgment on the student's diploma and transcript for outstanding performance on the PSAT®, the ACT-PLAN®, the SAT®, or the ACT® by:

- 1. earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT\*) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation
- 2. achieving the college readiness benchmark score on at least two of the four subject tests on the ACT-PLAN® examination
- 3. earning a combined critical reading and mathematics score of at least 1250 on the SAT®; or
- 4. earning a composite score on the ACT® examination of 28 (excluding the writing subscore)

A student may earn a performance acknowledgment on the student's diploma and transcript for earning a nationally or internationally recognized business or industry certification or license with:

- 1. performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification or
- 2. performance on an examination sufficient to obtain a governmentrequired credential to practice a profession Nationally or internationally recognized business or industry certification shall be defined as an industry validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:
  - a national or international business, industry, or professional organization
  - a state agency or other government entity or
  - a state-based industry association

Certifications or licensures for performance acknowledgements shall:

- be age appropriate for high school students
- · represent a student's substantial course of study and/or end-of-program knowledge and skills
- include an industry recognized examination or series of examinations, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience and
- represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation

NOTES:		

### Graduation Requirements for Students Receiving Special Education Services, Texas Administrative Code 89.1070

A secondary program for students with disabilities will terminate when the student graduates or when the student no longer meets the age requirement for eligibility. A student with disabilities who has not reached his or her 22nd birthday on September 1 of a scholastic year shall be eligible for services through the end of that scholastic year or until graduation. Graduation constitutes a release from services and is a change in placement.

A student receiving special education services may graduate and be awarded a high school diploma if:

- 1) The student has satisfactorily completed the state's or district's (whichever is greater) curriculum and credit requirements with accommodations as recommended by Admission, Review, and Dismissal for graduation applicable to students in general education, including satisfactory performance on the exit-level assessment instrument; or
- 2) The student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements with accommodations as recommended by ARD for graduation applicable to students in general education. ARD has determined if satisfactory performance on the required state assessments is necessary for graduation.
- 3) A student receiving special education services may also graduate and receive a regular high school diploma when the student's ARD committee has determined that the student has successfully completed:
  - A. The state's or district's (whichever is greater) minimum credit requirements for students without disabilities with modifications.
  - B. The student's Individualized Educational Plan (IEP) and met one of the following conditions:
    - Full time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the district.
    - 2. Demonstrated mastery of specific employability skills and self-help skills which do not require direct

- ongoing educational support of the district; or
- Access to services that are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program.
- C. Participated in the most appropriate state assessment as determined by ARD, and ARD has determined if satisfactory performance on state assessments is necessary for graduation.
- 4) A student receiving special education services may also graduate and receive a regular high school diploma upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.

### **Information regarding Senate Bill 673:**

A school district shall issue a certificate of attendance to a student who receives special education services and who has completed four years of high school but has not completed the student's IEP. This bill does not preclude a student from receiving a diploma once the IEP has been completed. The district shall allow a student who receives a certificate of attendance to participate in a graduation ceremony. A student may participate in only one graduation ceremony under this new subsection.

# Required Tests for Graduates 2015 and beyond

STAAR (End of Course tests) will be required for students entering the 9th grade and beyond. Students will take the tests in December, May, and/or July in the courses listed below.

- English I, English II,
- Algebra I,
- Biology,
- U.S. History

To graduate, a student must achieve a Level II: Satisfactory Performance score on each of the 5 EOC assessments.

### Semester and Final Examinations

All AISD high school students enrolled in high school courses are required to take semester examinations and/or complete culminating activities in all courses (EIAA LOCAL). Each student in special education will be required to take final examinations for regular course credit unless the student qualifies for an exemption or the Admission, Review and Dismissal (ARD) Committee recommends some alternative method by

which the student may complete the course requirements.

Beginning in the 2010-2011 school year students enrolled in Advanced Placement courses who maintain an 80% grade in the course may waive the final exam or culminating activity in the spring semester if they register for and take the AP exam for the course. The 80% grade must be maintained up until the final spring semester exam is administered. AP students who do not take the exam shall be required to take the final spring semester examination and/ or complete the culminating activity for the AP course.

High school courses taken in middle school may count toward the graduation requirements. Examples of these courses are Health Education, Communication Applications (speech), Professional Communications (speech), Business Information Management I, Touch System Data Entry, Algebra I, and Languages Other Than English (LOTE). Students in grades 6-8 who are enrolled in a high school course which requires an EOC exam will take the corresponding STAAR EOC assessment as required for graduation.

Students must complete the same level and language to satisfy 1.0 unit of LOTE credit. Students must complete part A (part 1 of a 2 part course) and part B (part 2 of a 2 part course) to earn one high school credit which will satisfy one year of Languages Other Than English requirement in AISD graduation plans. Students who successfully complete only part A (in 7th grade) or part B (in 8th grade) will receive 0.5 credit toward Languages Other Than English. Some middle school campuses may offer accelerated Languages Other Than English, which covers the curriculum at the same pacing as the high school course. (1 year middle school = 1 year high school)in these scenarios, students could potentially enter high school with 1.0-2.0 units of LOTE credit. High school level courses completed at the middle school level, regardless of outcome, shall post to the high school transcript. The final grade is included in calculating high school grade-point averages and will appear on the high school transcript.

Course Change Deadline: A middle school student may withdraw from a high school credit course for which a state EOC exam is required by the end of the fourth week of the fourth six weeks of the course. A middle school student may withdraw from any other high school credit course by the end of the fifth week of the last six weeks of the

course. The final semester report card must reflect the new course to which the student transferred.

**Correspondence/Distance Learning Courses** offer students the freedom to choose when to take a course and under what conditions. Distance learning course opportunities are available throughout the year. Students enroll through the University of Texas (www.utexas.edu/ce/k16/) or Texas Tech (www.depts.ttu.edu/ode/k-12). There is a fee to enroll for each course. See your counselor or registrar for information and enrollment procedures.

A student receiving high school credit through a correspondence or distance learning course will take the corresponding STAAR EOC exam.

Students who score 70 percent or above in a correspondence or a distance learning course shall receive credit for the academic course at the secondary level. Failing scores on a correspondence or distance learning course are not recorded on the transcript. A passing correspondence or distance learning grade cannot be yearlong averaged with a failing correspondence or distance learning grade for award of credit.

Credit earned through a correspondence or distance learning course is transcripted as a non-weighted course (4.0 scale). See Appendix A. Enrollment in courses through the TxVSN shall not be subject to limitations the District may impose for other distance learning courses.

Correspondence or distance learning scores for high school courses shall be used in computing the student's grade point average (GPA) and rank. Students may not retake a correspondence or a distance learning course for a higher grade once the student has met the minimum passing standard of the given course.

Prior to enrollment in correspondence courses, a student shall make a written request to the principal or designee for approval to enroll in the course. If approval is not granted prior to enrollment, the student may not be awarded credit toward graduation.

# **Credit by Examination (CBE) General Guidelines:**

Credit by exam for acceleration is offered at no cost during a testing window at secondary campuses in the fall and spring, and once in June and August through the Office of Systemwide Testing. Specific dates and information may be obtained through your counselor or registrar. The District uses Texas Education Agency-approved examinations from the University of Texas or Texas Tech University for students in grades 6 –12. A list of available examinations may be obtained from the school counselors, university centers, or the Office of Systemwide Testing. Counselors or registrars will submit required applications and appropriate forms for credit by examination testing to the Office of Systemwide Testing by scheduled deadlines. Registration forms will require a parent/quardian signature. A counselor's signature must be secured as verification that the student's records indicate testing for acceleration or prior instruction in a course. It is the responsibility of the school staff to provide the parent and or student with a copy of the study guide for the course(s) requested. Study guides for grades 9 -12 courses are online at the UT Distance Education website:

http://www.utexas.edu/ce/k16/ and on the Texas Tech website:

http://www.depts.ttu.edu/uc/ec2k

Exams are scored by UT or Texas Tech and returned to Systemwide Testing, who then forwards the score reports to the school. A counselor or designated school staff member must inform the parent/guardian and student of the score.

Failing scores on credit by examination are not recorded on the transcript. A passing credit by examination grade cannot be yearlong averaged with a failing credit by examination grade for award of credit. Passing grades earned through credit by examination may be yearlong averaged with grades earned in the classroom, traditional setting, or credit recovery programs. Students gaining credit by passing credit by exam for acceleration for a course do not take the STAAR End-of-Course assessment for that subject in order to meet graduation requirements.

Students may not rescind a request for credit through credit by examination once the test has been completed. Students may not retake credit by examination for a higher grade once the student has met minimum passing standard nor take credit by examination for the purpose of earning a higher grade to replace an existing passing grade in a course. Credit earned through credit by examination is transcripted as a non-weighted course (4.0 scale). See appendices A and D for an explanation of grading scales and how it may affect your grade point average and high school class rank.

Examination scores for high school courses will be used in computing the student's grade point average (GPA) and rank in class.

If students fail a credit by examination and wish to retest, they may retake the exam one time at their own expense through the University of Texas or Texas Tech University Distance Learning Centers or wait for the next District administration of the examination with campus approval.

# Credit by exam without prior instruction (acceleration):

District students who have mastery in a subject but have not received prior instruction in the subject area or grade level may take credit by examination for acceleration to gain credit for those subjects or grade levels. Students who score 80 percent or above on a District-approved test for acceleration or scores a 3 or higher on an Advanced Placement exam, or a scaled score of 60 or more on a College-Level Examiniation Program (CLEP), may receive credit for the course.

### Credit by exam with prior instruction:

District students who have received formal prior instruction in a subject area may take credit by examination for credit recovery or validation of credit. The District will pay for CBE tests for validation from nonaccredited private or homeschool programs. The District does not pay for credit by exam for credit recovery; students must make their own arrangements to recover credit for a failed course.

Prior instruction as defined by the District shall include:

- Enrollment in a nonaccredited public, private, parochial school, or homeschooling program, as verified by an official school transcript/record or as evidenced by a student work portfolio that may include: course syllabus, work samples, completed culminating exam, and list of resources (textbooks, websites, etc.)
  - or
- For a semester course (18 weeks), proof of at least 9 weeks of classroom instruction
  - or
- 3. Proof of completion of half of the required lessons of a correspondence course.

Previous administrations of credit by examination do not constitute prior instruction. Students enrolling from nonaccredited programs may be scheduled for courses in the next sequence level of the subject area in which they are being tested.

Students desiring validation of high school credits must complete all tests for credit by examination within eighteen weeks of enrollment.

Students in grades 6-12 at secondary schools who score 70 percent or above on a CBE with prior instruction shall receive credit for the academic course at the secondary level. If the student does not receive a passing score on the credit by examination with prior instruction administered by the District and does not retake the examination at his or her own expense through one of the university centers, the student will be enrolled in the specific course(s) in AISD for which he or she tested but did not receive credit.

### Dual credit

High school and college credit can be earned at the same time by taking college courses while still in high school. Some dual credit courses may be offered on high school campuses or through Distance Learning. For detailed information about the qualifications and enrollment in dual credit opportunities through ACC's Early College Start Program, consult your school counselor. Upon completion of a course taken through the Early College Start Program, an ACC transcript must be submitted to the registrar's office for the purpose of validating credit. A list of pre-approved dual credit courses offered at ACC is listed in Appendix B of this guide. Students gaining credit by passing a dual credit course must also take the STAAR EOC assessment for that subject in order to meet graduation requirements.

**Credit-in-Escrow** allows students to earn high school credit for upper division Career and Technical courses and at the same time qualify for college credit at Austin Community College, Texas State Technical College, McLennan Community College and others through a program called Creditin-Escrow. High school students have the option of choosing a career-oriented program that offers them the chance to take technical courses for college credit. The goal of the program is to prepare students with advanced training and life-long skills required for employment and higher education by integrating applied academics, career education and work-based learning. For Austin Community College courses, students enroll in a ACCTech program and register in the Career and Technical Education Management Application (CATEMA) system to earn Credit-in-Escrow. Students are to follow the suggested sequence of courses for the particular program and earn a grade of 80 or above and satisfactorily complete other college required exams or portfolio in the identified course, if applicable. Before the course can be transcripted, at least one college credit must have been earned and appear on a college transcript.

**Summer school** courses may be taken for credit. Students may take courses in summer school for enrichment, acceleration, credit recovery or remediation. Summer school grades are counted in the gradepoint average. The only exception to this will be for students in grade 12 who are planning to graduate in the summer of a given school year. Grades earned in summer courses by these graduating seniors shall be recorded for credit purposes only, as numerical grades, and will be excluded from GPA calculation. Information about summer school is available during the spring semester at the high school campus.

Alternative course credit may be awarded by the District with prior written approval from the Austin ISD Curriculum Department. Approval forms may be obtained from your campus registrar. Students can receive credit for participation in non-district/non-secondary public or private programs that advertise high school graduation credit as long as the course content and expectations match the Texas Essential Knowledge and Skills (TEKS) set forth by the State of Texas. Awarding of credit is determined by individual districts.

### **Academic Recognition**

### **Honor Roll System**

The honor roll system recognizes and rewards academic achievement each grading period. Students are placed on honor rolls based on grade point average for the grading period. Eligibility for the honor roll has no direct relationship to National Honor Society for high school (NHS), which has requirements that include other factors.

### **National Honor Society**

Membership in the National Honor Society is based on excellence in four areas: scholarship, leadership, service and character.

Definitions of these four areas are as follows:

- **Scholarship:** The student has a minimum grade point average (GPA) established by the high school faculty council.
- **Character:** The student meets responsibilities; is reliable, honest, truthful, courteous, and has perseverance.

- **Leadership:** The student is resourceful; demonstrates initiative; sets good example and successfully holds positions of responsibility;
- **Service:** The student volunteers; assists teachers and staff; participates in community activities and acts with or on behalf of others; without any direct financial or material compensation to the individual performing the service.

Each category is judged independently. To be eligible for consideration for membership, a student must have the minimum GPA established by the high school faculty council on all course work completed. In addition to this academic requirement, outstanding character, service and leadership at school and in other activities is required.

# Standards for National Honor Society at High School include:

- All local selection guidelines for NHS must conform to the national guidelines.
- Each campus will have a five-member faculty council with a chapter adviser. The adviser will exercise the duties outlined in the NHS Constitution published by the national office of NHS.
- Guidelines will be fairly and consistently applied and any changes in guidelines will be publicized prior to implementation.
- Each campus must establish and publicize written NHS guidelines annually and forward a copy to the Associate Superintendent for High Schools.
- All schools will publicize the selection process and make the information available to parents, students and faculty members upon request. The selection criteria will be publicized in the District's Secondary

School Information Guide (SSIG) annually.

- Students in grades 11 and 12 are eligible for membership. Students in grade 10 are eligible for candidacy during the spring of their sophomore year.
- The faculty council will establish a minimum GPA. Students meeting the established GPA are qualified to apply for membership in the NHS. The GPA will be calculated in the same manner as usually calculated in AISD.
- Each campus may utilize the Student Activity Information Form suggested by the national office or a similar document.
- Faculty evaluation forms will be used, and the evaluator will sign each form. The evaluator must be prepared to support any below average rating to the faculty council with substantiating data based on sound professional judgment and action. Faculty advisers will conduct informal interviews with faculty members regarding below-average ratings that appear to be unique.

- The faculty council will establish an equally weighted point system to rate students equally in scholarship, leadership, service and character. Teacher input would be compiled using the system developed by the faculty council.
- Once scholarship criteria for entry are established, each campus will establish a rubric for weighting grade point averages that are above the minimum.
- Student applicants should submit documentation of service to the faculty council, who will establish a rating for service based on hours and contributions made by the student.

### **Rank in Class**

In order to determine an individual's class rank, a student's grade point average (GPA) is compared with the GPAs of students WITHIN the class for which he/she is ranked. The highest accumulated GPA is ranked #1 and the lowest is the student who has the lowest GPA in the total number of students in that particular class. Although a student's honor roll status may change at the end of each six weeks, a student's rank in class will not change until the next ranking period. Students entering the District from out of district schools will be ranked according to the rank practices utilized in AISD.

Students are ranked in the class with which he or she is assigned and are ranked with the class in which he or she actually graduates.

Class ranking shall be used to determine District honors and awards and will be submitted to colleges as required by law and/or requested by students.

Class rank shall be determined by descending order of students' weighted GPAs earned in courses that satisfy the students' graduation plans in the following curriculum categories:

- 1. English/Language Arts;
- 2. Mathematics;
- 3. Science;
- 4. Social Studies; and
- 5. Languages other than English (LOTE up to 2 credits).

If a student completes more courses that satisfy the student's graduation plan than required within any of the five categories specified above, the student's weighted GPA used for class rank shall be calculated using the student's grades within each category with the highest grade point value.

### Class Rank for Unranked Campuses:

For an approved campus, a student's rank in class shall not be automatically reported, except for the top ten percent of a given class. Rank in class shall not appear on any student's academic achievement record (transcript). The District shall provide to each student in the top ten percent of his or her class, and any student who requests it, a certification of class rank containing the student's numerical rank in class.

The following exceptions apply to GPA calculations used for both Cumulative GPA (calculation based on all eligible courses) and the GPA calculation used to determine rank in class:

- For students in grade 12 who are planning to graduate in the summer of a given school year, grades earned in summer courses by these graduating seniors will be recorded for credit purposes only, as numerical grades, and will not be included in the GPA calculation. If the grade 12 student returns after summer school to take additional courses the following school year, then the summer school grades that were previously taken will be included in the GPA calculation and the student will be ranked with the class with which he or she actually graduates.
- If the only reason course credit is withheld is due to excessive absences, the course grade will not be used in the GPA calculation until credit is awarded.
- Students will be ranked according to the methodology used to rank the grade level to which they are assigned in accordance with EIE (LOCAL).
- A **"comparative rank"** means the student's GPA is compared numerically to other students in that grade level and in that school. Comparative class ranks will be issued under the following circumstances:
- 1. As an interim ranking, when a student transfers to a District high school from outside the District or transfers from one District high school to another, until the next rank is set.
- 2. As an interim ranking, when a potential three-year graduate is reclassified to grade 12, until the next rank is set.

Changes impacting a student's GPA between ranking periods will not impact a student's rank until the next ranking period. However, the transcript and/or other supplemental documentation, including college and scholarship applications, will always reflect a students' most current GPA. Foreign exchange students, upon admission to a District high school, shall be required to state in writing whether or not they intend to seek a high school diploma from a District high school. Those who declare in writing that it is not their intent to seek a high school diploma will be excluded from class rank. See your campus registrar

for appropriate paperwork [FD REGULATION].

**Out-of-School-Testers** will be ranked with the graduating class upon completion of all coursework requirements, regardless of when they master all state-mandated exitlevel tests.

For purposes of identifying local honors positions of the valedictorian, the salutatorian, and the highest ranking graduate, class rank shall be calculated at the end of the sixth six weeks and shall be based on all available final grades earned in courses counted toward class rank by the end of the regular school year.

The valedictorian and the salutatorian shall be the eligible students with the highest and second highest class ranking who have:

- Completed the Recommended High School Program, the Advanced or Distinguished Achievement Program, or the Distinguished Level of Achievement under the Foundation High School Program.
- Met all course requirements or demonstrated subject mastery (course proficiency) through state-approved placement examinations; and
- Been continuously enrolled in and attending classes at the same District high school for two regular school years immediately preceding the students' graduation.

Ranking recognition is as follows:

- Valedictorian meets all the requirements for graduation, campus enrollment requirements, and has the highest grade point average in the graduating class.
- Salutatorian meets all the requirements for graduation, campus enrollment requirements, and has the second highest grade point average in the graduating class.
- **Co-Valedictorian** will be named in the event of a tie for the Valedictorian. The position of Salutatorian will then remain vacant.
- **Co-Salutatorians** will be named in the event of a tie for Salutatorian.
- **Graduates with Highest Honors** are students whose rank-in-class are within the top two percent.
- Graduates with Higher Honors are students whose rank-in-class are within the next three percent.
- **Graduates with High Honors** are students whose rank-in-class are within the next five percent.

### Higher Education Information

### The Top 10% Ruling

Students who are ranked in the top 10 percent of their graduating class are automatically admitted to a Texas public college or university of their choice. Students must apply for admission no later than two years after graduating from a Texas high school, and they must submit a completed application before the expiration of any filing deadline established by the college or university. Colleges and universities may require an essay, letters of recommendations, admission and placement tests, fees, and an official high school transcript. Colleges and universities may add additional requirements under this ruling. Check with the counselor at your high school.

### Top 7% for UT at Austin for 2016

Senate Bill 175, passed by the 81st Texas Legislature allows The University of Texas at Austin to limit automatic admission to 75 % of the university's enrollment capacity designated for first-time resident undergraduate students.

The University has determined that it will automatically admit all eligible 2015 summer/fall freshman applicants who rank within the top 7% of their high school graduating classes, with remaining spaces to be filled through holistic review.

# Graduating Class of 2010 and Thereafter

In addition to the admission requirements listed, HB 3826 adds the requirement that all students must complete the recommended high school or distinguished diploma program to be considered for admissions to any general academic teaching institution, including those with open enrollment policies. See your high school counselor for complete details.

AISD policies are updated regularly. Please check the AISD website for online policy and up-to-date policy information—http://archive.austinisd.org/inside/policy/.

# Toward Excellence, Access and Success (TEXAS) Grant Program

The TEXAS Grant Program was designed to help well-prepared high school graduates with financial need go to college. Applicants for an initial award:

- Are Texas residents
- Have not been convicted of a felony or crime involving a controlled substance
- Show financial need

- Have an EFC less than or equal to \$4000 (insert after show financial need bullet)
- Register for the Selective Service or are exempt from this requirement *AND*
- Be a graduate of an accredited Texas public or private high school not earlier than the 1998-99 school year
- Enroll in a non-profit public college or university in Texas within 16 months of high school graduation
- Have accumulated no more than 30 semester credit hours, excluding those earned for dual credit or concurrent courses or awarded for credit by examination (AP, IB or CLEP) *OR*
- Have earned an associate degree from a public technical, state or community college in Texas and
- Enrolled in any public university in Texas no more than 12 months after receiving their associate's degree.

Application does not ensure the student will receive award. For more information go to: www.collegefortexans.com.

# Non-citizen In-state Tuition at Public Post-secondary Institutions in Texas

Effective since Fall 2001, Texas Law HB 1403 enables immigrant students, including undocumented, to qualify as Texas residents and pay in-state tuition. This tuition is much lower than the tuition paid by international students. In August 2005, the state legislature approved a new law SB 1528 that expands the benefits of HB 1403. To qualify under SB 1528, a student must meet the following four provisions:

- Graduate from a public or private high school, or receive a GED, in Texas; Reside in Texas for at least the 3 years leading up to high school graduation or receiving a GED;
- Reside in Texas for the 12 consecutive months right before the semester s/he is enrolling in college;and
- Provide the institution an affidavit stating that s/he will file an application to become a U.S. permanent resident as soon as s/he is eligible to do so.
- Other restrictions may apply. Check with the counselor at your high school. The student must be eligible for state aid.

Check with your Counselor for more information on Financial Aid and Scholarship Opportunities.

http://www.collegefortexans.com

# College Preparation and College Testing Information

All AISD students are strongly encouraged to take tests required to qualify for college admission and scholarships. Generally, the most effective preparation for any of the tests is a rigorous course of study, regular school attendance, and consistent, strong study skills. Knowing what kinds of tests will be required or recommended is critical to planning and preparation.

### **Pre-college Entrance Tests**

The Preliminary Scholastic Aptitude Test (PSAT), which is the National Merit Qualifying Test (NMSQT), provides students an opportunity to take a practice test that is a retired SAT and serves as a predictor of scores on the SAT. The SAT is a test students may take as part of their college admission. AISD provides funding for all juniors to take the PSAT at no personal expense. Freshmen take a free practice PSAT to help them prepare for taking the PSAT as a sophomore and junior. For juniors, the PSAT/NMSQT is the National Merit Scholarship qualifying test. Juniors who perform exceptionally well on the test might be eligible for National Merit Scholarships. All Texas colleges and universities will accept either the SAT or the ACT for admissions purposes. These two tests are different, and excellent performance on one does not necessarily predict excellent performance on the other. When deciding which test to take, students should select the one that best matches their strengths. The ACT measures achievement in English, mathematics, reading, and science reasoning and covers content typically taught in high schools across the United States. The SAT measures critical reading, writing and mathematical knowledge and aptitude and includes some material not generally taught in school.

### **SAT Subject Tests**

The SAT Subject Tests are one-hour, primarily multiple-choice tests that measure students' knowledge and skills in particular subject areas, as well as their ability to apply that knowledge. Many selective colleges and universities require that students take one or more of these tests as part of the admissions process or for placement purposes in college courses. Students should consult the admissions offices of the schools they are considering to determine if SAT Subject Tests are required. Students should take SAT Subject Tests at the end of corresponding high school courses. For example, a student who completes chemistry at end of the junior year is encouraged to take the SAT chemistry test in June following the junior year.

Advanced Placement (AP) Exams are administered each year in May and represent the culmination of college-level work in AP courses. Students who perform well can receive course credit and/or advanced standing at college and universities. Policies vary from college to college. Students should consult college admissions offices to determine individual institution policies.

**The ACT** is a three-hour multiple-choice test measuring achievement in four areas: English, mathematics, reading, and science reasoning. The writing test, which is optional, measures skill in planning and writing a short essay. Each sub-test yields a score of 1-36. Averaging the four sub-tests produces a composite score that also is reported on a scale of 1-36.

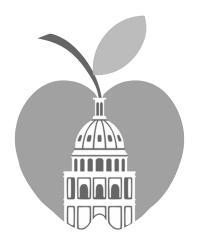
The SAT (Reasoning Test) is a threehour and forty-five minute test of critical reading, writing and mathematical abilities administered by the College Board. It also includes a twenty-five minute essay for the writing portion. Students will receive three scores on the 200-800 scale-one for critical reading, one for math, and one for writing. Students will also receive two sub-scores: a multiple-choice score from 20-80 and an essay score from 2-12. The total writing score, which is a combination of the multiple-choice and essay scores, is reported on the 200-800 scale. The essay will make up approximately 30% of the writing section score.

**The TSI** is designed to measure college readiness skills in the areas of reading, writing and math. If you are a student planning to enroll in college level coursework, you may need to take the TSI exam. Students should check with their counselor to see if they qualify as THEA exempt. Colleges vary in their admissions requirements and in their use of college admissions test scores. Students should consult the admissions offices for specific information.

Registration materials for all of the tests discussed in this section are available on all high school campuses in the guidance and counseling office.

Students with disabilities may qualify for special accommodations on each of these tests. Students should consult the test registration materials and/or their high school counselors for specific information about accommodations.

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# SECTION IV: High School

# **Course Descriptions**

# AISD

### AISD Disclaimer:

The contents of the Secondary School Information Guide are relevant to AISD Policy (LEGAL AND LOCAL), Regulation and Practice as of January 2015. For current information regarding district policy please refer to the Austin Independent School District website at http://archive.austinisd.org/inside/policy/ or visit with your school counselor.

Specific school-related questions should be directed to campus staff. When a parent or guardian has a question or concern, he or she should contact the person who made the initial decision. After discussing the matter, if the concern continues, the principal should be contacted.

# **High School Course Descriptions**

### **Endorsement Key:**

The following letters indicate when a specific course is included in a sequence of courses that may satisfy an Endorsement pathway. Please check course availability with your high school counselor.

Science, Technology, Engineering & Mathematics (STEM)

Business & Industry

Public Service

Arts & Humanities

### **English Language Arts**

### **ENGLISH I**

TEA #03220100 1013.R000.Y GRADE: 9 CREDIT: 1

RECOMMENDED: Official promotion to or placement in high school English I students study the author's craft of literary and informational genres, compare genres, and use analysis of texts to improve their own writing. English I integrates the use of increasingly sophisticated language skills within the writing process. Students produce a variety of compositions using technology to aid revising, editing, publishing, and research. Students create and deliver oral presentations that include the use of visual representations.

### **ENGLISH I (PRE-AP)**

TEA #03220100 1013.H000.Y GRADE: 9 CREDIT: 1

RECOMMENDED: Official promotion to or placement in high school This course provides an in-depth study of the elements and genres of American and world literature. Students produce a variety of original texts including documented research and literary analysis with the use of technology to aid revising, editing, publishing, and research. They also present and critique oral communications using media literacy and analyze the purpose and effect on the audience.

# **ENGLISH I FOR SPEAKERS OF OTHER LANGUAGES** (ESOL I)

TEA #03200600 1013.E000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: None

ESOL I teaches the same academic content as English I while supporting English Language Learners in developing interpersonal and academic vocabulary. Initial instruction focuses on listening and speaking, and reading and writing skills are developed simultaneously as the student comprehends and speaks more English.

### **ENGLISH I MODIFIED**

TEA #3220105 1013.V000.Y GRADE: 9 CREDIT: 1

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.

English 1 Modified students investigate genre features and learn the special attributes of literary and informational genres. Basic English I integrates the use of increasingly correct language skills within the

writing process. Students produce a variety of compositions using technology to aid in revision, editing, publishing, and research. Students also make oral presentations that include the use of visual representations.

### **ENGLISH I ALTERNATE**

TEA #3220107 1013.W000.Y GRADE: 9 CREDIT: 1

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.

English I Alternate will assist students in developing skills in the areas of expressive, receptive, written and/or symbolic representations of language. Attention is given to the ability to communicate effectively within the range of the student's abilities (direct or through assistive devices). Students will integrate language in order to understand oral, written and/or symbolic communication. Oral, written and/or symbolic language will be used to express ideas, needs and inquiries. Communication will be examined in regard to social appropriateness, environmental cues and prompts, understanding generalizations in real life contexts, the responsibilities of independent living and participation in the community. *I: Expressive and receptive language development.* 

### **ENGLISH II**

TEA #03220200 1023.R000.Y GRADE: 10 CREDIT: 1

RECOMMENDED: English I

English II emphasizes reading and writing across all genres. Students use the writing process to produce effective arguments that include information from primary and secondary sources. Communication will demonstrate complex syntax, advanced vocabulary, and increasingly accurate use of the conventions of written language. Students will read widely and critically, analyzing and responding to a variety of literature including American and world authors. They will present and critique oral communications including media literacy and analyze the purpose and the effect on the audience.

### **ENGLISH II (PRE-AP)**

TEA #03220200 1023.H000.Y GRADE: 10 CREDIT: 1

RECOMMENDED: English I

English II Pre-AP includes advanced mechanics, syntax, usage and vocabulary. Students analyze discourse in persuasive and informational texts as well as the short documented essay. The course requires critical reading of classical, Medieval, Renaissance, and contemporary literature with emphasis on the writer's style and purpose. Students will write measured literary and rhetorical analyses. Composition requires the use of technology to revise, edit, and publish essays and a documented research paper. Students will use technology and visuals to produce a variety of oral and media communications.

# ENGLISH II FOR SPEAKERS OF OTHER LANGUAGES (ESOL II)

TEA #03200700 1023.E000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: None

ESOL II teaches the same academic content as English II while supporting English Language Learners in developing interpersonal and academic

vocabulary. ESOL students read a variety of texts for various purposes with an increasing level of comprehension, and they write in a variety of forms with increasing accuracy to address a specific purpose and audience in language arts and all content areas.

### **ENGLISH II MODIFIED**

TEA #3220205 1023.V000.Y GRADE: 10 CREDIT: 1

PREREQUISITE: English I Modified; Placement by ARD; Students must have an IEP goal for any special education course.

English II Modified emphasizes persuasive forms of communication. Students use the writing process to produce effective arguments that include information from primary and secondary sources. Communication will demonstrate syntax, vocabulary, and accurate use of the conventions of written language. Students will read a variety of literature including American and world authors. They will present and critique oral communications including visuals and analyze the purpose and the effect on the audience.

### **ENGLISH II ALTERNATE**

TEA #3220207 1023.W000.Y GRADE: 10 CREDIT: 1

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.

English II Alternate will assist students in developing skills in the areas of expressive, written and/or symbolic representations of language. Attention is given to the ability to communicate effectively within the range of the student's abilities (direct or through assistive devices). Students will integrate language in order to understand oral, written and/or symbolic communication. Oral, written and/or symbolic language will be used to express ideas, needs, and inquiries. Communication will be examined in terms of social appropriateness, environmental cues and prompts, understanding generalizations in real life contexts, the responsibilities of independent living and participation in the community.

For information on EOC preparatory courses, refer to the Miscellaneous Courses section.

### **ENGLISH III**

TEA #03220300 1033.R000.Y GRADE: 11 CREDIT: 1

RECOMMENDED: English II

English III involves an intensive study of advanced usage and vocabulary. The course will draw on American literature including literary texts, informational texts, and literary

essays. Students write analytical essays, including a documented research project. Students use technology to aid in revision, editing, and publishing compositions. Students will present and critique oral communications and multimedia products.

### **ENGLISH III MODIFIED**

TEA #3220305 1033.V000.Y GRADE: 11 CREDIT: 1

PREREQUISITE: English II Modified; Placement by ARD; Students must have an IEP goal for any special education course.

English III Modified involves the study of accurate usage and vocabulary. The course will draw on American literature including literary texts, informational texts, and literary essays. English III Modified Students will write analytical texts and research papers. Students will present and critique oral communications and multi-media products which will include a variety of visual representations.

### **ENGLISH III ALTERNATE**

TEA #03220307 1033.W000.Y GRADE: 11 CREDIT: 1

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.

Students will integrate language in order to understand oral, written and/or symbolic communication. Oral, written and/or symbolic language will be used to express needs, preferences, interests, ideas, and make inquiries. Communication will be examined in regard to social appropriateness, environmental cues prompts, and understanding generalizations in a real life context, Students will articulate the responsibilities of independent living and skills that relate directly to employment. English III Alternate will explore job related language use as seen in employment services, interview skills, interpersonal skills, iob search and the application process.

### ENGLISH IV A

TEA #03220400 1043.R000.Y GRADE: 12 CREDIT: 1

RECOMMENDED: English III

English IV composition emphasizes persuasive and literary discourse, which demonstrates sophisticated syntax and vocabulary. Students write essays, resumes, analysis of media and literature, and conduct research with increasingly rigorous products. Students use technology to aid in revision, editing, publishing, and research. They read widely from a variety of genres in British and world literature, analyzing literary forms and interpreting the influence of history. Students

present and critique oral communications that include visuals and other media.

# AP ENGLISH LANGUAGE & COMPOSITION (III)

TEA #A3220100 1033.P000.Y GRADE: 11 CREDIT: 1

RECOMMENDED: English II

AP Language and Composition emphasizes the analysis of a variety of literary and nonfiction texts with particular attention to the writer's style, diction, syntax, argumentation and logic. Students record this analysis in compositions that use sophisticated syntax and vocabulary, effective use of proof, and control of the conventions of language. Students also write their own refined arguments and synthesize arguments from different sources. Emphasis is on wide reading and analytic response in timed essays in preparation for the Advanced Placement Examination in Language and Composition. Students practice the research skills and long-term project management that will be required in college classes.

# AP ENGLISH LITERATURE & COMPOSITION (IV)

TEA #A3220200 1043.P000.Y GRADE: 12 CREDIT: 1

RECOMMENDED: English III or AP English Language & Composition

Using college level expectations, this course emphasizes wide reading and analysis of world literature including fiction, nonfiction, and poetry. Students analyze literary elements and writer's style related to purpose, audience, and theme. Literary analysis will be a major focus of the composition strand, yet students will also compose essays and sophisticated research. Students practice the research skills and long-term project management that will be required in college classes as well as preparing for the Advanced Placement Examination in English Literature and Composition.

### **BUSINESS ENGLISH**

TEA #13011600 8330.RCOC.Y GRADE: 11-12 CREDIT: 1

PREREQUISITE: English III and Touch System Data Entry or Keyboarding Students

Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of

the conventions and mechanics of written English for business reproduction.

### **ENGLISH FOR SPEAKERS OF** OTHER LANGUAGES - ESOL

Students are required to take four credits in English. The credits must include English I, English II, English III, and English IV. For recent immigrant students, English I and II for Speakers of Other Languages (ESOL I and II) may be substituted for English I and English II. ( Some universities do not accept the ESOL I and II as English I and II, so it is recommended that the student, intending to attend college, take ESOL I as a ninth grader and in the summer take ESOL II.)

### **Language Art Electives**

The following courses may be taken for general elective credit.

NOTE: Students who need additional instructional support in reading may earn 0.5 to 3 elective credits in Reading I, II, and III.

### **COLLEGE READINESS AND STUDY SKILLS**

TEA #03270100 1334.R000.X **GRADE: 9-12** CREDIT: 0.5

PREREQUISITE: None

This course enhances the study skills of students who want additional strategies for learning from texts in all curriculum areas. Emphasis includes vocabulary, summarization, identifying key ideas, and drawing inferences and conclusions. Students will present their responses to text in a variety of ways. For students whose first language is not English, the student's native language serves as a foundation for learning English.

### **CONTEMPORARY MEDIA**

TEA #03241401 1445.R000.Y **GRADE: 11-12** CREDIT: 1

RECOMMENDED: English II

Students study the role of media as a tool within academic, social, and democratic processes as they influence tastes, behavior, purchasing, and voting decisions. Students will examine the historical development of different mass media and related technologies and personalities. Students will plan, produce, present, and evaluate media messages.

### CREATIVE WRITING A

TEA #03221200 1435.R000.X 1435.R000.Y

GRADE:10-12 **CREDIT: 0.5-1** RECOMMENDED: English I or instructor

approval

Creative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. Students will discuss published and unpublished pieces of writing, develop peer and self assessments for effective writing, and set their own goals as writers.

### **HUMANITIES** A

1439.H000.Y TEA #03221600 **GRADE: 11-12** CREDIT: 1

RECOMMENDED: English II

Students will visit museums, conduct formal research, and use a variety of primary and secondary source materials as they study relationships among art, architecture, religion, philosophy, music, literature, and other creative endeavors in historic and contemporary world cultures. Their analysis will compare the social contexts that produce art as well as how artistic expression. religion, and philosophy illustrate the human spirit. This course may be taken up to two times for state elective credit.

### INDEPENDENT STUDY IN ENGLISH A

TEA #03221800 1448.H000.X 1448.H000.Y GRADE: 11-12 **CREDIT: 0.5-1** 

RECOMMENDED: English II or approval of instructor

Under the supervision of the teacher, students prepare three independent projects for evaluation each with a reading list, formal writing, and oral presentation with visuals. Projects may reach beyond literature, but must involve reading, research, and writing on an advanced level with a thesis approved by the instructor. Students report weekly on the progress of their projects and use peer editing and revision extensively before the final presentations. This course may be taken up to three times for state elective credit

### LITERARY GENRES A

TEA #03221500 1438.H000.Y **GRADE: 11-12 CREDIT: 1** 

RECOMMENDED: English II

Students build an extensive vocabulary through wide reading of a variety of genres. Emphasis is on analyzing common themes in a variety of cultures. Students will use writing to analyze literature and communicate with other writers.

### PRACTICAL WRITING SKILLS TEA #03221300 1428.R000.Y

This course emphasizes the study and application of conventions and mechanics of written English. Students will use the writing

process to write for a variety of purposes and will analyze their own writing and the writing of others.

### READING I

TEA #03270700 1313.R000.Y

READING II

TEA #03270800 1323.R000.Y

READING III

TEA #03270900 1333.R000.Y **CREDIT: 1** GRADE: 9-12

Students apply a variety of word recognition strategies and build an extensive vocabulary through systematic word study. They read silently and orally with fluency and comprehension in increasingly demanding texts. Various strategies are used to comprehend, analyze, and evaluate texts. Students will create personal responses to a variety of texts reflecting diverse cultures and research topics of interest by reviewing and evaluating print and non-print sources.

### **READING I MODIFIED**

TEA #03270700 1313.V000.Y

READING II MODIFIED

TEA #03270800 1323.V000.Y

**READING III MODIFIED** 

TEA #03270900 1333.V000.Y

**READING IV MODIFIED** 

TEA #84000056 1343.V000.Y CREDIT: 1 GRADE: 9-12

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any locally developed special education course.

Reading Improvement I, II, III and IV are supportive reading courses modified to complement the learning requirement of students whose difficulty in reading significantly impacts their acquisition of knowledge and skills. Students practice using speaking, listening, reading, and writing strategies. This course includes an emphasis on relevant and meaningful applications for reading in today's society, along with learning techniques and testtaking strategies.

### **READING I ALTERNATE**

TEA #03270700 1313.W000.Y

**READING II ALTERNATE** 

1323.W000.Y TEA #03270800

**READING III ALTERNATE** 

TEA #03270900 1333.W000.Y

**READING IV ALTERNATE** 

TEA #84000057 1343.W000.Y **GRADE: 9-12** CREDIT: 1

PREREQUISITE: Placement by ARD:

Students must have an IEP goal for any special education course.

Reading I, II, III or IV Alternate is a supportive

functional reading course modified to meet the special needs of students who qualify through special education. Students apply the use of speaking, listening, reading, and writing strategies in order to enhance their knowledge and skills in the processes of reading. Relevant and meaningful applications are used in order to provide context for the use of reading in real life and practical situations.

# RESEARCH AND TECHNICAL WRITING $\Delta$

TEA #03221100 1432.H000.X 1435.H000.Y

RECOMMENDED: English II

Students learn documentation, creating bibliographies, and organizing information as they write a research paper. The course focuses on basic technical writing skills (inductive and deductive reasoning, paragraph development, technical description, and selected technical reports.)

# VISUAL MEDIA ANALYSIS & PRODUCTION

TEA #03221700 1440.R000.X GRADE: 11-12 CREDIT: 0.5

RECOMMENDED: English II

Students analyze the historical development of film as art, evaluating subject matter, choice of media, content, purpose, and effect. Students use a variety of media and technologies to communicate their findings and observations.

# COMMUNICATION APPLICATIONS A

TEA #03241400 1525.R000.X GRADE: 9-12 CREDIT: 0.5

PREREQUISITE: None

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Students will identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. Students are expected to make and evaluate formal and informal presentations.

DERVIE I R	
TEA #03240600	1537.R000.Y
DEBATE II 🖪	
TEA #03240700	1538.R000.Y
DEBATE III 🖪	
TEA #03240800	1539.H000.Y

**GRADE: 9-12 CREDIT: 1**RECOMMENDED: Speech Communication, preceding courses in the sequence, or instructor approval.

Students in Debate examine the historical and contemporary role of debate in the

democratic process. They apply standards to analyze and evaluate propositions and construct valid approaches to both affirmative and negative arguments. Students will use effective extemporaneous speaking skills and provide valid and constructive critiques of others. Many students will also participate in competitions.

# INDEPENDENT STUDY IN SPEECH TEA #03241200 1522.H000.Y GRADE: 9-12 CREDIT: 1

RECOMMENDED: One year of speech or approval of the instructor.

Independent study in speech provides opportunity for advanced students to plan, organize, produce, perform, and evaluate a project that enables them to develop advanced skills in communication, critical thinking, and problem solving. This course may be taken up to three times for state elecetive credit.

# ORAL INTERPRETATION I TEA #03240200 1531.R000.Y ORAL INTERPRETATION II TEA #03240300 1532.R000.Y

### ORAL INTERPRETATION III

TEA #03240400 1533.H000.Y GRADE: 9-12 CREDIT: 1

RECOMMENDED: Speech Communication, preceding courses in the sequence, or instructor approval.

Students in Oral Interpretation create oral performances with self-selected pieces of literature as communication art. They select, research, analyze, adapt, interpret, and perform literary texts. Individual and group performances of literature will be presented and evaluated. Many students will also participate in competitions.

# PROFESSIONAL COMMUNICATIONS

TEA # 13009900 8313.RC0C.X GRADE: 9-12 CREDIT: 0.5

RECOMMENDED: None

Professional Communications blends written, oral, and graphic communication in a career-based environment. Students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

This course satisfies the speech graduation requirement.

# PUBLIC SPEAKING I B TEA #03240900 1509.R000.Y PUBLIC SPEAKING II B TEA #03241000 1511.R000.Y

### **PUBLIC SPEAKING III**

TEA #03241100 1513.H000.Y GRADE: 9-12 CREDIT: 1

RECOMMENDED: Speech Communication, preceding courses in the sequence, or instructor approval.

Students learn the concepts and skills related to preparing and presenting public messages and to analyzing and evaluating messages from others. They study style, organization, and delivery. Many students will also participate in competitions.

### **JOURNALISM**

TEA #03230100 1811.R000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: None

This introductory course on the principles and practices of journalism includes fact-gathering, developing interviewing skills and writing news stories in a variety of formats and for a variety of audiences and purposes with correct use of the conventions and mechanics of written English. In order to produce effective communications, visual and electronic media and other technology along with published work of professional journalists will be used as tools for learning. Students will research self-selected topics, and will learn about journalistic traditions and the principles of publishing.

# INDEPENDENT STUDY IN JOURNALISM

TEA #03231000 1848.H000.Y GRADE: 12 CREDIT: 1

RECOMMENDED: Students meeting the following guidelines: a) interest and aptitude in scholastic journalism, b) parental approval and/or teacher recommendation.

This course includes activities individually designed for students whose level of achievement in journalism allows them to pursue work individually or in small groups, with the teacher serving as advisor. It emphasizes research, print or non-print production of original work or extended development of a skill or specific area of study. This course may be taken up to three times for state elective credit

### **PHOTOJOURNALISM**

TEA #03230800 1824.R000.X 1824.R000.Y

GRADE: 9-12 CREDIT: 0.5-1

RECOMMENDED: Prior photographic experience or consent of the instructor.

Students refine their journalistic skills by planning, preparing, and producing photographs for a journalistic publication using print, digital or online media. Students are expected to interpret and critique visual

representation, including their own product. They study the laws and ethics pertaining to photography and use published photos of professional journalists along with other visual and electronic media as learning tools. This course requires considerable time outside school hours.

# ADVANCED BROADCAST JOURNALISM I

TEA #03231900 1711.H000.Y GRADE: 9-12 CREDIT: 1

RECOMMENDED: Journalism

Students learn to critically evaluate a variety of media and to access, analyze and produce communication in a variety of forms. They will study the laws and ethical responsibilities relating to broadcast journalism and learn its role and function. Students will also critique visual representations as well as explore how broadcast productions are generated in order to create their own broadcast journalism product.

# ADVANCED BROADCAST JOURNALISM II B

TEA #3231901 1712.H000.Y
GRADE: 9-12 CREDIT: 1
ADVANCED BROADCAST
JOURNALISM III

TEA #3231902 1713.H000.Y GRADE: 9-12 CREDIT: 1

Students continue to develop and apply skills learned in previous journalism courses. Students will analyze, evaluate, and produce communication in a variety of forms. They will learn to produce by creating broadcast journalism products.

### ADVANCED JOURNALISM: LITERARY MAGAZINE I

TEA #03230170 1849.R000.Y GRADE: 9-12 CREDIT: 1

RECOMMENDED: An interest in the literary magazine and consent of the instructor.

Students study and apply the elements and processes of journalism necessary to produce a literary magazine. This course provides students an opportunity to publish their poetry, short stories, essays, and illustrations. Students may be expected to communicate in a variety of forms such as print, digital or online media while observing

journalistic ethics and standards. This course

requires considerable time outside of school

hours as well as leadership and teamwork

ADVANCED JOURNALISM: LITERARY MAGAZINE II

TEA #03230180 1852.H000.Y GRADE: 9-12 CREDIT: 1

ADVANCED JOURNALISM: LITERARY MAGAZINE III

TEA #03230190 1855.H000.Y GRADE: 10-12 CREDIT: 1

RECOMMENDED: Students meeting the following guidelines: a) Literary Magazine Preceding Courses in the sequence or parental approval, b) consent of the instructor.

Students continue to study and apply the elements and processes of journalism necessary to produce a literary magazine. Students may serve as peer editors and review other students' work. Students may be expected to communicate in a variety of forms such as print, digital or online media while observing journalistic ethics and standards. This course requires considerable time outside of school hours as well as leadership and teamwork abilities.

# ADVANCED JOURNALISM: NEWSPAPER I B

TEA #03230140 1823.R000.Y GRADE: 9-12 CREDIT: 1

RECOMMENDED: Journalism or consent of instructor.

Students apply skills learned in Journalism I to newspaper production. They practice determining news coverage and editorial policy and learn how to select, crop and scale photographs. Students are also expected to plan, draft and complete written and/or visual communications on a regular basis in a variety of forms such as print, digital or online media. This course requires considerable time outside school hours as well as leadership and teamwork abilities.

# ADVANCED JOURNALISM: NEWSPAPER II B

TEA #03230150 1833.H000.Y
ADVANCED JOURNALISM:
NEWSPAPER III

TEA #03230160 1843.H000.Y GRADE: 9-12 CREDIT: 0.5-1

RECOMMENDED: Students meeting the following guidelines: a) interest and aptitude in scholastic journalism, b) parental approval and/or teacher recommendation.

Students continue to develop and apply skills learned in previous newspaper production classes. They refine their skills on how to determine news coverage and editorial policy and how to select, crop and scale photographs. Students continue to plan, draft and complete written and/

or visual communications on a regular basis in a variety of forms such as print, digital or online media. This course requires considerable time outside school hours as well as leadership and teamwork abilities.

# ADVANCED JOURNALISM: YEARBOOK I

TEA #03230110 1830.R000.Y GRADE: 9-12 CREDIT: 1

RECOMMENDED: Journalism or consent of instructor.

Students study and apply the journalistic skills and processes necessary to produce a yearbook. They develop skills in news judgment, fact gathering, photography, writing headlines and captions, graphic design and layout, proofing, editing, advertising, and creative writing. This course requires considerable time outside school hours as well as leadership and teamwork abilities.

# ADVANCED JOURNALISM: YEARBOOK II

TEA #03230120 1831.H000.Y
ADVANCED JOURNALISM:
YEARBOOK III

TEA #03230130 1832.H000.Y GRADE: 9-12 CREDIT: 0.5-1

RECOMMENDED: Students meeting the following guidelines: a) interest and aptitude in scholastic journalism, b) parental approval and/or teacher recommendation.

Students continue to develop the skills needed to produce a yearbook: evaluating news, fact gathering, photography, writing of headlines and captions, graphic design and layout, proofing, editing, advertising, basic publication management skills, and creative writing. This course requires considerable time outside school hours as well as leadership and teamwork abilities.

### **Mathematics**

### **ALGEBRA I**

TEA #03100500 3313.R000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: Mathematics, Grade 8 or its equivalent.

In high school Algebra I, students deepen their understanding of relations and functions and expand their repertoire of familiar functions. Students use technological tools to represent and study the behavior of linear and beginning quadratic functions, among others. They learn to combine functions, express them in equivalent forms, compose them, and find inverses where possible. Algebra I also provides students with insights through the content strands of linear functions, equations, and inequalities, quadratic

abilities.

HIGH SCHOOL

functions and equations, exponential functions and equations, and number and algebraic methods.

### **ALGEBRA I (PRE-AP)**

TEA #03100500 3313.H000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: Mathematics, Grade 8 or its equivalent.

This course covers the same concepts as Algebra I. The content is studied in greater depth and may include additional topics.

### **ALGEBRA I MODIFIED**

TEA #3100505 3313.V000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.

Students learn mathematical content related to numerical operations and the place-value system, measurement, patterns and relations, probability statistics, and problem solving. Investigative units will provide opportunities for applying mathematical understanding to real world situations.

### **ALGEBRA I ALTERNATE**

TEA #3100507 3313.W000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.

This course is designed to reinforce math operations using a variety of practical, real life situations that facilitate the understanding of using mathematics in daily living exercises. Emphasis is on applying mathematics in the use of money, personal financial situations and solving home and work problems by using the concepts of fundamental mathematics. Students practice these strategies within the context of simulations designed to reinforce the understanding of basic operations, as well as the application of these operations within technological tools that enhance understanding and accuracy.

For information on EOC preparatory courses, refer to the Miscellaneous Courses section.

### **GEOMETRY**

TEA #03100700 3413.R000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: Algebra I

High school students should develop facility with a broad range of ways of representing geometric ideas—including coordinates, networks, transformations—that allow multiple approaches to geometric problems and that connect geometric interpretations to other

contexts. Students should recognize connections among different representations, thus enabling them to use these representations flexibly. Students will expand their understanding through other mathematical experiences through the Geometry content strands of Geometric Structure, Patterns, Dimensionality and Geometry of Location, Congruence and the Geometry of Size, and Similarity and the Geometry of Shape.

### **GEOMETRY (PRE-AP)**

TEA #03100700 3413.H000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: Algebra I

This course covers the same concepts as Geometry. The content is studied in greater depth and may include additional topics.

### **GEOMETRY MODIFIED**

TEA #3100705 3413.V000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.

Students practice problem-solving skills using basic operation, relations, functions, measurement, geometric and algebraic concepts. Manipulative or other electronic devices will be used to explore mathematical solutions to practical situations in daily living and employment.

### **GEOMETRY ALTERNATE**

TEA #3100707 3413.W000.Y GRADE 9-12 CREDIT: 1

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.

This course is designed to reinforce math operations using a variety of practical, real life situations that facilitate the understanding of using mathematics in daily living exercises. Students practice these strategies within the context of simulations designed to reinforce the understanding of basic operations, as well as the application of these operations within technological tools that enhance understanding and accuracy.

# MATH MODELING WITH APPLICATIONS

TEA #03102400 3503.R000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: Algebra I. This course must be completed before receiving credit for Algebra II.

This course is intended to reinforce, broaden, and extend the mathematical knowledge and skills acquired in Algebra I in order to stretch their knowledge toward topics studied in Geometry and Algebra II. The primary purpose of this course is to use mathematics as a tool to model

real-world phenomena in science, finance, music, and art.

### ALGEBRA II 🖺

TEA #03100600 3323.R000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: Algebra I.

In Algebra II, students have opportunities to build on Algebra I and Geometry experiences, both deepening their understanding of relations and functions and expanding their repertoire of familiar functions. Students use technological tools to represent and study the behavior of polynomial, exponential, rational, and periodic functions, among others. They learn to combine functions, express them in equivalent forms, compose them, and find inverses where possible. As they do so, they come to understand the concept of a class of functions and learn to recognize the characteristics of various classes.

### ALGEBRA II (PRE-AP) S

TEA #03100600 3323.H000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: Algebra I.

This course covers the same concepts as Algebra II. The content is studied in greater depth and may include additional topics.

### **ALGEBRA II MODIFIED**

TEA #3100205 3323.V000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.

Students learn algebraic and symbolic reasoning to study relationships among quantities, define relationships between functions and equations, and set up and solve problems. Students will build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; probability and statistics. Students will identify and apply mathematics to everyday experiences.

### **ALGEBRA II ALTERNATE**

TEA #3100607 3323.W000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.

These courses are designed to reinforce math operations using a variety of practical, real life situations that facilitate the understanding of using mathematics in daily living exercises. Students practice these strategies within the context of simulations designed to reinforce the understanding of basic operations, as well as the application of these operations within

technological tools that enhance understanding and accuracy.

### ADVANCED QUANTITATIVE REASONING (AQR)

TEA # 3102510 3513.H000.Y GRADE: 10-12 **CREDIT: 1** 

PREREQUISITE: Geometry and Algebra II. In Advanced Quantitative Reasoning, students continue to build upon the K-8, Algebra I, Geometry, and Algebra II foundations as they expand their understanding through further mathematical experiences. Advanced Quantitative Reasoning includes the analysis of information using statistical methods and probability, modeling change and mathematical relationships, and spatial and geometric modeling for mathematical reasoning. Students learn to become critical consumers of real-world quantitative data, knowledgeable problem solvers who use logical reasoning, and mathematical thinkers who can use their quantitative skills to solve authentic problems. Students develop critical skills for success in college and careers, including investigation, research, collaboration, and both written and oral communication of their work, as they solve problems in many types of applied situations. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. These requirements are described in the AQR curriculum documents.

### **INDEPENDENT STUDY IN** MATHEMATICS S

TEA #03102500

3510.R000.Y 3510.H000.Y

GRADE: 10-12

CREDIT: 1

RECOMMENDED: Geometry, Algebra II

Students will extend their mathematical understanding beyond the Algebra II level in a specific area or areas of mathematics, such as theory of equations, number theory, non-Euclidean geometry, advanced survey of mathematics, or history of mathematics. The requirements for each course must be approved by the local district before the course begins. This course, when approved by the district, satisfies the 4th year mathematics course requirement.

If this course is being used to satisfy requirements for the Distinguished Achievement Program, student research/ products must be presented before a panel of professionals or approved by the student's mentor

### **MATHEMATICAL APPLICATIONS** IN AGRICULTURE, FOOD, AND **NATURAL RESOURCES**

TEA #13001000 **GRADE: 11-12** 

8116.RC0C.Y **CREDIT: 1** 

RECOMMENDED: A minimum of one credit from the courses in the Agriculture, Food, and Natural Resources cluster.

Students apply knowledge and skills related to mathematics, including algebra. geometry, and data analysis in the context of agriculture, food, and natural resources. The one credit course may count as a math credit if taken before Algebra II and taught by a NCLB approved or math certified teacher.

### PRECALCULUS S

TEA #03101100 3633.R000.Y GRADE: 10-12 CREDIT: 1

PREREQUISITE: Algebra I, Geometry, and Algebra II.

In Precalculus, students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry. probability, statistics, trigonometry, and calculus and to model physical situations.

### PRECALCULUS (PRE-AP) S TEA #03101100 3633.H000.Y GRADE: 10-12 **CREDIT: 1**

PREREQUISITE: Algebra I, Geometry, and Algebra II.

This course covers the concepts studied in Precalculus. Content is studied in greater depth and may include additional topics.

### AP CALCULUS AB

TEA #A3100101 3613.P000.Y GRADE: 11-12 CREDIT: 1

RECOMMENDED: Precalculus

Students explore functions, graphs, limits, derivatives, and integrals. This course prepares students for the College Board AP Calculus AB Examination for possible college credit (1st semester calculus). For Advanced Placement courses, please access more information on the Internet at the web address http:// apcentral.collegeboard.com/.

### AP CALCULUS BC S TEA #A3100102 3616.P000.Y GRADE: 11-12 **CREDIT: 1**

RECOMMENDED: Precalculus

Students explore all topics covered in AP Calculus AB plus additional topics including parametric, polar, and vector functions and polynomial approximations and series. This course prepares students for the College Board AP Calculus BC Examination for possible college

credit (a full year of calculus). This exam also has a Calculus AB sub-score grade for students to receive 1st semester college calculus credit. For Advance Placement courses, please access more information on the Internet at the web address http://apcentral.collegeboard.com/.

### AP STATISTICS S

TEA #A3100200 3628.P000.Y GRADE: 10-12 CREDIT: 1

RECOMMENDED: Algebra II, Geometry. Students are introduced to major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course prepares students for the College Board AP Statistics Examination for possible college (one-semester, non-calculus based statistics) credit. For Advanced Placement courses, please access

more information on the Internet at the web

address http://apcentral.collegeboard.com/.

### **MULTIVARIABLE CALCULUS** TEA #N1110018 3646.H000.Y GRADE: 11-12 CREDIT: 1

PREREQUISITE: Calculus BC recommended This advanced mathematics course prepares students for possible advanced standing in mathematics after they enter college. Topics include vectors, partial derivatives, multiple integrals and vector calculus. This course may be paired with Linear Algebra for a yearlong mathematics experience. NOTE: This course is for state elective credit only; it does not satisfy any mathematics graduation requirement.

### DISCRETE MATHEMATICS FOR PROBLEM SOLVING S

TEA #3102520 3811.R000.X (Semester)

3811.R000.Y

(Yearlong)

**GRADE: 11-12 CREDIT: 0.5-1** 

PREREQUISITE: Algebra II

Students are introduced to the improved efficiency of mathematical analysis and quantitative techniques over trial-and-error approaches to management problems involving organization, scheduling, project planning, strategy, and decision making. Students will learn how mathematical topics such as graph theory, planning and scheduling, group decision making, fair division, game theory, and theory of moves can be applied to management and decision making.

For information on EOC preparatory courses, refer to the Miscellaneous Courses section.

### Science

### **BIOLOGY**

TEA #03010200 4123.R000.Y **GRADE: 9-11** CREDIT: 1

PREREQUISITE: None

Students use scientific methods and critical thinking to study a variety of biology concepts. Topics include cell structure and function, genetics, evolutionary theory, biological processes and systems, and environmental systems. Texas law requires at least 40% lab and field work.

### **BIOLOGY (PRE-AP)**

TEA #03010200 4123.H000.Y **GRADE: 9-11** CREDIT: 1

PREREQUISITE: None

The course covers the same concepts as Biology. This course is covered in greater depth and may include additional topics. Texas law requires at least 40% lab and field work.

### **BIOLOGY MODIFIED**

### TEA #3010205 4123.V000.Y **GRADE: 9-12 CREDIT: 1**

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.

This course covers the characteristics of living things and the organization and classification of plants, animals, and other organisms. The living systems of plants and animals are core to this course and sections on human body systems, genetics, ecology, behavior, and evolution are included. Emphasis is placed on the understanding of biology as seen in current science events and real-world applications.

### **BIOLOGY ALTERNATE**

### TEA #3010207 4123.W000.Y **GRADE: 9-12** CREDIT: 1

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.

The Alternate Science course studies science-based concepts related specifically to independent daily living and employment. Attention is given to relating science to home and job practices that foster the understanding of students' roles and responsibilities in the care and operation of both facilities. Activities are "hands-on" experiences with an emphasis on cooperative learning strategies.

For information on EOC preparatory courses, refer to the Miscellaneous Courses section.

### **CHEMISTRY** S

### TEA #03040000 4323.R000.Y **GRADE: 10-12** CREDIT: 1

PREREQUISITE: One unit of high school science and Algebra I.

RECOMMENDED: Completion of or concurrent enrollment in a second credit of mathematics.

Students use scientific methods and critical thinking to study a variety of chemistry concepts. Topics include matter, the Periodic Table, atomic structure, chemical bonding and reactions, thermochemistry, and solution chemistry. Texas law requires at least 40% lab and field work.

### CHEMISTRY (PRE-AP)

### 4323.H000.Y TEA #03040000 GRADE: 10-12 CREDIT: 1

PREREQUISITE: One unit of high school science and Algebra I.

RECOMMENDED: Completion of or concurrent enrollment in a second credit of mathematics.

The course covers the same concepts as Chemistry. This course is covered in greater depth and may include additional topics. Texas law requires at least 40% lab and field work.

### **CHEMISTRY MODIFIED**

### TEA #3040005 4323.V000.Y **GRADE: 9-12 CREDIT: 1**

PREREQUISITE: Placement by ARD: Students must have an IEP goal for any special education course.

Chemistry Modified is a course that uses lab and activity-based learning to introduce the observation and understanding of chemical laws, concepts and properties. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, gas laws, solution chemistry and thermochemistry. Students will investigate how chemistry is an integral part of our daily lives.

### **CHEMISTRY ALTERNATE**

### TEA #3040007 4323.W000.Y **GRADE: 9-12 CREDIT: 1**

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.

Chemistry Alternate is a course that uses lab and activity-based learning to introduce the observation and understanding of chemical laws, concepts and properties. The course employs an interdisciplinary approach to deepen students' understanding of a variety of topics that include characteristics of matter, the Periodic Table, chemical

bonding, gas laws, solution chemistry and thermochemistry. Students will investigate how chemistry is an integral part of our daily lives.

### PHYSICS S

### TEA #03050000 4424.R000.Y **GRADE: 9-12 CREDIT: 1**

RECOMMENDED: Algebra I or concurrent enrollment in Algebra I.

Students use scientific methods and critical thinking to study a variety of physics concepts. Topics include the study of force and motion, types of forces, momentum and energy, and waves and quantum phenomena. Texas law requires at least 40% lab and field work.

### PHYSICS (PRE-AP) S

### TEA #03050000 4424.H000.Y **GRADE: 9-12 CREDIT: 1**

RECOMMENDED: Algebra I or concurrent enrollment in Algebra I.

The course covers the same concepts as Physics. This course is covered in greater depth and may include additional topics. Texas law requires at least 40% lab and field work.

### **PHYSICS MODIFIED**

### TEA # 3050005 4424.V000.Y **GRADE: 9-12 CREDIT: 1**

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.

Physics Modified is a course that uses field investigations and activity-based learning to introduce the observation and understanding of a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; atomic, nuclear, and quantum physics. Students will investigate how physics is an integral part of our daily lives.

### **PHYSICS ALTERNATE**

### TEA # 3050007 4424.W000.Y **GRADE: 9-12 CREDIT: 1**

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.

Physics Alternate is a course that uses field investigations and activity-based learning in an interdisciplinary approach to deepen students' understanding of a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; characteristics and behavior of waves. Students will investigate how physics is an integral part of our daily lives.

HIGH SCHOO

# ADVANCED ANIMAL SCIENCE S TEA #13000700 8110.RCOC.Y GRADE: 12 CREDIT: 1

RECOMMENDED: One credit in the Agriculture, Food, and Natural Resources cluster

This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. This course must contain 40% laboratory and fieldwork experiences by Texas law and must be taught by a NCLB approved or science certified teacher.

# ADVANCED BIOTECHNOLOGY S TEA #13036400 8686.HTOC.Y GRADE: 11-12 CREDIT: 1

RECOMMENDED: Biology and Chemistry
Students enrolled in this course will apply
advanced academic knowledge and skills to
the emerging fields of biotechnology such
as agricultural, medical, regulatory, and
forensics. Students will have the opportunity
to use sophisticated laboratory equipment,
perform statistical analysis, and practice
quality-control techniques. This course
must contain 40% laboratory and fieldwork
experiences by Texas law. This course is
articulated with Austin Community College.

# ADVANCED PLANT AND SOIL SCIENCE S

TEA #13002100 8137.HT0C.Y GRADE: 12 CREDIT: 1

RECOMMENDED: One credit in the Agriculture, Food, and Natural Resources cluster

This course is designed to prepare students for careers in the food and fiber industry. Students will learn, reinforce, apply, and transfer their knowledge in a scientific setting. Investigations, laboratory practices & field exercises will be used to develop an understanding of plant & soil science. This course must contain 40% laboratory and fieldwork experiences by Texas law and must be taught by a NCLB approved or science certified teacher. Articulated credit may be awarded upon successful completion of course requirements.

### ANATOMY AND PHYSIOLOGY S

TEA #13020600 8426.HC0C.Y 8426.RC0C.Y

GRADE: 10-12 CREDIT: 1

RECOMMENDED: Three credits of science In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations. and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. Texas law requires 40% laboratory and fieldwork.

### **AQUATIC SCIENCE**

TEA #03030000

4233.R000.Y 4233.H000.Y

GRADE: 10–12

CREDIT: 1

PREREQUISITE: Biology.

RECOMMENDED: Chemistry or concurrent enrollment in Chemistry

In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills. Texas law requires at least 40% lab and field work. This course satisfies a fourth science credit.

### ASTRONOMY S

TEA #03060100

4239.R000.Y 4239.H000.Y

CREDIT: 1

**GRADE: 11-12** 

RECOMMENDED: One unit of high school science.

In Astronomy, students conduct laboratory and field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, and develop critical-thinking skills. Texas law requires at least 40% lab and field work.

# EARTH AND SPACE SCIENCE STEA # 03060200 4235.R000.Y GRADE: 11-12 CREDIT: 1

PREREQUISITE: Three units of science, one of which may be taken concurrently, and three units of mathematics, one of which may be taken concurrently.

Earth and Space Science (ESS). ESS is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time through strands of systems, energy, and relevance. Units of study include Earth and Space in time as they relate to cosmology, theories of the origin, evolution, and structures of the universe and the development of the Earth and Moon System, including geologic, atmospheric and chemical evidence and analysis. Students will apply scientific and mathematical investigations in understanding course concepts. Texas law requires at least 40% lab and field work.

# ENGINEERING DESIGN AND PROBLEM SOLVING S

TEA #13037300

8730.R (Y) 8730.H (Y)

**GRADE: 11-12** 

CREDIT: 1

PREREQUISITE: Geometry, Algebra II, Chemistry, and Physics

Engineering Design and Problem Solving reinforces and integrates skills learned in previous mathematics and science courses. This course emphasizes solving problems, moving from well defined toward more open ended, with real-world application. Students apply critical-thinking skills to justify a solution from multiple design options. Additionally, the course promotes interest in and understanding of career opportunities in engineering. Texas law requires at least 40% lab and field work. Articulated credit may be awarded upon successful completion of course requirements.

# ENVIRONMENTAL SYSTEMS STEA #03020000 4230.R000.Y GRADE: 11-12 CREDIT: 1

RECOMMENDED: One unit high school life science and one unit of high school physical science.

In Environmental Systems, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments. Texas law requires at least 40% lab and field work.

# HIGH SCHOOL

### FORENSIC SCIENCE S

TEA #13029500 8582.RC0C.Y GRADE: 11-12 CREDIT: 1

PREREQUISITE: Biology and Chemistry

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death. homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science. Texas law requires at least 40% lab and field work. This course satisfied a 4th Science credit.

# INTEGRATED PHYSICS AND CHEMISTRY

TEA #03060201 4321.R000.Y GRADE: 9-10 CREDIT: 1

PREREQUISITE: Please check your graduation plan for sequencing requirement of this course.

Students use scientific methods and critical thinking to study a variety of physical science concepts. Major topics include force, motion, energy and structure, and properties of matter. Texas law requires at least 40% lab and field work.

### MEDICAL MICROBIOLOGY S

MILDIUAL MIUNIO	DIULUUI 🖭
TEA #13020700	8428.H (X)
GRADE: 10-12	CREDIT: 0.5
	8428.R (X)
GRADE: 10-12	CREDIT: 0.5
	8428.H (Y)
CRADE: 10-12	CREDIT: 1

**GRADE: 10-12 CREDIT: 1** *RECOMMENDED: Three science credits* 

RECOMMENDED: Three science credits recommended

Students in Medical Microbiology explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. Texas law requires 40% laboratory and fieldwork.

### PATHOPHYSIOLOGY S

TEA #13020800

8430.H (X)
GRADE: 11-12 CREDIT: 0.5
8430.R (X)

GRADE: 11-12	CREDIT:0.5
	8430.H (Y)
GRADE: 11-12	CREDIT: 1
	8430.R (Y)
GRADE: 11-12	CREDIT:1

RECOMMENDED: Three science credits recommended

In Pathophysiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology. Texas law requires 40% laboratory and fieldwork.

# PRINCIPLES OF TECHNOLOGY STEA #13037100 8714.R (Y) GRADE: 10-12 CREDIT: 1

RECOMMENDED: One unit of Science and Algebra I

Students use scientific methods and critical thinking to study a variety of applied physics concepts. Topics include the laws of motion, energy, electricity, magnetism, thermodynamics, and waves. Texas law requires at least 40% lab and field work.

# SCIENTIFIC RESEARCH AND DESIGN S

TEA #13037200 8716.R (Y)
GRADE: 11-12 CREDIT: 1
TEA #13037200 8716.H(Y)
GRADE: 11-12 CREDIT: 1

PREREQUISITE: One unit of science.

Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable. Texas law requires 40% laboratory and fieldwork.

### AP BIOLOGY S

TEA #A3010200 4137.P000.Y GRADE: 10-12 CREDIT: 1

RECOMMENDED: Biology, Chemistry.

AP Biology is the equivalent to a two-semester college introductory biology course. The course covers the diversity and unity of life, cellular process, genetics and information transfer, and biological systems interactions.

Focuses on advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines and connecting concepts within the course and across other science disciplines.

### AP CHEMISTRY S

TEA #A3040000 4334.P000.Y GRADE: 10-12 CREDIT: 1

RECOMMENDED: Chemistry, Algebra II.

AP Chemistry is the equivalent to a general chemistry college course. The course covers the structure of matter, bonding and intermolecular forces, chemical reactions, kinetics, thermodynamics, and chemical equilibrium. Focuses on advanced inquiry and reasoning skills, including mental models of the particulate nature of matter, mathematical and logical routines, and establishing lines of evidence to develop and refine testable explanations and predictions of natural phenomena.

# AP ENVIRONMENTAL SCIENCE STEA #A3020000 4237.P000.Y GRADE: 10-12 CREDIT: 1

RECOMMENDED: Algebra I, two years of high school laboratory science including one year of life science and one year of physical science.

AP Environmental Science is the equivalent to a college environmental science course. The course covers Earth systems and resources, the living world, population, land and water use, energy resources and consumption, pollution, and global change. Focuses on advanced inquiry-based laboratory investigations to apply scientific principles, concepts, and methodologies in order to better understand our 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.

# AP PHYSICS I: ALGEBRA-BASED

TEA #A3050003 4435.P000.Y GRADE: 10-12 CREDIT: 1

RECOMMENDED: Physics, Algebra I, Algebra II, Geometry.

Algebra-Based is the 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; mechanical waves and sound. It will also introduce electric circuits. Focuses on inquiry-based learning and the ability to

reason about physical phenomena using important science process skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data and making connections across multiple topics within the course and in other science disciplines.

# AP PHYSICS II: ALGEBRA-BASED

# TEA #A3050004 4436.P000.Y GRADE: 10-12 CREDIT: 1

RECOMMENDED: Physics, Algebra I, Algebra II, Geometry.

Algebra-Based is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. Focuses on inquiry-based learning and the ability to reason about physical phenomena using important science process skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data and making connections across multiple topics within the course and in other science disciplines.

### AP PHYSICS C S

# TEA #A3050002 4438.P000.Y GRADE: 10-12 CREDIT: 1

RECOMMENDED: Physics, Algebra I, Algebra II, Geometry, Calculus.

AP Physics C is the equivalent to a college physics course. The course covers the foundational principles of physics in electricity, magnetism, and/or mechanics by applying these principles to complex physical situations that combine multiple aspects of physics rather than present concepts in isolation. Focuses on advanced inquiry-based laboratory investigations to solve problems through first-hand observations, data collection, analysis and interpretation, and application of differential and integral calculus to formulate physical principles and solve complex physical problems.

# LABORATORY MANAGEMENT (LOCAL)

TEA #84800028 4431.R000.Y GRADE: 10-12 CREDIT: 0.5-1

RECOMMENDED: Two units of science and department chair approval.

This course offers students the opportunity to help prepare and organize laboratory materials and aid in monitoring student laboratory work. It emphasizes safety techniques and care/organization of equipment and materials. This is a local

elective and does not meet the core course requirement for graduation.

### Social Studies and Economics

# WORLD GEOGRAPHY STUDIES A TEA #03320100 4513.R000.Y GRADE: 9 CREDIT: 1

PREREQUISITE: None

World Geography Studies focuses on the relationships among people, places, and environments that result in patterns on the Earth's surface. Students use the tools and methods of geography to study the principal regions in the world—the Americas; Europe and Eurasia; North Africa and the Middle East; Sub-Saharan Africa; Asia, Australia and Antarctica.

# WORLD GEOGRAPHY STUDIES (PRE-AP)

TEA #03320100 4513.H000.Y GRADE: 9 CREDIT: 1

PREREQUISITE: None

Pre-AP World Geography Studies includes content of the standard world geography course. The content is presented in greater depth. Students research and analyze geographic questions. Students are required to participate in extended reading, writing, and research projects that integrate topics from art, music, history, literature, and science.

# WORLD GEOGRAPHY MODIFIED TEA #3320105 4513.V000.Y GRADE: 9 CREDIT: 1

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.

World Geography Modified focuses on the relationships among people, places, and environments that result in patterns on the Earth's surface. Students use the tools and methods of geography to study the principal regions in the world; the Americas; Europe and Eurasia; North Africa and the Middle East; Sub-Saharan Africa; Asia; Australia and Antarctica.

### WORLD GEOGRAPHY ALTERNATE TEA #3320107 4513.W000.Y

GRADE: 9-12 CREDIT: 1

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.

World Geography Alternate focuses on the relationships among people, places, and environments that result in patterns on the Earth's surface. The course employs an interdisciplinary approach to deepen students'

understanding of the world's people and to understand the regions in the world; the Americas; Europe and Eurasia; North Africa and the Middle East; Sub-Saharan Africa; Asia, Australia and Antarctica.

### **WORLD HISTORY STUDIES A**

TEA #03340400 4623.R000.Y GRADE: 10 CREDIT: 1

PREREQUISITE: None

World History Studies focuses on the development of human society from prehistoric to modern times. Emphasis is placed on major events, world leaders, economic and political institutions, technological innovations, and the philosophical and religious beliefs that have shaped the modern world. The course employs an interdisciplinary approach to deepen students' understanding of the world's people, today and in the past.

# WORLD HISTORY STUDIES (PRE-AP)

TEA #03340400 4623.H000.Y GRADE: 10 CREDIT: 1

PREREQUISITE: None

Pre-AP World History Studies includes content of the standard world history course. The content is presented in greater depth and the students use the tools and methods of historians to analyze issues in world history. Students participate in extended reading, writing, and research topics that integrate the social sciences, art, music, literature, and science.

# WORLD HISTORY MODIFIED TEA #3340405 4623.V000.Y GRADE: 10 CREDIT: 1

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.

World History Modified focuses on the development of human society from prehistoric to modern times. Emphasis is placed on major events, world leaders, economic and political institutions, technological innovations, and the philosophical and religious beliefs that have shaped the modern world. The course employs an interdisciplinary approach to deepen students' understanding of the world's people, today and in the past.

### **WORLD HISTORY ALTERNATE**

TEA # 3340407 4623.W000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.

World History Alternate focuses on the development of human society from prehistoric

to modern times. Emphasis is placed on major events, world leaders, economic and political institutions. The course employs an interdisciplinary approach to deepen students' understanding of the world's people, today and in the past. Students are accessing the curriculum through prerequisite skills.

### **UNITED STATES HISTORY**

### TEA #03340100 4733.R000.Y GRADE: 11 CREDIT: 1

RECOMMENDED: World Geography and/or World History

This course focuses on U.S. history from Reconstruction to the present. Students analyze major themes and events in U.S. history, leaders, economic and political institutions, technological innovations, and the philosophies that affect the United States today. The course uses an interdisciplinary approach to deepen students' understanding of the people and issues that have shaped the United States today.

# UNITED STATES HISTORY MODIFIED

TEA #3340105 4733.V000.Y GRADE: 11 CREDIT: 1

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.

This course focuses on U.S. history from Reconstruction to the present. Students analyze major themes and events in U.S. history, leaders, economic and political institutions, technological innovations, and the philosophies that affect the United States today. The course uses an interdisciplinary approach to deepen students' understanding of the people and issues that have shaped the United States today.

# UNITED STATES HISTORY ALTERNATE

TEA #3340107 4733.W000.Y GRADE: 11 CREDIT: 1

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.

This course focuses on U.S. history from Reconstruction to the present. Students analyze major themes and events in U.S. history, leaders, economic and political institutions, technological innovations, and the philosophies that affect the United States today. Students are accessing the curriculum through prerequisite skills.

### UNITED STATES GOVERNMENT A

TEA #03330100 4841.R000.X GRADE: 12 CREDIT: 0.5

RECOMMENDED: U.S. History Studies
Government focuses on structures of power

and authority in American society. Students study the U.S. Constitution; the roles and responsibilities of the state and national governments; the influence of political parties and other participants in the political system; and the rights and responsibilities of citizens. Through discussions of current issues, students examine the impact of government policies on the lives of U.S. citizens.

For information on EOC preparatory courses, refer to the Miscellaneous Courses section.

# ECONOMICS/FREE ENTERPRISE

TEA #03310300 4939.R000.X GRADE: 12 CREDIT: 0.5

RECOMMENDED: U.S. History Studies
Economics/Free Enterprise focuses on the production, distribution, and consumption of goods and services in the U.S. The course emphasizes fundamental principles of market economics, and students learn how markets and prices allocate scarce resources. Students study consumer behavior, the roles of business and government in the economy, the banking system, international trade, and other topics. Through discussions of current economic issues, students deepen their understanding of the U.S. economy.

### **PSYCHOLOGY** A

TEA #03350100 4938.R000.X GRADE: 11-12 CREDIT: 0.5

Students explore major psychological theories. They learn about human behavior and development, perception and learning, memory and thought, motivation and emotion; personality theories; psychological disorders; and other related topics. Students also practice the skills of observation and analysis used in modern social sciences.

### SOCIOLOGY A

TEA #03370100 4931.R000.X GRADE: 11-12 CREDIT: 0.5

Sociology students study social organizations, institutions, and patterns of social relationships in different cultures. They also analyze the social interactions of individuals and groups. Sociology students learn a systematic method for studying cultures, social institutions, social relationships, and the process of socialization. They also study a variety of social issues such as crime, racial discrimination, gender equity, urbanization, family structure, and other similar topics.

# SOCIAL STUDIES ADVANCED STUDIES $\blacksquare$

TEA #03380001 4942.H000.X GRADE: 11-12 CREDIT: 0.5-2 This course is designed for individual students or small groups of students who wish to participate in an independent research project. Critical thinking, research, presentation, and problem solving skills are emphasized. Students may take this course with different content for a maximum of two credits.

# SOCIAL STUDIES RESEARCH METHODS A

TEA #03380003 4935.R000.X GRADE: 11-12 CREDIT: 0.5-2

RECOMMENDED: Grade 11 classification
Students use the quantitative and qualitative methods of inquiry employed by social scientists to study selected problems. Typical problems include voter participation, qualities of leaders, the impact of pollution on a community, literacy, dropout rates, smoking among teenagers, etc. Critical thinking, research, presentation, and problem solving skills are emphasized. Students may take this course with different content for a maximum of two credits.

# SPECIAL TOPICS IN SOCIAL STUDIES: CONSTITUTIONAL LAW

TEA #03380002 4932.H100.X GRADE: 11-12 CREDIT: 0.5

Students study landmark Supreme Court decisions and explore issues of liberty, equality, order, property rights, due process of law that have shaped our nation's history and institutions. Students read extensively and complete a formal research project using primary and secondary sources.

# SPECIAL TOPICS IN SOCIAL STUDIES: CONTEMPORARY ISSUES A

TEA #03380002 4932.H200.X GRADE: 11-12 CREDIT: 0.5

Students study issues that have affected the United States since World War II, such as the Cold War, nuclear proliferation, the Civil Rights Movement, and the Vietnam Conflict. They also study issues in the daily news and develop and present a formal research project.

# SPECIAL TOPICS IN SOCIAL STUDIES: WORLD BELIEF SYSTEMS A

TEA #03380002 4932.H300.X GRADE: 11-12 CREDIT: 0.5

Students systematically study and compare the world's great religions and philosophies. Students consider animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and other systems of thought and belief in depth from different perspectives, and in their cultural and historical contexts. Students read

extensively and conduct formal research.

# AP COMPARATIVE GOVERNMENT AND POLITICS A

TEA #A3330200 4842.P000.X GRADE: 12 CREDIT: 0.5

RECOMMENDED: AP U.S. History

AP Comparative Government and Politics is an elective course that provides a college-level introduction to the fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course content is presented in depth and at an accelerated pace. The course aims to illustrate the rich diversity of political life and to show available institutional alternatives in addition to stressing the importance of global, political and economic changes. Students will compare and contrast major political concepts. themes, and generalizations related to six core countries studied in college-level introductory comparative political courses: China, Great Britain, Iran, Mexico, Nigeria, and Russia. Students will read college-level texts, analyze documents, and conduct formal research and writing projects. AP students prepare to take the Advanced Placement examination in May for possible college credit.

# **AP EUROPEAN HISTORY ⚠**TEA #A3340200 4635.P000.Y GRADE: 11-12 CREDIT: 1

RECOMMENDED: World Geography Pre-AP and World History Studies Pre-AP

AP European History is a college-level survey of European history since 1450. The course emphasizes intellectual-cultural, political-diplomatic, and social-economic history. The content is presented in depth and at an accelerated pace. It includes the methods of historical analysis, college-level readings, document analysis, and interdisciplinary research and writing projects. AP students prepare to take the Advanced Placement examination in May for possible college credit.

# **AP HUMAN GEOGRAPHY A** TEA #A3360100 4523.P000.X

**GRADE: 11-12 CREDIT: 0.5** *RECOMMENDED: Grade 11 classification* 

This is a college-level course introducing students to the systematic study of processes and patterns that have shaped human understanding, use, and alteration of the earth's surface. Students employ landscape analysis and spatial concepts to analyze social organization and its environmental consequences. Students also learn about the tools and methods geographers use in their science and practice.

### AP MACROECONOMICS A

TEA #A3310200 4946.P000.X GRADE: 12 CREDIT: 0.5

RECOMMENDED: AP U.S. History

AΡ Macroeconomics is a collegelevel introduction to the principles of macroeconomics—the study of national economic systems. It includes Classical and Keynesian analysis of aggregate supply and demand and other issues in the U.S. economy such as fiscal and monetary policy, international trade, inflation, employment, and growth and productivity in the economy as a whole. Students use the methods of economics, college level readings, data analysis, and formal research and writing projects to prepare for the Advanced Placement in May examination for possible college credit.

# **AP MICROECONOMICS △**TEA #A3310100 4945.P000.X GRADE: 12 CREDIT: 0.5

RECOMMENDED: AP U.S. History

AP Microeconomics is a college-level introduction to the principles of microeconomics—the study of businesses and markets. Students study fundamental economic concepts such as supply, demand, price, opportunity cost, exchange, and issues that influence individual and business decision-making. Students use the tools and methods of economic analysis, college-level readings, data analysis, and formal research and writing projects to prepare for the Advanced Placement examination in May for possible college credit.

### AP PSYCHOLOGY A

TEA #A3350100 4938.P000.X GRADE: 11-12 CREDIT: 0.5

RECOMMENDED: Grade 11 classification
AP Psychology is a college-level introduction to
the concepts and methods of psychology. The
course content is presented in depth and at an
accelerated pace. Students learn the principal
theories of psychology and study factors that
affect human behavior and development,
perception and learning, memory and thought,
motivation emotion personality disorders, and
related topics. AP students prepare to take the
Advanced Placement examination in May for
possible college credit.

# AP U.S. GOVERNMENT AND POLITICS A

TEA #A3330100 4841.P000.X GRADE: 12 CREDIT: 0.5

RECOMMENDED: AP U.S. History

AP Government is a college-level introduction to American government. The course content is presented in depth and at an accelerated pace. Students use the tools and methods of political science to analyze issues in U.S. politics. They read college-level texts, analyze documents, and conduct formal research and writing projects. AP students prepare to take the Advanced Placement examination in May for possible college credit.

# AP UNITED STATES HISTORY A TEA #A3340100 4733.P000.Y GRADE: 11 CREDIT: 1

RECOMMENDED: World Geography Pre-AP and World History Pre-AP

AP U.S. History is a college-level survey of U.S. history from Exploration to the present. The course content is presented in depth and at an accelerated pace. It includes a study of the methods of historical analysis, college-level readings, document analysis, and interdisciplinary research and writing projects. AP students prepare to take the Advanced Placement examination in May for possible college credit.

# **AP WORLD HISTORY**TEA #A3370100 4623.P000.Y GRADE: 10-12 CREDIT: 1

RECOMMENDED: World Geography Pre-AP AP World History is a college-level survey of world history from early times to the present. The course emphasizes intellectual-cultural, political-diplomatic, and social-economic history. The content is presented in depth and at an accelerated rate. It includes the methods of historical analysis, college-level reading, document analysis, and interdisciplinary research and writing projects. AP students prepare to take the Advanced Placement examination in May for possible college credit.

### **Health Education**

### **HEALTH EDUCATION**

TEA #03810100 6931.R000.X GRADE: 9-12 CREDIT: 0.5

PREREQUISITE: None

This course addresses health concepts described in the Texas Essential Knowledge and Skills for Health. It includes comprehensive instruction in consumer health; diseases; environmental health and safety; growth and development; health and fitness for daily living; nutrition; use and abuse of tobacco, alcohol and drugs; and sexuality education for family living and first aid and safety.

### PERSONAL HEALTH/HYGIENE I TEA #3810100 6931.W000.X GRADE: 9-12 CREDIT: 0.5

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any locally

developed special education course.

The course will relate individual health and hygiene practices to issues of wellness, disease prevention, interpersonal skill enhancement, and the obtainment and maintenance of employment. Students will examine the concepts of human growth and development, diet, exercise, emergency and first aid, and daily hygiene practices as each is related to the healthy lifestyle. Students will define the possible consequences of failing to adhere to these health and hygiene practices. I: Personal health and hygiene practices related to self.

### PERSONAL HEALTH/HYGIENE II TEA #84300004 6932.W000.X GRADE: 9-12 CREDIT: 0.5

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any locally developed special education course.

The course will relate individual health and hygiene practices to issues of wellness, disease prevention, interpersonal skill enhancement, and the obtainment and maintenance of employment. Students will examine the concepts of human growth and development, diet, exercise, emergency and first aid, and daily hygiene practices as each related to the healthy lifestyle. Students will define the possible consequences of failing to adhere to these health and hygiene practices.

### PERSONAL HEALTH/HYGIENE III TEA #84300005 6933.W000.X GRADE: 9-12 CREDIT: 0.5

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any locally developed special education course.

The course will relate individual health and hygiene practices to issues of wellness, disease prevention, interpersonal skill enhancement, and the obtainment and maintenance of employment. Students will examine the concepts of human growth and development, diet, exercise, emergency and first aid, and daily hygiene practices as each is related to the healthy lifestyle. Students will define the possible consequences of failing to adhere to these health and hygiene practices.

III: Personal health and hygiene related to employability (health insurance, accessing services).

### PERSONAL HEALTH/HYGIENE IV TEA #84300006 6934.W000.X GRADE: 9-12 CREDIT: 0.5

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any locally developed special education course.

The course will relate individual health and

hygiene practices to issues of wellness, disease prevention, interpersonal skill enhancement, and the obtainment and maintenance of employment. Students will examine the concepts of human growth and development, diet, exercise, emergency and first aid, and daily hygiene practices as each is related to the healthy lifestyle. Students will define the possible consequences of failing to adhere to these health and hygiene practices.

# APPLIED HEALTH / HYGIENE V TEA #84300007 6935.W000.X GRADE: 9-12 CREDIT: 0.5 APPLIED HEALTH / HYGIENE VI TEA #84300008 6936.W000.X GRADE: 9-12 CREDIT: 0.5 APPLIED HEALTH / HYGIENE VII TEA #84300009 6937.W000.X GRADE: 9-12 CREDIT: 0.5

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any locally developed special education course.

The course will relate individual health and hygiene practices to issues of wellness, disease prevention, interpersonal skill enhancement, and the obtainment and maintenance of employment. Students will examine the concepts of human growth and development, diet, exercise, emergency and first aid, and daily hygiene practices as each is related to the healthy lifestyle. Students will define the possible consequences of failing to adhere to these health and hygiene practices.

VII: Personal health and hygiene related to job performance and community living.

### **Technology Applications**

# FUNDAMENTALS OF COMPUTER SCIENCE S

TEA #3580140 3802.R000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITES: Proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8.

The Fundamentals of Computer Science course is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day through creative and innovative opportunities to use problem-solving and reasoning skills to by design, implement, and present solutions to real-world problems. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect.

# COMPUTER SCIENCE I S TEA #3580200 3803.H000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITES: Algebra I

Computer Science provides students with an opportunity to study foundational technology applications. Students will practice the use of technology-related concepts and terms as well as data input strategies such as exploration of LAN and WAN networks, search terminology, and basic coding to make informed decisions about technologies and their applications. Students will work individually and collaboratively to evaluate information, apply technology as a tool for problem solving, and communicate information in different formats to a diverse group of audiences.

# **COMPUTER SCIENCE II S**TEA #3580300 3804.H000.Y GRADE: 11-12 CREDIT: 1

PREREQUISITES: Algebra I and either Computer Science I or Fundamentals of Computer Science.

In Computer Science II students will continue their study of technological applications. Students will extend practice of the use of technology-related concepts and terms as well as data input strategies such as exploration of deeper algorithmic applications (e.g. greedy algorithms) and artificial intelligence/robotics. Students will work individually and collaboratively to evaluate information, apply technology as a tool for problem solving, and communicate information in different formats to a diverse group of audiences.

### COMPUTER SCIENCE III S

TEA #3580350 3805.H000.Y GRADE: 11-12 CREDIT: 1

PREREQUISITES: Computer Science II, Advanced Placement (AP) Computer Science A, or International Baccalaureate (IB) Computer Science.

In Computer Science III students will further their study of technological applications. Students will extend practice of the use of technology-related concepts and terms as well as data input strategies such as the creation of discovery programs in low-level, high-level, and scripting languages as well as creating a small workgroup network. Students will work individually and collaboratively to evaluate information, apply technology as a tool for problem solving, and communicate information in different formats to a diverse group of audiences.

# AP COMPUTER SCIENCE A STEA #A3580100 3803.P000.Y GRADE: 10-12 CREDIT: 1

RECOMMENDED: Computer Science I, Algebra

II, or a student should be comfortable with functions and the concepts found in the uses of functional notation such as f(x) = x + 2 and f(x) = g(h(x)).

This course prepares students to design and implement solutions to problems by writing, running, and debugging computer programs. The course emphasizes programming methodology, procedural abstraction, and in-depth study of algorithms, data structures, and data abstractions. Students will code fluently in an object-oriented paradigm using Java.

### DIGITAL FORENSICS S

TEA #3580360 3806.R000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: Proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8.

Digital Forensics will foster students' creativity and innovation by presenting opportunities to investigate simulations and case studies of crimes, reconstructing computer security troubleshooting incidents. operational problems, and recovering from accidental system damage. Students will collaborate to develop forensic techniques to assist with computer security incident response. Students will learn methods to identify, collect, examine, and analyze data while preserving the integrity of the information and maintaining a strict chain of custody for data. Students will solve problems as they study the application of science to the law.

# DISCRETE MATHEMATICS FOR COMPUTER SCIENCE S

TEA #3580370 3807.H000.Y GRADE: 11-12 CREDIT: 1

PREREQUISITE: Algebra II

Discrete Mathematics will provide students with opportunities to explore the tools and skills used in most areas of computer science, and it is generally listed as a core requirement for Computer Science majors. Students will learn about key topics including: sets, functions, and relations; basic logic; proof techniques; counting basics; graphs and trees; and discrete probability. During the course, math topics are interwoven with computer science applications to enhance the students' understanding of the introduced mathematics as applied to computer science.

# GAME PROGRAMMING AND DESIGN

TEA # 3580380 3808.R000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: Algebra I

Game Programming and Design will foster student creativity and innovation by presenting

students with opportunities to design, implement, and present meaningful programs through a variety of media through collaboration with others to solve gaming problems. Students will use data analysis skills to identify task requirements, plan search strategies, use programming concepts to access, analyze, and evaluate information needed to design games. Students will create a computer game that is presented to an evaluation panel. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect

# MOBILE APPLICATION DEVELOPMENT S

TEA #3580390 3809.R000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: Proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8, and Algebra I.

Mobile Application Development will foster students' creativity and innovation by presenting opportunities to design, implement, and deliver meaningful projects using mobile computing devices through problem solving and collaboration. Students will gain an understanding of the principles of mobile application development through the study of development platforms, programming languages, and software design standards. Through data analysis, students will identify task requirements, plan search strategies, and use software development concepts to access, analyze, and evaluate information needed to program mobile devices. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect.

# ROBOTICS PROGRAMMING AND DESIGN S

TEA #3580395 3810.R000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: Proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8.

Robotics Programming and Design will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful robotic programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve problems in designing and programming robots. Ultimately, students will gain an understanding of the principles of robotics through the study of physics, robotics, automation, and engineering design concepts.

# DIGITAL DESIGN AND MEDIA PRODUCTION B

TEA #3580400 8750.R000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: Proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8.

Digital Design and Media Production will allow students to demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students will problem solve in order to gather information electronically and make informed decisions regarding media projects. The course will include a focus on digital citizenship and digital design principles that are transferable to other disciplines and real-world applications.

# **DIGITAL ART AND ANIMATION** TEA #3580500 8752.R000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: Proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8

RECOMMENDED: Art, Level I

Digital Art and Animation will foster student learning in the use of computer images and animations created with digital imaging software. Students in this course will produce various real-world projects and animations. Through this foundation, student learning can be applied in many careers, with topics such as graphic design, advertising, web design, animation, corporate communications, illustration, character development, script writing, storyboarding, directing, producing, inking, project management, editing. This course satisfies the high school fine arts graduation requirement.

# 3-D MODELING AND ANIMATION

TEA #3580510 8753.R000.Y GRADE PLACMENT: 9-12 CREDIT: 1

PREREQUISITE: Proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8

RECOMMENDED: Art, Level I

3-D Modeling and Animation will provide students with opportunities to create computer images in a virtual three-dimensional (3-D) environment. Through this foundation, student learning can be applied in many careers, including criminal justice, crime scene, and legal applications; construction and architecture; engineering and design; and the movie and game industries. This course satisfies the high school fine arts graduation requirement.

# DIGITAL COMMUNICATIONS IN THE 21ST CENTURY B

TEA #3580610 8754.R000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: Proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8.

Digital Communications in the 21st Century will prepare students for the societal demands of increased civic literacy, independent working environments, global awareness, and the mastery of effective products based on well-researched issues in order to thoughtfully propose suggested solutions to authoritative stakeholders. Student use of the process and product approach will provide authentic platforms from which students will be able to demonstrate effective application of multimedia tools within the contexts of global communications and collaborative communities and appropriately share their voices to affect change that concerns their future.

# DIGITAL VIDEO AND AUDIO DESIGN B

TEA #3580700 8755.R000.Y GRADE: 11-12 CREDIT: 1

PREREQUISITE: None

Digital Video and Audio design will support student learning with the application of academic knowledge and skills in audio and video projects. Students will analyze and summarize the history and evolution of audio and video production fields. Students will also identify critical elements in the pre-production stage, including design procedures, timeline development, technology specifications, scripting techniques, and budgeting procedures; analyze script and storyboard development process for a successful production; identify equipment, crew, and cast requirements for a scripted production; and understand the casting or audition process. During this course ethical decisions and compliance with laws regarding the use of technology in audio and video production will be studied.

# WEB COMMUNICATIONS B TEA #3580810 8740.R000.X GRADE: 9 CREDIT: 0.5

PREREQUISITE: None

Web Communications provides students with the opportunity to analyze and implement the proper and acceptable use of digital/virtual communications technologies and apply decisions regarding the selection, acquisition and sharing of web resources. During this analysis, students will practice the incorporation of real-world applications including taking into consideration quality, appropriateness and effectiveness; examination of the ethical and legal issues surrounding acquisition of digital

information; and identification and discussion of the impact of emerging technologies.

### WEB DESIGN B

TEA #3580820 8741.R000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: None

Web Design will provide students with the opportunity to use digital media and environments to analyze and implement the proper and acceptable use of digital/ virtual communications technologies; identify and discuss emerging technologies and their impact; and understand Internet history and structure. Students will investigate how these areas impact current use as well as acquire, evaluate, and use various web standards as World Wide Web Consortium (W3C), Ecma International, and Internet Corporation for Assigned Names and Numbers (ICANN) to make informed decisions and implement standards in original work. Students will also summarize the technical needs of a World Wide Web server: develop proficiency in the use of a variety of electronic input devices by incorporating such components while publishing web pages as well as learn basic design principles when creating a website.

# WEB GAME DEVELOPMENT B TEA #3580830 8742.R000.Y GRADE: 11-12 CREDIT: 1

RECOMMENDED Web Design

Web Game Development will provide students with opportunities to use digital media and environments to research, evaluate, and create web forms for database processing. During this course, students will examine both Common Gateway Interface (GCI) and computer-generated imagery (CGI); analyze and summarize streaming media/content and game broadcasting; and review the history of gaming; game types. Students will also investigate career opportunities in programming, gaming, art, design, business, and marketing; develop and create a gaming storyboard and script; implement graphic and game design elements.

# INDEPENDENT STUDY IN TECHNOLOGY APPLICATIONS S

TEA #3580900 GRADE: 9-12 8758.H000.Y CREDIT: 1

PREREQUISITE: Completion of a high school technology applications course and permission of the instructor/ mentor for Independent Study in Technology Applications.

Independent Study in Technology Applications will allow students to study technology applications foundations, such as technology-related terms, concepts, and data input strategies, in order to communicate information

in different formats to diverse audiences using a variety of technologies. Students will practice making informed decisions in order to develop/ produce original work appropriate to the selected profession or discipline, and publish the product in electronic media and print. Skill-building in search strategies will be utilized in order to access, analyze, and evaluate the acquired information. Individuals and groups will solve problems, select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. This course may be take up to three times for state elective credit.

# INDEPENDENT STUDY IN EVOLVING/EMERGING TECHNOLOGIES

TEA #3581500 8759.H000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: Completion of a high school technology applications course and permission of the instructor/ mentor for Independent Study in Evolving/Emerging Technologies.

Independent Study in Evolving/Emerging Technologies I provides students with the opportunity to study and explore evolving/ emerging technologies, including technologyrelated terms, concepts, and data input strategies. Students will learn to make informed decisions, develop and produce original work that exemplifies the standards identified by the selected profession or discipline, and publish the product in electronic media and print. Throughout the course, students will demonstrate efficient acquisition of information by identifying task requirements, using search strategies, and using technology to access, analyze, and evaluate the acquired information. This course may be take up to three times for state elective credit.

### **Physical Education**

# GENERAL PHYSICAL EDUCATION COURSES

IMPORTANT:

- One (1.0) credit of physical education is required to meet State graduation requirements.
- General Physical Education courses must only be taken once. Students may be exempt from physical activity (EHAA LEGAL), but not their physical education class.
- Documentation from a member of the healing arts licensed to practice in Texas must be provided to exempt a student from various types of physical activities. Forms may be obtained from the District Physical Education Office.
- Additional PE credits may be taken for state

elective credit. A maximum of 4 PE credits may be earned through any combination of general PE or PE substitutions

■ Students may be enrolled in one Physical Education course per semester. (ROTC is the exception).

■ All students must be assessed on their physical fitness based on their Physical Education Classification using the FITNESSGRAM Assessment.

# FOUNDATIONS OF PERSONAL FITNESS

TEA #PES00052 6011.R000.X GRADE: 9-12 CREDIT: 0.5

PREREQUISITE: None.

The Foundations of Personal Fitness course represents a new approach to physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on health and wellness. Students improve their fitness within the class and learn the process of becoming fit and staying fit. The concept of wellness, striving to reach optimal levels of health, is the cornerstone of this course and is exemplified by one of the course objectives; students designing their own personal fitness program.

# AEROBIC AND CONDITIONING TEA #PES00054 6012.R000.Y GRADE: 9-12 CREDIT: 1.0

PREREQUISITE: None

Students in the Aerobic and Conditioning course are exposed to a wide variety of activities including circuit training, Pilates, Plyometrics, resistance training, basic yoga, and walk/jog activities to promote health and fitness. Students will have the opportunity to experience workouts using various equipment such as Swiss Balls, resistance bands, free weights, medicine balls, and jump ropes during the year. A major project for this course is for the student to design a personal fitness program based on the above aerobic activities..

### **INDIVIDUAL SPORTS**

TEA #PES00055 6021.R000.Y GRADE: 9-12 CREDIT: 1.0

PREREQUISITE: None

Students enrolled in the Individual Sports course will improve their health and fitness while developing competency in badminton, golf, and weight training in the first semester and bowling, tennis and disc golf in the second semester. Individual Sports focuses on incorporating wellness into an active lifestyle beyond high school. Students will use nutrition and activity journals, goals

setting sheets, and activity reflection sheets to track their fitness progress throughout the year. A major project for this course is for the students to complete an individual portfolio including a personal fitness program based on the above sports.

### **TEAM SPORTS**

TEA #PES00055 6022.R000.Y GRADE: 9-12 CREDIT: 1.0

PREREQUISITE: None

Students enrolled in the Team Sports course will improve their health and fitness while developing competency in and an appreciation for teamwork and fair play through Basketball, and Flag Football in the first semester and Soccer, Softball and Volleyball in the second semester. Team Sports focuses on incorporating wellness into an active lifestyle beyond high school. Students will use nutrition and activity journals, goals setting sheets, and activity reflection sheets to track their fitness progress throughout the year. A major project for this course is for the students to complete an individual portfolio including a personal fitness program based on the above sports.

### General PE classes with an Emphasis on Dance

### **AEROBIC DANCE I**

TEA #PES00054 6565.R000.X GRADE: 9-12 CREDIT: 0.5

Students in Aerobic Dance I are exposed to a variety of exercises that support their dancing skills and promote their health and fitness. Students will learn various dances as well as participate in circuit training, Pilates, basic yoga and walk/jog activities. A major expectation of this course is for the student to design a personal fitness program to support their dancing skills.

\*This course is like Aerobics and Conditioning I with a dance emphasis.

### **AEROBIC DANCE II**

TEA # PES00054 6566.R000.X GRADE:9-12 CREDIT: 0.5

PREREQUISITE: Aerobic Dance I

Students in Aerobic Dance II will explore a variety of exercises that promote health and fitness and support their dancing skills. Students will participate in basic aerobic routines, circuit training, exercise bands, and exercise balls along with a variety of dances. The student will design a personal fitness program based on the above activities to improve their overall fitness for dancing.

Students may repeat this course as a local credit to satisfy the additional .5 AISD PE credit. Course number is 6566.RL00X. It is also tied to the same PFIMS #

\*This course is like Aerobics and Conditioning II with a dance emphasis.

### Physical Education Courses Serving Students with Disabilities

One credit (1.0) of adapted physical education are required for graduation. Additional credits may be taken for elective credits. ARD committees may only recommend APE evaluation. The APE evaluation determines the need for direct or consult Adapted Physical Education services.

PREREQUISITE: Placement by ARD committee. Students must have an IEP goal for any locally developed special education course.

# ADAPTED PHYSICAL EDUCATION FOUNDATIONS OF PERSONAL FITNESS

TEA #PES00052

6011.V000.X

6011.W000.X

# ADAPTED PHYSICAL EDUCATION AEROBIC AND CONDITIONING

TEA #PES00054 6012.W000.Y

ADAPTED PHYSICAL EDUCATION INDIVIDUAL SPORTS

TEA #PES00055 6021.W000.Y

ADAPTED PHYSICAL EDUCATION

TEAM SPORTS

TEA #PES00055 6022.W000.Y

### Physical Education Substitutions

Physical Education substitutions allow a student to use approved physical activities to meet the state physical education graduation requirement. Students must earn 1.0 Physical Education graduation credit by participating in various physical education substitutions.

These courses may be taken multiple times provided that a different TEA number is used in sequence each time. No more than 4.0 PE substitution credits may be earned through any combination of allowable substitutions for state credit. Students may earn additional elective credits through Physical Education based on their graduation plan.

### **ATHLETICS**

TEA #PES0000 Grade 9 Fall
TEA #PES0000 Grade 9 Spring
TEA #PES0001 Grade 10 Fall
TEA #PES0001 Grade 10 Spring
TEA #PES0002 Grade 11 Fall

TEA #PES0002 Grade 11 Spring
TEA #PES0003 Grade 12 Fall
TEA #PES0003 Grade 12 Spring

GRADE: 9-12 CREDIT: 0.5-1

PREREQUISITE: Approved by the Athletic Coach

WRESTLING	6901
BASEBALL	6911
BASKETBALL	6912
TRACK AND FIELD	6913
(spring only)	
CROSS COUNTRY	6914
(fall only)	
VOLLEYBALL	6915
GOLF	6916
SWIMMING	6918
TENNIS	6919
F00TBALL	6923
SOCCER	6924
SOFTBALL	6925

### **OFF-CAMPUS P.E. PROGRAM**

The Off-Campus Physical Education Program is an athletic/training program that students may participate in by using a commercial or private agency that has been approved by the District Physical Education Office. These courses may be used to substitute a 0.5 unit of Physical Education credit per semester. A student may earn up to 4.0 credits towards graduation requirement for Physical Education if he/she is approved for Category 1. A student in Category II may earn up to 1.0 credit. Examples of approved activities are: swimming, diving, dancing, rowing, rock climbing, fencing, equestrian riding, gymnastics, martial arts, and club team such as Lacrosse and Ultimate Frisbee. Students will earn a numerical grade, which is also included in his/her grade point average.

- The Off-Campus Physical Education Program packets may be obtained through the counselor's office or on the AISD website (www.austinisd.org).
- Students may only choose agencies that are listed on the "AISD Approved Agency" list on the AISD website.
- Completed packets must be received by the P.E. Department at the Carruth Administration Center on or before the first day of each semester.
- The Off-Campus Physical Education Program course must be scheduled through your counselor and will be noted on the student's report card.
- Students must complete written assignments, given by the Agency, for verification of learned Texas Essential Knowledge and Skills for Physical Education. A numerical grade will be issued from the written

assignments; it will then be factored into the students' grade.

AISD is not responsible for providing transportation to the approved agencies.

### CATEGORY 1: ATHLETIC/ TRAINING PROGRAM, NATIONAL OR PROFESSIONAL RANKING OR OLYMPIC COMPETITION

TEA #PES00008	6951.R010.X
(1st time taken)	
TEA #PES00008	6951.R020.X
(2nd time taken)	
TEA #PES00009	6951.R030.X
(3rd time taken)	
TEA #PES00009	6951.R040.X
(4th time taken)	
TEA #PES00010	6951.R050.X
(5th time taken)	
TEA #PES00010	6951.R060.X
(6th time taken)	
TEA #PES00011	6951.R070.X
(7th time taken)	
TEA #PES00011	6951.R080.X
(8th time taken)	
CDADE, O 12 CDEDIT, O	5

**GRADE: 9-12 CREDIT: 0.5** 

PREREQUISITE: Approved application by District Physical Education Coordinator and campus Guidance Counselor

- Any athletic/training program that is of higher level than the District can provide.
- The student must participate in the substitute activity that is in congruence with the Physical Education TEKS as closely as possible, if not above and beyond the rigor of the standards (TAC) Chapter 74.
- The student must train for 15 or more hours per week during the school semester. The student is also eligible to miss one school period. The student must not miss any class other than a scheduled physical education class (usually first or last period of the day).
- The student must be training for some type of state, national, or professional ranking, or for Olympic competition.

### CATEGORY 2: A PRIVATE OR COMMERCIALLY-SPONSORED PHYSICAL ACTIVITY OR TRAINING PROGRAM

TEA #PES00008	6952.R010.X
(1st time taken)	
TEA #PES00008	6952.R020.X
(2nd time taken)	
TEA #PES00009	6952.R030.X
(3rd time taken)	
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**GRADE: 9-12 CREDIT: 0.5**PREREQUISITE: Approved application by

District Physical Education Coordinator

■ The student must participate in the

substitute activity that is in congruence with the Physical Education TEKS as closely as possible, if not above and beyond the rigor of the standards (TAC) Chapter 74.

- The student is required to participate at least 5 hours per week during the school semester.
- Students certified to participate at this level will not be dismissed from any part of the regular school day.

### ACTIVITY BASED COURSES FOR PHYSICAL EDUCATION SUBSTITUTIONS

- A student taking Cheerleading, Marching Band, or Drill Team may earn 1.0 state PE credit.
- Additional local 0.5 credits may be earned (local credit does not count towards state graduation requirement).

# MARCHING BAND/COLOR GUARD (FALL ONLY)

TEA# PES00012 6331.R000.X
GRADE: 9-12 CREDIT: 0.5
PREREQUISITE: Approved by Marching Band

■ Fall semester only

Director

### **CHEERLEADING**

TEA# PES00013 6921.R010.X GRADE: 9-12 CREDIT: 0.5

PREREQUISITE: Approved by Campus Cheerleading Sponsor

■ Students may earn PE substitution credit in both the Fall and Spring semesters.

### **DRILL TEAM**

TEA# PES00014 6922.R010.X GRADE: 9-12 CREDIT: 0.5

PREREQUISITE: Approved by Drill Team Sponsor

■ Students may earn PE substitution credit in both the Fall and Spring semesters.

### JROTC P

TEA# PES00004 6013.R000.Y GRADE: 9-12 CREDIT: 1 TEA #3160100 9013.R000.Y GRADE: 9-12 CREDIT: 1

NOTE: 6013 allows a student to earn PE credit, while 9013 allows a student to earn Military Science credit. 9013 is to be used only if a student has already satisfied or is currently satisfying his physical education requirement with a different course or PE substitution. 9013 may not be used to indicate a PE credit, to satisfy a PE requirement, or in conjunction with the Physical Education course.

A student may earn no more than 1.0 credit toward their Physical Education requirements.

# HIGH SCHOO

### **Fine Arts**

NOTE: Art I is the prerequisite for any Art Course with the exception of AP Art Courses.

### ART I 🗚

TEA #03500100 5001.R000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: None

This course lays the basic foundation for learning art processes, procedures, theories, history, and art judgment. The approach is experimental in use of materials (drawing, painting, printmaking, fibers, ceramics, sculpture, jewelry, photography) but structured to provide students a strong foundation in design, drawing, and vocabulary.

# ART AND MEDIA COMMUNICATIONS I A

TEA # N1170024 5990.R000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: None

Students combine study of modern, postmodern, and contemporary visual art and design with media literacy and technology applications. Creation and analysis of student artworks will be balanced with explorations into traditional hand skills with current technology applications to create new media such as animations, digital images, multimedia presentation, digital video, websites, and interactive or sitebased installations and performances. Student work will culminate in a capstone project that investigates an issue relevant to the student and uses art, design, and visual communications to address a problem within the community or effect a change.

# PRINCIPLES AND ELEMENTS OF FLORAL DESIGN

TEA #13001800 8129.R(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITE: Principles of Agriculture, Food and Natural Resources.

This course is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises.

### **Level II Art**

Art courses at this level offer in-depth art experiences. They are flexible in scope and allow students to make choices from a broad range of art areas. Opportunities for observation and perception, creative expression, historical and cultural relevance and critical evaluation are components of all courses.

NOTE: Before a student can advance to a Level II Art Course, they must complete Art I.

### DRAWING I A

TEA #03500500 5022.R000.Y GRADE: 10-12 CREDIT: 1

PREREQUISITE: Art I

Students explore design elements and principles through composition, abstraction, and expression. They also study contour gesture and other techniques, with emphasis on representation of volume. They explore use of papers, cardboards, and fabric in combination with charcoal, pastels, pen and ink, brushes, felt tips, and mixed media.

### PAINTING I A

TEA #03500600 5042.R000.Y GRADE: 10-12 CREDIT: 1

PREREQUISITE: Art I

Art elements and principles are used to strengthen concepts of design. Various styles of paintings, including contemporary painting are analyzed. Students experiment with a variety of techniques and materials including tempera, synthetic media, watercolor, latex, and enamels on various surfaces such as cardboard, poster board, Masonite, canvas, and cloth.

### PRINTMAKING I A

TEA #03500700 5007.R000.Y GRADE: 10-12 CREDIT: 1

PREREQUISITE: Art I

Students use principles and elements of design with emphasis on positive-negative space. They experiment with mono-prints, multiple prints, reduction printings, and materials, such as linoleum, cardboard, found objects, wood, and electronics. They also study various processes such as relief, planographic, intaglio, stencil, photographic, and papermaking.

### FIBERS I A

TEA #03500800 5008.R000.Y GRADE: 10-12 CREDIT: 1

PREREQUISITE: Art I

Students explore techniques such as weaving, knotting, stitchery, and dyeing, separately and in combination with other media. They use a variety of natural and synthetic materials in soft sculptures, airborne sculptures (kites, windsocks, inflatable) and conceptual works while applying the art elements and principles.

### CERAMICS I A

TEA #03500900 5009.R000.Y GRADE: 10-12 CREDIT: 1

PREREQUISITE: Art I

Students apply art elements and principles through different methods and materials.

They explore methods such as wheel throwing, slab, coil, and pinch; separately and in combination. Students produce functional and experimental two- and three dimensional clay forms. They explore surface treatments such as stamping, scraping, glazing, under glazing, staining, painting, and firing.

### SCULPTURE I A

TEA #03501000 GRADE: 10-12 5010.R000.Y CREDIT: 1

PREREQUISITE: Art I

Students study design elements and principles of form and positive-negative space. They explore additive and subtractive processes utilizing various techniques with firebrick, wood, foam, glass, clay, and plaster.

### **JEWELRY I**

TEA #03501100 5011.R000.Y GRADE: 10-12 CREDIT: 1

PREREQUISITE: Art I

Students use natural and human-made materials such as metals, wood, clay, papier-mâché, and plexiglass in casting, and carving, separately and in combination. They explore positive/negative space, personal adornment, function, experimental shapes, and individual techniques.

### PHOTOGRAPHY I A

TEA #03501200 5012.R000.Y GRADE: 10-12 CREDIT: 1

PREREQUISITE: Art I

Students learn about cameras, photographic composition, taking and developing photographs, making short movies, and producing multi-media presentations. They explore relationships with silkscreen and electronic media such as computer graphics and television.

# DIGITAL ART AND MEDIA ▲ I TEA #03503300 5120.R000.Y GRADE: 10-12 CREDIT: 1

PREREQUISITE: Art I

Students us deign elements and principles with technological skills while designing and creating original artwork on digital devices. Exploration, research and imaging combined with conceptual techniques provide a foundation in digital art and media.

### Level III Art

Courses offer in-depth art experiences. They are flexible in scope allowing students to make choices from a broad range of art areas. Opportunities for observation and perception, creative expression, historical and cultural relevance and critical evaluation are

HIGH SCHOOL

components of all Level 3 courses.

In addition to the regular curriculum, students may enroll in weighted art courses which require the completion of extra work as described in the Fine Arts Curriculum documents.

NOTE: Before a student can advance to a Level 3 Art Course, they must complete any Art Level 2 Course with the exception of AP Art Courses. Course with the exception of AP Art Courses.

### DRAWING II A

TEA #03501300 5023.R000.Y 5023.H000.Y

GRADE: 11-12 CREDIT: 1

PREREQUISITE: Drawing I

Students use art elements and principles to develop skills and sensitivity in a variety of methods and techniques. They increase awareness of composition with abstract, non-objective, and realistic renderings. Students will use many drawing materials and tools with emphasis on perfecting individual approaches to drawing. Students also will explore commercial art.

### PAINTING II A

TEA #03501400 5043.R000.Y 5043.H000.Y

GRADE: 11-12 CREDIT: 1

PREREQUISITE: Painting I

Students strengthen their concepts of design and continue experimental painting in both two and three dimensions. They experiment and explore techniques, media, and surfaces and discover which painting media best describes individual intentions.

### PRINTMAKING II A

TEA #03501500 5015.R000.Y 5015.H000.Y

**GRADE: 11-12 CREDIT: 1** 

PREREQUISITE: Printmaking I

This course allows personal expression and choice of techniques using elements and principles of design. Students explore printmaking in commercial artwork, serigraphy, lithography, and etching.

### FIBERS II A

TEA #03501600 5016.R000.Y 5016.H000.Y

GRADE: 11-12 CREDIT: 1

PREREQUISITE: Fibers I

Students use a variety of natural and synthetic materials including mixed media. They combine three-dimensional forms with two-dimensional forms.

### CERAMICS II A

TEA #03501800 5018.R000.Y 5018.H000.Y

GRADE: 11-12 CREDIT: 1

PREREQUISITE: Ceramics I

Students use design elements and principles while exploring ceramic techniques, clays, glazes, and firings. They explore surface treatment relating to form, variety in ceramic materials, and loading and firing kilns.

### SCULPTURE II A

TEA #03501900

5019.R000.Y 5019.H000.Y

GRADE: 11-12

CREDIT: 1

PREREQUISITE: Sculpture I

Students develop design skills that emphasize form and space in student/teacher choice of techniques. They explore massive form materials such as plaster, concrete, salt block, vermiculite, metal, and wood.

### **JEWELRY II**

TEA #03502000

5020.R000.Y 5020.H000.Y CREDIT: 1

GRADE: 11-12

PREREQUISITE: Jewelry I

Art elements and principles will be explored through a variety of materials, (including mixed media) and a variety of methods. Students consider functional and aesthetic form in jewelry.

### PHOTOGRAPHY II

TEA #03502200

5013.R000.Y 5013.H000.Y CREDIT: 1

**GRADE: 11-12** 

PREREQUISITE: Photography I

Students develop an awareness of design in media compositions, explore camera and darkroom equipment, refine photos and develop prints, make a short movie, and/ or produce multimedia presentations. They examine photography as it is related to drawing, silkscreen, and other processes. Students also explore electronic media—video, computer graphics, and related media.

### DIGITAL ART AND MEDIA II

TEA #03503400

5239.R000.Y 5239.H000.Y

**GRADE: 11-12** 

CREDIT: 1

PREREQUISITE: Digital Art and Media I
Students continue to explore the creative
aspects of digital media by scanning and
manipulating images to create original artwork.
They also study historical aspects of digital
media. Multimedia presentations and areas
of personal interest will be investigated and
produced.

### **Level IV Art**

Courses allow students to choose the area or areas of personal interest in which they desire to work in-depth. Students explore increasingly complicated and challenging processes and media. Students begin to develop personal style

and evaluate their own work more critically. Level 4 courses require the completion of extra work as described in the Fine Arts Curriculum documents, and these courses receive weighted credit; however, there are some Level 4 courses in which students may take and receive regular credit.

NOTE: Before a student can advance to a Level 4 Art Course, they must complete any Art II Course with the exception of AP Art Courses.

### DRAWING III A

TEA #03502300 5024.H000.Y GRADE: 12 CREDIT: 1

PREREQUISITE: Drawing II

### PAINTING III A

TEA #03502400 5044.H000.Y GRADE: 12 CREDIT: 1

PREREQUISITE: Painting II

### PRINTMAKING III A

TEA #03502500 5245.H000.Y GRADE: 12 CREDIT: 1

PREREQUISITE: Printmaking II

### FIBERS III A

TEA #03502600 5026.H000.Y GRADE: 12 CREDIT: 1

PREREQUISITE: Fibers II

### CERAMICS III A

TEA #03502700 5027.H000.Y GRADE: 12 CREDIT: 1

PREREQUISITE: Ceramics II

### SCULPTURE III A

TEA #03502800 5028.H000.Y GRADE: 12 CREDIT: 1

PREREQUISITE: Sculpture II

### JEWELRY III A

TEA #03502900 5029.H000.Y GRADE: 12 CREDIT: 1

PREREQUISITE: Jewelry II

### PHOTOGRAPHY III A

TEA #03503100 5014.H000.Y GRADE: 12 CREDIT: 1 PREREQUISITE: Photography II

# DIGITAL ART AND MEDIA III A TEA #03503500 5257.H000.Y

GRADE: 12 CREDIT: 1
PREREQUISITE: Digital Art and Media II

### AP ART HISTORY A

of AP Art instructor.

 TEA #A3500100
 5051.P000.Y

 GRADE: 11-12
 CREDIT: 1

 RECOMMENDED: Art | & Art || and approval

This introductory college level course provides the student with an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. Art History also emphasizes understanding works in context, considering such issues as patronage, gender, and the functions and effects of works of art. Requires a high degree of commitment to academic work to meet college standards.

# **AP STUDIO ART: DRAWING** TEA #A3500300 5053.P000.Y GRADE: 11-12 CREDIT: 1

RECOMMENDED: One credit in an Art, Level II course or approval of instructor

Students develop a portfolio addressing a very broad interpretation of drawing issues and media. Light, shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth can be addressed. Abstract, observational, and inventive works through a variety of means, which could include painting, printmaking, mixed media, etc. may be used. Work will be divided into three sections of the portfolio including quality, concentration, and breadth.

# **AP STUDIO ART: 2-D DESIGN** TEA #A3500400 5054.P000.Y GRADE: 11-12 CREDIT: 1

RECOMMENDED: One credit in an Art, Level II course or approval of Instructor

Students develop a portfolio addressing a very broad interpretation of drawing issues and media. Purposeful decision making about how to use the elements and principles of art in an integrative way to demonstrate mastery of 2-D is required. Mediums and processes could include graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. Work will be divided into three sections of the portfolio including quality, concentration, and breadth.

# **AP STUDIO ART: 3-D DESIGN** TEA #A3500500 5055.P000.Y GRADE: 11-12 CREDIT: 1

RECOMMENDED: One credit in an Art Level II course or approval of instructor

Students develop a portfolio addressing sculptural issues. Portfolios will demonstrate an understanding of design principles as they relate to depth and space through any 3-D approach including figurative or nonfigurative. Mediums and processes could include sculpture, architectural

models, metal work, ceramics, and threedimensional fiber arts. Work will be divided into three sections of the portfolio including quality, concentration, and breadth.

### **Theatre**

# MUSICAL THEATRE I A TEA # N1170069 5981.R000.Y GRADE: 9-12 CREDIT: 1

Musical Theatre will expose students to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance. The course will also provide an atmosphere in which students benefit from a teaching and learning experience in these performance disciplines of musical theatre.

# **MUSICAL THEATRE II △**TEA #N1170109 5982.R000.Y

**GRADE: 9-12 CREDIT: 1** *RECOMMENDED: Musical Theatre I or by* 

audition

# MUSICAL THEATRE III A TEA #N1170110 5983.H000.Y GRADE: 9-12 CREDIT: 1

RECOMMENDED: Musical Theatre II or by audition

### **MUSICAL THEATRE IV**

TEA #N1170115 5984.H000.Y GRADE: 9-12 CREDIT: 1

RECOMMENDED: Musical Theatre III or by audition

### THEATRE ARTS I A

TEA #03250100 1643.R000.Y GRADE: 9-12 CREDIT: 1

RECOMMENDED: First year in the program, regardless of grade level.

An overview of theatre arts, basic acting techniques, and introduction to stagecraft. This course includes instruction in acting techniques, stagecraft, use of body and voice, characterization, interpretation of scripts and characters, production style, career education, and a variety of theatrical forms. Upper level students will have the opportunity to study mime, dance, drama, theatre for children, musical theatre, radio, television, film, and career options. In addition to the regular curriculum, students will be required to complete extra work for weighted credit.

### THEATRE ARTS II 🗚

TEA #03250200 1646.R000.Y GRADE: 10-12 CREDIT: 1

PREREQUISITE: Theatre Arts I and approval of instructor

### THEATRE ARTS III A

TEA #03250300 1653.R000.Y

1653.H000.Y

**GRADE: 11-12 CREDIT: 1**PREREQUISITE: Theatre Arts II and approval

PREREQUISITE: Theatre Arts II and approval of instructor

### THEATRE ARTS IV A

TEA #03250400 1663.R000.Y

1663.H000.Y

GRADE: 12 CREDIT: 1

PREREQUISITE: Theatre Arts III and approval of instructor

### TECHNICAL THEATRE I

TEA #03250500 1644.R000.Y GRADE: 9-12 CREDIT: 1

RECOMMENDED: First year in the program, regardless of grade level.

This course includes an overview of technical theatre and the beginning study of construction and operation of scenery, properties, lighting instruments, makeup, sound, and public relations programs. First year in the program, regardless of grade level.

### TECHNICAL THEATRE II A

TEA #03250600 1647.R000.Y GRADE: 10-12 CREDIT: 1

PREREQUISITE: Technical Theatre I, and approval of instructor

### TECHNICAL THEATRE III A

TEA #03251100 1649.R000.Y

1649.H000.Y

GRADE: 11-12 CREDIT: 1

PREREQUISITE: Technical Theatre II, and approval of instructor

### TECHNICAL THEATRE IV A

TEA #03251200 1650.R000.Y

1650.H000.Y CREDIT: 1

**GRADE: 12**PREREQUISITE: Technical Theatre III, and

approval of Instructor

### THEATRE PRODUCTION I A

TEA #03250700 1616.R000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: Theatre Arts I or taken concurrently. First year in program, regardless of grade level.

This course is designed to meet outside regular school hours for a minimum of 80 hours for each unit of credit. It provides practical, hands-on experience in acting and stagecraft. Students develop production and acting skills for public performance outside school hours. In addition to the regular curriculum, students will be required to complete extra work for weighted credit.

### THEATRE PRODUCTION II

TEA #03250800 1617.R000.Y
PREREQUISITE: Theatre Production I, and

approval of instructor.

### THEATRE PRODUCTION III A

TEA #-03250900

1619.R000.Y 1619.H000.Y

PREREQUISITE: Theatre Production II, and approval of instructor.

### THEATRE PRODUCTION IV

TEA #03251000

1625.R000.Y 1625.H000.Y CREDIT: 1

**GRADE: 9-12** 

PREREQUISITE: Theatre Production III, and approval of instructor.

NOTE: TEA indicates this course may meet during school hours or after school and may include not only work on theatre productions at a local school, but also community theatre group work if supervised and evaluated by a theatre arts teacher.

### **Instrumental Music**

### BAND I A

TEA #03150100 5331.R000.Y

RECOMMENDED: Band, Middle School 1 (Beginning), MIddle School 2 (Intermediate), and Middle School 3 (Advanced) band and / or director's approval required for placement in all ensembles.

Students develop wind/percussion techniques and study band literature. Attendance at performances and rehearsals outside school hours is required. (Marching Band during fall semester is a possible P.E. substitute.) In addition to the regular curriculum, students will be required to complete extra work for weighted credit. These requirements are described in the Departmental Handbooks, and Fine Arts Curriculum documents.

### BAND II A

TEA #03150200 5332.R000.Y

PREREQUISITE: Band I and / or director's approval required for placement in all ensembles.

### BAND III A

TEA #03150300

5333.R000.Y 5333.H000.Y

PREREQUISITE: Band I. II and / or director's approval required for placement in all ensembles.

### BAND IV A

TEA #03150400

5334.R000.Y 5334.H000.Y

**GRADE: 9-12** 

CREDIT: 1 PREREQUISITE: Band I, II, III and/or director's

approval required for placement in all ensembles.

Fourth year in the program, regardless of grade level.

### ORCHESTRA I A

TEA #03150500 5421.R000.Y

RECOMMENDED: Orchestra, Middle School 1 (Beginning), Middle School 2 (Intermediate), and Middle School 3 (Advanced) orchestra and / or director's approval required for placement in all ensembles.

Students learn and develop string techniques. They study orchestral literature. Attendance at rehearsals and performances outside school hours is required. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. These requirements are described in the Fine Arts Curriculum documents

### ORCHESTRA II A

TEA #03150600

5422.R000.Y

PREREQUISITE: Orchestra I and / or director's approval required for placement in all ensembles.

### ORCHESTRA III A

TEA #03150700

5423.R000.Y 5423.H000.Y

PREREQUISITE: Orchestra I and II and / or director's approval required for placement in all ensembles.

### **ORCHESTRA IV**

TEA #03150800

5424.R000.Y 5424.H000.Y **CREDIT: 1** 

**GRADE: 9-12** 

PREREQUISITE: OOrchestra I. II. III and / or director's approval required for placement in all ensembles.

### **GUITAR I A**

TEA #03150500 5421.R000.Y **GRADE: 9-12 CREDIT: 1** 

RECOMMENDED: Guitar, Middle School 1 (Beginning), Middle School 2 (Intermediate), Middle School 3 (Advanced) guitar and/or director's approval required for placement in all classes.

develop quitar Students techniques and study quitar literature. Attendance at performances and rehearsals outside school hours is required. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. The requirements are described in the Departmental Handbooks, and Fine Arts Curriculum documents.

### **GUITAR II**

TEA #03150600 GRADE: 10-12

5422.R000.Y **CREDIT: 1** 

RECOMMENDED: Guitar I and/or director's approval required for placement in all ensembles.

### **GUITAR III**

TEA #03150700

5423.R000.Y 5423.H000.Y

**GRADE: 11-12 CREDIT: 1** 

RECOMMENDED: Guitar I, II and/or director's approval required for placement in all ensembles.

### **GUITAR IV**

TEA #03150800

5424.R000.Y 5424.H000.Y

GRADE: 12

CREDIT: 1

RECOMMENDED: Guitar I, II, III and/or director's approval required for placement in all ensembles.

### JAZZ BAND I A

TEA #03151300

5341.R000.Y

RECOMMENDED: An enrolled member of a regular band or orchestra class and/or director

First year in program, regardless of grade level. Students develop jazz techniques and study jazz literature. Wind and percussion players must be enrolled in a regular band class. Guitar, electric bass, and keyboard players need not be enrolled in a regular band or orchestra. Attendance at rehearsals and performances outside school hours is required.

### JAZZ BAND II A

TEA #03151400

5342.R000.Y

PREREQUISITE: An enrolled member of a regular band or orchestra class and/or director approval.

Second year in program, regardless of grade level.

### JAZZ BAND III A

TEA #03151500

5343.R000.Y

PREREQUISITE: An enrolled member of a regular band or orchestra class and/or director approval.

Third year in program, regardless of grade level.

### JAZZ BAND IV A

TEA #03151600 **GRADE: 9-12** 

5344.R000.Y **CREDIT: 1** 

PREREQUISITE: An enrolled member of a regular band or orchestra class and/or director approval.

Fourth year in the program, regardless of grade level.

### INSTRUMENTAL ENSEMBLE I TEA #03151700 5521.R000.Y

RECOMMENDED: One year or concurrent enrollment in a Level I ensemble (band, choir, guitar or orchestra) and/or director's Approval. Students study the specialized technical problems of performance techniques for brass, woodwind, percussion, and stringed instruments. Options may include Mariachi

and Steel Drum Band. Literature for small ensembles is studied. Wind and percussion players must be enrolled in a regular band class, and string players must be enrolled in a regular orchestra class. Attendance at rehearsals and performances outside school hours is required.

### INSTRUMENTAL ENSEMBLE II A TEA #03151800 5522.R000.Y

PREREQUISITE: One year or concurrent enrollment in a Level I ensemble (band, choir, guitar or orchestra) and director's approval.

## INSTRUMENTAL ENSEMBLE III A

TEA #03151900

5523.R000.Y 5523.H000.Y

PREREQUISITE: One year or concurrent enrollment in a Level I ensemble (band, choir, guitar or orchestra) and/or director's approval.

### INSTRUMENTAL ENSEMBLE IV

TEA #03152000

5524.R000.Y 5524.H000.Y

**GRADE: 9-12** 

**CREDIT: 1** 

PREREQUISITE: One vear or concurrent enrollment in a Level I ensemble (band, choir, guitar or orchestra) and/or director's approval. Fourth year in the program, regardless of grade level.

### APPLIED MUSIC I (INSTRUMENTAL)

TEA #03152500 5931.R000.Y

First year in program, regardless of grade level. Credit is awarded for private music study outside of school hours and off campus. Credit can be granted for the course only when the contracting student is enrolled concurrently in at least one additional instrumental music course offered by the school. The private teacher must cover all of the Texas Essential Knowledge and Skills (TEKS) in the course of study. The Band or Orchestra Director shall be the Teacher of Record and will verify the quality of the work. Each individual contract must be completed within 12 calendar months or less.

### **APPLIED MUSIC II** (INSTRUMENTAL) A

TEA #03152600 **GRADE: 9-12** 

5932.R000.Y CREDIT: 1

PREREQUISITE: Applied Music I for Applied

Second year in the program, regardless of grade level.

### **Choral Music**

### CHORAL MUSIC I A

TEA #03150900 **GRADE: 9-12** 

5621.R000.Y **CREDIT: 1** 

RECOMMENDED: Choir, Middle School 1 (Beginning), MIddle School 2 (Intermediate), and Middle School 3 (Advanced) choir and / or director's approval required for placement in all ensembles.

Musicianship is developed through study of vocal technique, music/sight-reading skills, and listening experiences in analysis and description. Periods of music history and the music of many cultures are explored. Unison, two- three-, and four-part choral literature is prepared and performed publicly. Out-of school rehearsals and performances are required. Choral directors may place young men and women in separate choirs to help them navigate their changing voices, develop wider vocal ranges, and adhere to UIL standards. In addition to the regular curriculum, students will be required to complete extra work for weighted credit. These requirements are described in the Fine Arts Curriculum Documents.

### CHORAL MUSIC II A

TEA #03151000 5622.R000.Y **GRADE: 10-12 CREDIT: 1** 

PREREQUISITE: Choral Music I and director's approval required for placement in all ensembles.

### CHORAL MUSIC III A

TEA #03151100 5623.R000.Y

5623.H000.Y

**GRADE: 11-12 CREDIT: 1** 

PREREQUISITE: Choral Music II and director's approval required for placement in all ensembles.

### CHORAL MUSIC IV A

TEA #03151200 5624.R000.Y

5624.H000.Y

GRADE: 12 CREDIT: 1

PREREQUISITE: Choral Music ||| and director's approval required placement in all ensembles.

### SMALL VOCAL ENSEMBLE I 5731.R000.Y TEA #03152100

**GRADE: 9-12** 

**CREDIT: 1** 

RECOMMENDED: One year or concurrent enrollment in a Level I ensemble (band, choir, guitar or orchestra) and director's approval.

This course emphasizes carrying an independent part in an ensemble group. Various groups such as madrigal, jazz and show choirs will be formed based on the abilities and interests of the students. Outof-school rehearsals and performances are required.

### SMALL VOCAL ENSEMBLE II A

TEA #03152200 5732.R000.Y **GRADE: 10-12 CREDIT: 1** 

PREREQUISITE: One year or concurrent enrollment in a Level I ensemble (band, choir, quitar or orchestra) and director's approval.

### SMALL VOCAL ENSEMBLE III A

TEA #03152300 **GRADE: 11-12** 

5733.R000.Y CREDIT: 1

PREREQUISITE: One year or concurrent enrollment in a Level I ensemble (band, choir, guitar or orchestra) and director's approval.

### SMALL VOCAL ENSEMBLE IV A TEA #03152400

GRADE: 12

5734.R000.Y CREDIT: 1

PREREQUISITE: One year or concurrent enrollment in a Level I ensemble (band, choir, guitar or orchestra) and director's approval.

### APPLIED MUSIC I (CHORAL) f ATEA #03152500 5781.R000.Y GRADE: 9-12 CREDIT: 1

First year in program, regardless of grade level. Credit is awarded for private music study outside of school hours and off campus. Credit can be granted for the course only when the contracting student is enrolled concurrently in at least one additional choral music course offered by the school. The private teacher must cover all of the Texas Essential Knowledge and Skills (TEKS) in the course of study. The Choir Director shall be the Teacher of Record and will verify the quality of the work. Each individual contract must be completed within 12 calendar months or less.

### APPLIED MUSIC II (CHORAL) f ATEA #03152600 5782.R000.Y **CREDIT: 1**

PREREQUISITE: Applied Music I.

### **General Music**

### MUSIC HISTORY I A

TEA #03152900 GRADE: 9-12

**GRADE: 9-12** 

5971.R000.Y CREDIT: 1

PREREQUISITE: None

This course is an introduction to the history of classical, ethnic, musical theatre, popular and jazz. Listening to recordings and attending live local performances outside the school day are required components of this course.

### MUSIC THEORY I

TEA #03152700 GRADE: 9-10

5911.R000.Y CREDIT: 1

RECOMMENDED: Middle School 1, 2, and 3 Band, choir, guitar, piano or orchestra, and

HGH SCHOOL

one year or concurrent enrollment in a Level I ensemble (band, choir, guitar or orchestra) and director's approval.

Music Theory I is a basic survey of the fundamentals and vocabulary of music. It involves rules and terminology of notation, ear training, sight singing, harmonic and melodic dictation, and form analysis. Technical applications to keyboard, singing, and/or guitar are included in the coursework. Students enrolled in this course must have access to a keyboard instrument at home for practice and completion of assignments.

# MUSIC THEORY II (PRE-AP) A TEA #03152800 5912.H000.Y GRADE: 10-12 CREDIT: 1

PREREQUISITE: Music Theory I and concurrent enrollment in a level I ensemble (band, choir, guitar or orchestra) and director's approval.

### AP MUSIC THEORY A

TEA #A1350200 5930.P000.Y GRADE: 11-12 CREDIT: 1

RECOMMENDED: Music Theory I and II or the passing of a placement exam and one year or concurrent enrollment in a level I ensemble (band, choir, guitar or orchestra) and director's approval.

### **Dance**

# PRINCIPLES OF DANCE I A TEA #03830100 5951.R000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: None

Students learn to work cooperatively with others through various group compositions. Students learn about the cultural, historic and artistic diversity of various dance styles. Students have an opportunity to choreograph and present a movement piece using the body as a means of expression. Students must perform in a public recital. In addition to the regular curriculum, students will be required to complete extra work for weighted credit including performance of a solo piece, writing a research paper and attend extra performances. These requirements are described in the Departmental Handbooks, Instructional Planning Guides, Fine Arts Curriculum Framework, and Fine Arts Intranet Website. First year in the program, regardless of grade level.

### PRINCIPLES OF DANCE II

TEA #03830200 5952.R000.Y GRADE: 10-12 CREDIT: 1

PREREQUISITE: Dance I and instructor's approval.

Second year in the program, regardless of

grade level.

### PRINCIPLES OF DANCE III A

TEA #03830300 5953.R000.Y 5953.H000.Y

GRADE: 11-12 CREDIT: 1

PREREQUISITE: Dance II and instructor's approval.

Third year in the program, regardless of grade level.

### PRINCIPLES OF DANCE IV A

TEA #03830400 5954.R000.Y 5954.H000.Y

GRADE: 12 CREDIT: 1

PREREQUISITE: Dance III and instructor's approval.

Note: Weighted Grades may be earned in some Fine Arts courses at Level III and Level IV. The individual decision on whether to work for weighted credit or for regular credit. Therefore, students working for weighted credit and students working for regular credit will often be found within the same class.

# DANCE COMPOSITION/IMPROV I

TEA #N1170127 5966.R000.X GRADE: 9-12 CREDIT: 0.5

First year in program, regardless of grade level. Dance Composition I-IV is a practical exploration of a variety of processes and elements that may be used in the study of creating dances. Students will create their own dance studies in response to a variety of assigned choreographic exercises. Topics will include elements such as space, time, shape, and dynamics, and processes such as abstraction, thematic development, and revision. Improvisation will be employed to initiate the exploration of concepts, but, ultimately, in most cases, the work will be set into a fixed, repeatable form.

# DANCE COMPOSITION/IMPROV II

TEA #N1170128 5967.R000.X GRADE: 10-12 CREDIT: 0.5

Second year in program, regardless of grade level.

PREREQUISITE: Dance Composition I and Instructor Approval

# DANCE COMPOSITION/IMPROV III

TEA #N1170129 5968.R000.X 5968.H000.X GRADE: 11-12 CREDIT: 0.5

Third year in program, regardless of grade level. PREREQUISITE: Dance Composition II and instructor's approval

# DANCE COMPOSITION/IMPROV IV

TEA #N1170130 5969.R000.X 5969.H000.X

GRADE: 12 CREDIT: 0.5

Fourth year in program, regardless of grade level.

PREREQUISITE: Dance Composition III and instructor approval

# DANCE PERFORMANCE ENSEMBLE I A

TEA #N1170034 TBD GRADE: CREDIT:

Dance Performance Ensemble I-IV is an intense interdisciplinary program that combines performance elements such as dance, music, costume, and theatrical design with performance opportunities for small dance ensembles.

# DANCE PERFORMANCE ENSEMBLE II A

TEA #N1170035 TBD GRADE: CREDIT:

DANCE PERFORMANCE ENSEMBLE III A

TEA #N1170036 TBD GRADE: CREDIT:

DANCE PERFORMANCE ENSEMBLE IV A

TEA #N1170037 TBD GRADE: CREDIT:

### DANCE THEORY I

TEA #N1170131 5961.R000.X GRADE: 9-12 CREDIT: 0.5

First year in program, regardless of grade level. RECOMMENDED: Dance I or Aerobic Dance I and II and instructor approval

Dance Theory I-IV orients students to the field of dance as an academic discipline, profession, and art form. This course supplies students with information and processes of inquiry to facilitate their own decision making as they proceed in the field of dance and promotes critical thinking skills that are the foundation for this course.

### DANCE THEORY II

**TEA #N1170132** 5962.R000.X **GRADE: 10-12 CREDIT: 0.5** Second year in program, regardless of grade

PREREQUISITE: Dance Theory I and

Instructor Approval

DANCE THEORY III A

**GRADE: 11-12** 

TEA #N1170133 5963.R000.X

5963.H000.X CREDIT: 0.5 Third year in program, regardless of grade level

PREREQUISITE: Dance Theory II and instructor approval

### DANCE THEORY IV A

TEA #N1170134

5964.R000.X 5964.H000.X

CREDIT: 0.5

GRADE: 12

Fourth year in program, regardless of grade level

PREREQUISITE: Dance Theory III and instructor approval

# **Languages Other Than English**

Students who complete Level I of a language in grades 7 and 8 use these credits to satisfy one unit of the Languages Other Than English (LOTE) high school graduation requirement. Levels II , III and IV may also be completed in middle school in exceptional circumstances. Spanish for Spanish Speakers courses should be offered at campuses which have significant numbers of native or advanced speakers of that language.

# LANGUAGES OTHER THAN ENGLISH. LEVEL I

Level I of Languages Other Than English offers sequential language instruction in the integrated skills of speaking, listening, reading and writing. Strong focus is also placed on developing the three modes of communication: interpretive, interpersonal and presentational, with both the teacher and student using the language as much as is possible at this stage of language learning. Students also develop appropriate grammatical concepts and learn about the products, practices and perspectives of the people who speak the target language. Students of classical languages use the skills of listening, speaking, and writing to reinforce the skill of reading. At the end of Level I, students should be able to perform in the language at the novice-mid to novicehigh proficiency levels.

CHINESE I A	
TEA #03490100	2461.R000.Y
FRENCH I 🖪	
TEA #03410100	2013.R000.Y
GERMAN I 🖪	
TEA #03420100	2113.R000.Y
JAPANESE I 🖪	
TEA #03120100	2471.R000.Y
LATIN I A	
TEA #03430100	2213.R000.Y
SPANISH I A	

TEA #03440100 2313.R000.Y SPANISH FOR SPANISH SPEAKERS I

TEA #03440110 2313.R00A.Y

# LANGUAGES OTHER THAN ENGLISH, LEVEL II

PREREQUISITE: Level I of LOTE or appropriate Credit by Exam (CBE) or district-approved placement test.

Level II of Languages Other Than English continues sequential language instruction in the integrated skills of speaking, listening, reading and writing. Strong focus is still placed on developing the three modes of interpretive, interpersonal and presentational, with both the teacher and student using the language as much as is possible at this second stage of language learning. The course reviews and refines appropriate grammatical concepts while students increase their cultural knowledge and understanding of the products, practices and perspectives. Students of classical languages use the skills of listening, speaking, and writing to reinforce the skill of reading. At the end of Level II, students should be able to perform in the language at the novice-high to intermediate-low proficiency levels.

CHINESE II 🔼	
TEA #03490200	2462.R000.Y
FRENCH II A	
TEA #03410200	2023.R000.Y
GERMAN II 🖪	
TEA #03420200	2123.R000.Y
JAPANESE II 🗚	
TEA #03120200	2472.R000.Y
LATIN II 🖪	
TEA #03430200	2223.R000.Y
SPANISH II 🗚	
TEA #03440200	2323.R000.Y
<b>SPANISH FOR SPAN</b>	IISH
SPEAKERS II A	
TEA #03440220	2323.R00A.Y

# LANGUAGES OTHER THAN ENGLISH. LEVEL III

PREREQUISITE: Level II of LOTE or appropriate Credit by Exam (CBE) or district-approved placement test.

*NOTE:* All level III pre-AP Language Other Than English courses receive weighted credit.

Level III of Languages Other Than English develops higher level student proficiency in the integrated skills of listening, speaking, reading and writing with a strong focus still placed on the three modes of communication. Extensive and perhaps exclusive use of

the target language by both teacher and student is a key factor at this third stage of language learning. Students study advanced grammatical concepts as appropriate and delve deeper into the analysis of the products. practices and perspectives of the target culture(s). Students of classical languages use the skills of listening, speaking, and writing to reinforce the skill of reading. At the end of Level III, students should be able to perform in the language at the intermediatelow to intermediate-mid proficiency levels. Level III courses of LOTE are designated as pre-AP courses and are thus weighted due to greater student expectations in terms of engagement, rigor and outcomes through the use of associated instructional strategies and practices that lead to college and career readiness.

CHINESE III PRE-AP A TEA #03490300 2463.H000.Y FRENCH III PRE-AP A TEA #03410300 2033.H000.Y GERMAN III PRE-AP A 2133.H000.Y TEA #03420300 JAPANESE III PRE-AP 🖪 TEA #03120300 2473.H000.Y LATIN III PRE-AP A TEA #03430300 2233.H000.Y SPANISH III PRE-AP A 2333.H000.Y TEA #03440300

# LANGUAGES OTHER THAN ENGLISH, LEVEL IV

PREREQUISITE: Level III of LOTE or appropriate Credit by Exam (CBE) or district-approved placement test.

NOTE: All level IV Language Other Than English courses receive weighted credit.

Level IV of Languages Other Than English develops even higher level student proficiency in the integrated skills of listening, speaking, reading and writing with a yet stronger focus placed on the three modes of communication. Nearly exclusive use of the target language by both teacher and student is expected at this fourth stage of language learning. Students study more advanced grammatical concepts as appropriate and delve even deeper into the analysis of the products, practices and perspectives of the target culture(s). At this level, it is crucial that students are exposed to a wide array of authentic materials such as audio and video resources as well as written and literary texts. The curriculum is based on guidelines from the College Board which advocates for advanced placement best practices and strategies that will prepare students for college and career. Level IV students of Latin will use the skills of listening, speaking and writing to reinforce the skill of reading. At the end of Level IV whether weighted or AP, students should be able to perform in the language at the intermediate-mid to intermediate-high proficiency levels. In May, students may opt to take the College Board Advanced Placement examination in their target language. These exams provide a measure of a student's ability to communicate in the target language via tasks that allow them to demonstrate their skills in the interpretive, interpersonal and presentational modes of communication. The exam also assesses a student's familiarity with the target culture. An incentive for taking the exam is the potential for receiving a sufficient score that will grant college credit hours. In general, these exams are taken at the end of the level IV course, although some students may wait until the fifth year of language study to take the examination.

**AP CHINESE LANGUAGE AND CULTURE IV** TEA #A3490400 2464.P000.Y **AP FRENCH LANGUAGE AND CULTURE IV** TEA #A3410100 2043.P000.Y **AP GERMAN LANGUAGE AND CULTURE IV** TEA #A3420100 2143.P000.Y **AP JAPANESE LANGUAGE AND CULTURE IV** TEA #A3120400 2474.P000.Y AP LATIN IV A TEA #A3430100 2243.P000.Y **AP SPANISH LANGUAGE AND CULTURE IV** TEA #A3440100 2343.P000.Y

# LANGUAGES OTHER THAN ENGLISH. LEVEL V

PREREQUISITE: Level IV of LOTE or appropriate district-approved placement test.

*NOTE*: All level V Language Other Than English courses receive weighted credit.

Level V of Languages Other Than English continues to develop higher level student proficiency in the integrated skills of listening, speaking, reading and writing with a yet stronger focus placed on the three modes of communication. Exclusive use of the target language by both teacher and student is expected at this fifth stage of language learning. Students study and investigate real world topics of interest and delve even deeper into the analysis of the products, practices and perspectives of the target culture(s) in order to make meaningful connections with their own culture. Students are exposed to a wide array of authentic materials such as audio and video resources

as well as written and contemporary texts. At the end of Level V, students should be able to perform in the language at the intermediate-high to advanced-mid proficiency levels. Although Spanish is the only language with a College Board Advanced Placement exam aligned with Level V course content, students may wait and choose to take the appropriate Level IV AP exam at the end of the Level V course.

CHINESE V A	
TEA # 03490500	2665.H000.Y
FRENCH V 🖪	
TEA # 03410500	2053.H000.Y
GERMAN V 🖪	
TEA # 03420500	2153.H000.Y
JAPANESE V 🖪	
TEA # 03120500	2475.H000.Y
LATIN V 🖪	
TEA # 03430500	2253.H000.Y
SPANISH V 🖪	
TEA # 03440500	2353.H000.Y

# AP SPANISH LITERATURE AND CULTURE (V) A

TEA #A3440200 2356.P000.Y GRADE: 9-12 CREDIT: 1

This course prepares students for the College Board AP Spanish Literature and Culture examination which consists of free-response questions on listening comprehension, reading comprehension and literary analysis, as well as free-response essays on required authors, and poetry analysis. The exam also assesses a student's familiarity with the target culture(s) that are addressed in the literary selections. An incentive for taking the exam is the potential for receiving a sufficient score that will grant college credit hours.

# LANGUAGES OTHER THAN ENGLISH, LEVEL VI

PREREQUISITE: Level V of LOTE or appropriate district-approved placement test.

NOTE: All level VI Language Other Than English courses and beyond receive weighted credit.

Level VI of Languages Other Than English continues to develop higher level student proficiency in the integrated skills with exclusive use of the target language by both teacher and student. Students can use inquiry-based methods to investigate real world topics or current events of interest and delve even deeper into the analysis of the products, practices and perspectives of the target culture(s) in order to make meaningful connections and comparisons with their own culture. Students are exposed to a wide array of authentic materials such as audio

and video resources as well as written and contemporary texts. At the end of Level VI, students should be able to perform in the language at advanced-mid to advanced-high proficiency levels.

CHINESE VI 🔼	
TEA #03490600	2466.H000.Y
FRENCH VI 🖪	
TEA #03410600	2063.H000.Y
GERMAN VI 🖪	
TEA #03420600	2163.H000.Y
JAPANESE VI 🗚	
TEA #03120600	2476.H000.Y
LATIN VI 🖪	
TEA #03430600	2263.H000.Y
SPANISH VI 🖪	
TEA #03440600	2363.H000.Y

### American Sign Language

# AMERICAN SIGN LANGUAGE I A TEA #03980100 2010.R000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: None

The goal of American Sign Language (ASL) is to develop communicative competence in ASL for hearing students who have frequent contact with the deaf community and who wish to interact with them. ASL has been recognized by the state as fulfilling the foreign language requirement for high school graduation plans. At the end of ASL I, students should be performing at the novice-mid proficiency level in their interpersonal skills and at the novice-high proficiency levels in their interpretive and presentational skills.

# AMERICAN SIGN LANGUAGE II A TEA #03980200 2020.R000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: American Sign Language I American Sign Language II reviews the basic ASL skills and develops students' grammar and syntax to communicate using expressive & receptive skills. Increased attention

is given to the deaf culture. At the end of ASL II, students should be performing at the novice-mid to intermediate-low proficiency level in their interpersonal skills and at the intermediate-low to intermediate-mid proficiency levels in their interpretive and presentational skills.

# AMERICAN SIGN LANGUAGE III A TEA #03980300 2030.H000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: American Sign Language II
NOTE: ASL III receives weighted credit.

American Sign Language III includes both receptive and expressive signing, interactive communication, the culture and history of deaf people, and language application at the intermediate level. At the end of ASL III, students should be performing at the intermediate-mid to advanced-low proficiency level in their interpersonal skills and at the intermediate-low to advanced-low proficiency levels in their interpretive and presentational skills.

### AMERICAN SIGN LANGUAGE IV 🗟 TEA #03980400 2040.H000.Y **GRADE: 9-12** CREDIT: 1

PREREQUISITE: American Sign Language III NOTE: ASL IV receives weighted credit. American Sign Language IV continues both receptive and expressive signing, interactive communication, the culture and history of deaf people, and language application at the advanced level. At the end of ASL IV, students should be performing at the intermediate-high to advanced-high proficiency level in their interpersonal, interpretive and presentational skills.

### **CULTURAL AND LINGUISTIC TOPICS**

TEA #03996888 2110.R000.Y **GRADE: 9-12 CREDIT: 0.5-1** 

PREREQUISITE: None

Students will study the cultural aspects of selected regions or countries as well as examine the linguistic aspects of the languages associated with those areas. Examination of the region or country's history and geography make up another component for study. This course does not count toward the language requirement on the high school graduation plans, but students do receive elective credit for a non-sequential course in Languages Other Than English.

### **EXPLORATORY LANGUAGES**

TEA #03990100 2499.R000.Y **GRADE: 9-12 CREDIT: 0.5-1** 

PREREQUISITE: None

Exploratory Languages offers a broad overview of languages and cultures, with less focus on grammatical concepts and more on basic communicative skills. These courses do not have to be taken in any special order, nor do they count toward the language requirement in high school graduation plans.

### **SPECIAL TOPICS IN LANGUAGE AND CULTURE**

TEA #11410000 **TBD** GRADE: 9-12 PREREQUISITE: None

CREDIT: 1

The Special Topics in Language and Culture course is designed as a substitution course available for students to use toward their Level II credit for LOTE. However, the decision for this course to count toward Level II credit can be made only through the process as described in the district regulation. Counselors will have information on how to evoke this option. Note that this is a non-sequential LOTE course and thus cannot be considered as part of the coherent sequence of language courses toward an endorsement. Students in Special Topics will have ample opportunities to engage with the language using the three modes of communication while also exploring the five major strands of the standards for language learning: communication, cultures, connections, comparisons and communities.

### **Locally Developed Courses Serving Students with Disabilities**

### OCCUPATIONAL PREPARATION I TEA #85000083 9941.W000.Y

9941.V000.Y

**GRADE: 9-12** 

**CREDIT: 1** 

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any locally developed special education course.

The Occupational Preparation course prepares students to enter the job market through a study of employment issues. The course also teaches application and interview processes, identifying barriers to employment, individual attributes that enhance employability, ways to locate available jobs, using community services/ resources to aid employment, and maintaining a successful job experience.

### OCCUPATIONAL PREPARATION II

TEA #85000084

9942.W000.Y 9942.V000.Y **CREDIT: 1** 

**GRADE: 9-12** 

PREREQUISITE: Placement by ARD; Occupational Prep. 1; Students must have an IEP goal for any locally developed special education course.

Concepts that are introduced to students include: safety, understanding responsibilities, time requirements and management, relationships, task commitment, accepting feedback from an authority figure, leaving a job appropriately, organizational skills, performance and evaluation, conduct, working with customers, and acceptance of job requirements. Job

specific skills are introduced in the areas of newspaper skills, telephone, placement assistance, multiple tasks and priority task awareness. Students explore a variety of iobs and the activities that comprise the responsibilities and routines of employment.

### **OCCUPATIONAL PREPARATION III** - FOOD AND NUTRITION

TEA # 85000085

9943.V000.Y 9943.W000.Y

**GRADE: 9-12** 

CREDIT: 1

PREREQUISITE: Placement by ARD committee. Students must have an IEP goal for any locally developed special education course.

The content in this course includes nutrition as it relates to dietary functions through the family life cycle, special dietary needs, and nutrient sources. Safety, sanitation, and nutrition food preparation are addressed. It covers cultural influences of food patterns, management techniques, and careers in food and nutrition occupations.

### **OCCUPATIONAL PREPARATION IV** - CHILD DEVELOPMENT

TEA #85000086 9944.V000.Y

9944.W000.Y

GRADE: 9-12

CREDIT: 1

PREREQUISITE: Placement by ARD committee. Students must have an IEP goal for any locally developed special education course.

This course includes knowledge and skills related to child growth and development and the principles and procedures for promoting the physical, emotional, social, and intellectual development of young children, including those with special needs. Other topics include characteristics of quality childcare, career options related to the care and education of children, and the management of multiple community and family roles.

### **VOCATIONAL EXPERIENCE**

TEA #85000079 9931.V000.Y APPLIED VOCATIONAL

**EXPERIENCE** 

TEA #85000079 9931.V000.Y

APPLIED VOCATIONAL

**EXPERIENCE II** 

TEA #85000080 9932.W000.Y CREDIT: 1 GRADE: 10-12

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any locally developed special education course.

The vocational experience class is developed in order to assist students in making a smooth transition from academic pursuits to employment. Students will examine the relationship between what has been learned in the classroom and how these skills are applied on the job. Self-discipline is explored in the context of interpersonal skill development and self-awareness. Self-initiative, follow through, and best efforts are skills applied in the process of a positive work experience.

Students are supported in reaching levels of independence in the work place.

# **BASIC STUDY SKILLS I**TEA #84000058 1451.V000.X **BASIC STUDY SKILLS II**TEA #84000059 1452.V000.X

BASIC STUDY SKILLS III
TEA #84000060 1453.V000.X

BASIC STUDY SKILLS IV

TEA #84000061 1454.V000.X GRADE: 9-12 CREDIT: 0.5

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any locally developed special education course.

The Basic Study Skills course is designed to assist students with strategies that will, when applied consistently, aid the students' successes in the classroom. Students will be introduced to skills associated with test taking techniques, analysis of key words, highlighting, note taking, outlining, study tips, use of time, and ways to stage study session for optimal results. Organizational skills are accented with emphasis on practical ways to develop organized approaches to studying; completing assignments, addressing homework and facilitating increased selfresponsibility for classroom activities. Students will use research to assess information and learn how their learning style impacts the acquisition of knowledge. Learning to apply these strategies in a systemic manner is the focus of this course.

# APPLIED STUDY SKILLS I TEA #84000063 1451.W000.X APPLIED STUDY SKILLS II TEA #84000064 1452.W000.X APPLIED STUDY SKILLS III TEA #84000065 1453.W000.X

### APPLIED STUDY SKILLS IV TEA #84000066 1454.W000.X

The applied study skills course is designed to assist students with strategies that will aid the student's successes in classroom, community and/or work settings. Students will practice skills associated with on task behaviors, task completion, organization, time management, and self-responsibility. Consistent application of skills across settings will be reinforced.

### **COMMUNITY SKILLS I**

TEA #84400021 9962.W000.Y

COMMUNITY SKILLS II

TEA #84400022 9962.W000.Y

COMMUNITY SKILLS III

TEA #84400023 9963.W000.Y

COMMUNITY SKILLS IV TEA #84400024 9964.W000.Y

COMMUNITY SKILLS V

TEA #84400025 9965.W000.Y

**COMMUNITY SKILLS VI** 

TEA #84400026 9966.W000.Y

**COMMUNITY SKILLS VII** 

TEA #84400027 9967.W000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any locally developed special education course.

The Community Skills course introduces the students to the interactive relationship between the student and the community. Involvement is examined through public service, voluntary organizations, and the availability of a variety of community activities in which the student may participate. The ability to communicate and access community businesses, services, and resources is developed through practical experiences and individual interpersonal communication skills. The community based instructional program will expose students to real world situations and experiences. Community based instruction will focus on transportation, directionality, local landmarks and other information related to awareness of the community. Awareness is developed for accessing emergency services through appropriate procedures, appropriate use of the telephone and the public services available locally.

### **LEISURE EDUCATION I**

TEA #85000089 9950.W000.Y GRADE: 9-12 CREDIT: 0.5-1

PREREQUISITE: Placement by ARD; Students must have an IEP goal for any locally developed special education course.

This course introduces skills necessary to prepare the student to appropriately manage free time in a whole variety of school and community environments. Includes age-appropriate instruction in commercial games, arts and crafts, gardening, and nature/outdoor activities. The availability of recreational opportunities that use these skills in the community will be examined.

### **LEISURE EDUCATION II**

TEA #85000090 9951.W000.Y GRADE: 9-12 CREDIT: 0.5-1 PREREQUISITE: Placement by ARD; Students

must have an IEP goal for any locally developed special education course.

This course prepares the student to appropriately manage free time in a wide variety of school and community environments. Exposure to recreation/leisure activities and the healthy use of free time, including building friendships, will be the focus. This course includes instruction in recreational sports, dance, aerobic and fitness activities and community practice of these skills.

### **LEISURE AWARENESS**

TEA #85000091 9952.W000.X GRADE: 10-12 CREDIT: 0.5-1

PREREQUISITE: Leisure Education I and II, Placement by ARD; Students must have an IEP goal for any locally developed special education course.

This course prepares the student to develop personal goals and plan appropriate leisure time activities in a wide variety of school and community environments. Students will develop awareness of leisure activities and leisure resources that are safe, healthy, and of interest to the individual student. Students will develop personal leisure goals by researching and identifying leisure products and activities that assist them in meeting their personal leisure goals. Students will develop a daily leisure time activity plan using available community resources and leisure products.

# LEISURE APPLICATIONS I TEA #85000092 9953.W000.X LEISURE APPLICATIONS II TEA #85000092 9954.W000.X GRADE: 11-12 CREDIT: 0.5

PREREQUISITE: Leisure Awareness and Placement by ARD; Students must have an IEP goal for any locally developed special education course.

This course in leisure applications assists students to apply leisure skills and attain personal goals. Students will develop leisure goals and an activity calendar. They will apply Recreation/Leisure skills by planning and attending activities and events in the community. The student will monitor and reevaluate Recreation/Leisure goals as interests and needs change. Includes instruction in commercial games, dance, music, gardening, and arts and crafts.

### Clifton Career Development (CDS) Courses

Prior to considering the program at Jerry Mac Clifton Career Development School for a

student with disabilities, the following criteria and procedures should be carefully reviewed.

Clifton CDS is a vocational training center for students with disabilities.

- Each Cluster follows a 3-year course of study.
- Students interested in attending Clifton CDS must complete an application packet and participate in an interview process

### 3 Year Course Plans Agriculture (Horticulture Major)

Year 1: Wildlife, Fisheries, & Eco Mgmt; Principles and Elements of Floral Design Year 2: Landscape Design and Turf Management; Horticulture Science Year 3: Practicum in Ag, Food and Natural Resources - Horticulture

### **Agriculture** (Mechanical & Welding Major)

*Year 1:* Livestock Production; Ag Mechanics and Metal Technologies

*Year 2:* Practicum in Ag, Food and Natural Resources I – Ag Mech

*Year 3:* Practicum in Ag, Food and Natural Resources II – Ag Mech

### **Child Care**

- Year 1: Child Development; Child Guidance
- Year 2: Practicum in Human Services I
- Year 3: Practicum in Human Services II

### **Food Service**

- Year 1: Culinary Arts
- Year 2: Practicum in Culinary Arts
- Year 3: Practicum in Hospitality and Tourism Services II

### **Hospitality**

Year 1: Hospitality Services

Year 2: Practicum in Hospitality and Tourism Services I

Year 3: Practicum in Hospitality and Tourism Services II

### Agriculture, Food, and Natural Resources Cluster

This cluster includes the study of processing, production, distribution, financing, and development of agricultural commodities and natural resources. All students in these courses are required to maintain some type of Supervised Agricultural Experience Program. The student, parent, and agriculture teacher will develop this program. The FFA student organization contributes to the advancement of leadership, citizenship, personal growth, and academic and technological skills.

# WILDLIFE, FISHERIES, AND ECOLOGY MANAGEMENT-CTED

TEA #13001500

(Semester) 8122.V(X) GRADE: 9-12 CREDIT:1

PREREQUISITE: None

This course examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices.

### LIVESTOCK PRODUCTION-CTED

TEA #13000300

(Semester) 8102.V(X) GRADE: 9-12 CREDIT:1

Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

# PRINCIPLES AND ELEMENTS OF FLORAL DESIGN-CTED

TEA #13001800

(Semester) 8128.V(X) GRADE: 9-12 CREDIT: 1

This course is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. This course satisfies the Fine Arts credit requirement on all three graduation programs if taught by a NCLB approved or Fine Arts certified teacher. Articulated credit may be awarded upon successful completion of course requirements.

# LANDSCAPE DESIGN AND TURF GRASS MANAGEMENT-CTED

TEA #13001900

(Semester) 8131.V(X) GRADE: 10-12 CREDIT: 1

PREREQUISITE: Principles and Elements of Floral Design, Intro to World Ag or Applied Ag Science

This course is designed to develop an understanding of landscape and turf grass management techniques and practices. Articulated credit may be awarded upon successful completion of course requierments.

### HORTICULTURE SCIENCE-CTED

TEA #13002000

(Semester) 8135.V(X) GRADE: 10-12 CREDIT: 1

PREREQUISITE: Principles and Elements of Floral Design, Intro to World Ag or Applied Ag Science

This course is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

# AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES-CTED

TEA #13002200 (Semester)

8138.V(X)

### GRADE: 9-12 CREDIT: 1

This course is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

### PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES I – AG MECHANICS-CTED

TEA #13002500

(Yearlong) 8144.V(Y) GRADE: 11-12 CREDIT: 2

This course is a continuation of Agricultural Mechanics and Metal Technologies. Students have the opportunity to earn articulated credit.

### PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES I – HORTICULTURE-CTED

TEA #13002500

(Yearlong) 8144.V(Y) GRADE: 11-12 CREDIT: 2

This course is a continuation of Horticulture Science.

### PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES II – AG MECHANICS-CTED

TEA #13002500

(Yearlong) 8147.V(Y) GRADE: 11-12 CREDIT: 2

This course is a continuation of Practicum in Ag Mech. Students have the opportunity to earn articulated credit.

# Hospitality and Tourism Cluster

This cluster includes the study of managing restaurants and other food services, lodging, attractions, recreation events, and travel-related services.

### **CULINARY ARTS-CTED**

TEA #13022600

(Yearlong) 8454.V(Y) GRADE: 9-12 CREDIT: 2

PREREQUISITE: None

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification, a Texas culinary specialist certification, or any other appropriate industry certification. This course may be offered as a laboratory-based or internship course. Articulated credit may be awarded upon successful completion of a sequence of courses.

# PRACTICUM IN CULINARY ARTS I-CTED

TEA #13022700

(Yearlong) 8456.V(Y) GRADE: 10-12 CREDIT: 2

PREREQUISITE: Culinary Arts CTED or Food Production, Management, and Services CTED

This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace. Articulated credit may be awarded upon successful completion of a sequence of courses.

### **HOSPITALITY SERVICES-CTED**

TEA #13022800

(Yearlong) 8462.V(Y) GRADE: 9-12 CREDIT: 2

Hospitality Services provides students with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. The knowledge and skills are acquired within a sequential, standards-based program that integrates hands-on and project-based instruction. Standards included in the Hospitality Services course are designed to prepare students for nationally recognized industry certifications, postsecondary education, and entry-level careers. In addition, Hospitality Services is designed so that performance standards meet employer expectations, enhancing the employability of students. Articulated credit may be awarded upon successful completion of a sequence of courses.

# PRACTICUM IN HOSPITALITY AND TOURISM SERVICES I-CTED

TEA #13022900

(Yearlong) 8468.V(Y) GRADE: 10-12 CREDIT: 2

PREREQUISITE: Hospitality Services CTED

A unique practicum experience provides opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Hospitality Services integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace.

# PRACTICUM IN HOSPITALITY AND TOURISM SERVICES II-CTED

TEA #13022910

(Yearlong) 8472.V(Y) GRADE: 11-12 CREDIT: 2

PREREQUISITE: Practicum in Hospitality and Tourism Services or Practicum in Culinary Arts

This course is a continuation of Practicum in Hospitality and Tourism Services.

### **Human Services Cluster**

This cluster includes a study of providing for families and serving human needs.

### **CHILD DEVELOPMENT**

TEA #13024700

(Semester) 8488.V(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITES: None

This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. Articulated credit may be awarded upon successful completion of a sequence of courses if course completed for one credit.

### CHILD GUIDANCE

TEA #13024800

(Semester) 8490.V(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITES: None

This technical laboratory course addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs.

### PRACTICUM IN HUMAN SERVICES I

TEA #13025000

(Yearlong) 8496.V(Y) GRADE: 11-12 CREDIT: 2

PREREQUISITES: One credit in Human Services cluster

Practicum in Human Services provides occupationally specific training and focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected

from two or more courses in a coherent sequence in the human services cluster.

### PRACTICUM IN HUMAN SERVICES II

TEA #13025010

(Yearlong)8500.V(Y)GRADE: 12CREDIT: 2PREREQUISITES:Practicumin HumanServices I

This course is a continuation of Practicum in Human Services I.

### **Miscellaneous Courses**

### **AVID**

Advancement Via Individual Determination (AVID) is a series of academic, regularly scheduled elective classes that uses writing as a tool for learning, inquiry, and collaboration. The three main components of the AVID program are academic instruction (AVID curriculum), tutorial support, and motivational activities. The mission of the AVID program is to ensure that all students, especially students in the middle capable of completing a college-preparatory path, have a chance to succeed -and to increase enrollment of these students in four-year colleges and universities.

**AVID 1** 

TEA #N1290001 9413.R000.Y

**AVID 2** 

TEA #N1290002 9415.R000.Y

AVID 3

TEA #N1290030 9416.R000.Y

**AVID 4** 

TEA #N1290033 9417.R000.Y GRADE: 9-12 CREDIT: 1

PREREQUISITES: GPA between 2.0 and 3.0; average or above-average standardized test scores, especially in mathematics; enrollment in algebra or a higher-level math course; student interview; high motivation; positive attitude; parent contract

The AVID course is an elective class for students who are college bound. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. To ensure success in college-prep coursework, students work individually, as well as in tutor-led collaborative groups. Note taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. In addition, the course includes college motivational and career exploration activities.

### OFFICE AIDE I

enrollment in BCIS I

TEA #85000049 0831.R000.X
GRADE: 9–12 LOCAL Credit: \*
PREREQUISITES: Keyboarding, concurrent

Cannot be used as a career/technology program sequence course. Students develop skills in arithmetic, grammar, vocabulary, and keyboarding as they relate to clerical office work. Includes an introduction to computing machines, duplication processing, filing and record storage, roper handing of telephone and written communications, the use of other office equipment and supplies, and the development of appropriate attitudes and human relations skills. Students work in local campus offices. This course does not count toward state graduation requirements.

### **OFFICE AIDE II**

TEA #85000050 0832.R000.X GRADE: 9–12 LOCAL Credit: \*

PREREQUISITES: Office Aide I. Cannot be used as a career/technology program sequence course.

Students develop skills in arithmetic, grammar, vocabulary, written and oral communication, typing and filing procedures as related to clerical office work. Continued emphasis on appropriate attitudes, human relations skills and proper office procedures. Students work in local campus offices. This course does not count toward state graduation requirements.

# PEERS ACCEPTING LEARNING & SHARING (PRALS) I

TEA #N1290040 9343.R000.X GRADE: 11-12 CREDIT: 0.5

9343.R000.Y

**GRADE: 11-12 CREDIT: 1**PREREQUISITES: Instructor approval, counselor and/or administrator recommendation

The PRALS I course is a peer-helping program in which selected high school students will be trained to work as peer facilitators with other students on their own campus, and/or from feeder middle and elementary schools. Participants will be trained in a variety of helping skills such as dropout prevention, substance abuse prevention, suicide prevention, and low achievement, behavioral and attendance problems.

# PEERS ACCEPTING LEARNING & SHARING (PRALS) ∥

TEA #N1290041

(Semester) 9353.R000.X GRADE: 11-12 CREDIT: 0.5 (Yearlong) 9353.R000.Y GRADE: 11-12 CREDIT: 1

PREREQUISITES: Peers Accepting Learning & Sharing (PRALS) I

All sections, descriptions and components of PRALS I course apply to PRALS II. PRALS II students are expected to assume more leadership roles in helping first year PRALS students. In addition, a variety of advanced

peer assistance service delivery options are available, including peer mediation and community service/service learning projects for their class and local campus.

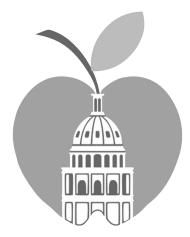
### **EOC Preparatory Courses**

# END OF COURSE PREPARATORY COURSES

EOC ENGLISH I PREP 9101 EOC ENGLISH II PREP 9102 EOC ALGEBRA I PREP 9104 EOC BIOLOGY PREP 9107 EOC US HISTORY PREP 9112

The student will review the course standards needed to successfully master the End of Course exam required per their graduation plan. These are locally developed courses offered on a pass/fail basis as a review for those tests that were not mastered.

NOTES:	



# SECTION V: High School

# CAREER AND TECHNICAL EDUCATION (CTE) Course Descriptions

# AISD

### AISD Disclaimer:

The contents of the Secondary School Information Guide are relevant to AISD Policy (LEGAL AND LOCAL), Regulation and Practice as of January 2015. For current information regarding district policy please refer to the Austin Independent School District website at http://archive.austinisd.org/inside/policy/ or visit with your school counselor.

Specific school-related questions should be directed to campus staff. When a parent or guardian has a question or concern, he or she should contact the person who made the initial decision. After discussing the matter, if the concern continues, the principal should be contacted.

# HIGH SCHOOL

# Career and Technical Education Course Descriptions

The Achieve Texas College and Career Initiative centers on establishing career clusters in schools as a strategy for improving high school completion rates and college and workforce readiness. It is based on the belief that the curricula of the 21st century should combine rigorous academics with relevant career education that incorporates the College Readiness Standards, personalized learning environments, academic and social support, relevant teaching and learning designed to promote postsecondary success, and effective educators and leaders.

Career clusters are a way of reorganizing learning around programs of study that will prepare students for an even more competitive global economy. Texas has adopted the U.S. Department of Education's Career Clusters System. The 16 broad career clusters and multiple programs of study support the Governor's Industry Cluster Initiative, which identifies high-growth/high-paying jobs for the 21st-century Texas economy. AchieveTexas offers guidance to help students plan their educational experience based on their career goals and allows students to develop the knowledge and skills necessary for a successful transition into skilled employment, advanced training, an associate's degree, a bachelor's degree, or technical certification. Career programs of study represent a recommended sequence of courses based on a student's personal interests and career goals. The idea is to connect what students learn in school every day to what they aspire to do tomorrow, thus increasing engagement with school and motivation to achieve.

Most programs of study contain courses that allow for the awarding of college credit through completion of courses articulated with Austin Community College or other post-secondary institutions.

# Career and Technical Education (CTE) Cluster Areas

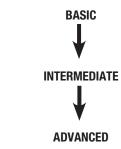
- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, AV Technology and Communications
- Business Management and Administration
- Education and Training
- Finance

- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

### **Other Career Courses**

- Military Science Education
- Additional Career Related Courses

Students take the courses included in a program of study in a coherent sequence to maximize the effectiveness of the learning. Course sequences have been developed by each campus.



In many of the programs of study, articulated college credit is dependent on following the correct sequence of courses.

### Agriculture, Food, and Natural Resources Cluster

This cluster includes the study of processing, production, distribution, financing, and development of agricultural commodities and natural resources. All students in these courses are required to maintain some type of Supervised Agricultural Experience Program. The student, parent, and agriculture teacher will develop this program. The FFA student organization contributes to the advancement of leadership, citizenship, personal growth, and academic and technological skills.

# PRINCIPLES OF AGRICULTURE, FOOD AND NATURAL RESOURCES

TEA #13000200

 (Yearlong)
 8100.R(Y)

 GRADE: 9-12
 CREDIT: 1

 (Semester)
 8100.R(X)

 GRADE: 9-12
 CREDIT: 0.5

PREREQUISITE: None

This course allows students to develop knowledge and skills regarding career opportunities related to the agriculture industry, personal development, globalization, industry standards, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

### LIVESTOCK PRODUCTION

TEA #13000300

 (Semester)
 8102.R(X)

 GRADE: 10-12
 CREDIT: 0.5

 (Yearlong)
 8102.R(Y)

 GRADE: 10-12
 CREDIT: 1

PREREQUISITE: Principles of Agriculture, Food and Natural Resources.

Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

### **SMALL ANIMAL MANAGEMENT**

TEA #13000400

(Semester) 8104.R(X) GRADE: 9-12 CREDIT: 0.5 (Yearlong) 8104.R(Y) GRADE: 9-12 CREDIT: 1

PREREQUISITE: Principles of Agriculture, Food and Natural Resources.

Suggested small animals which may be included in the course of study include, but are not limited to, small mammals, amphibians, reptiles, avian, dogs, and cats.

# VETERINARY MEDICAL APPLICATIONS

TEA #13000600

(Yearlong) 8108.H(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITE: Livestock Production or Small Animal Management.

Topics covered in this course include, but are not limited to, veterinary practices as they relate to both large and small animal species. This course provides training in the unlicensed veterinary assistant field. The course includes animal handling and restraint, health and safety, sanitation, surgical preparation, anatomy, physiology, medical terminology, infectious diseases, instrument and equipment identification, vaccine preparation and injection techniques, laws and ethics, and veterinary office procedures. Articulated credit may be awarded upon successful completion of course requirements.

### ADVANCED ANIMAL SCIENCE TEA #13000700

(Yearlong) 8110.R(Y) GRADE: 12 CREDIT: 1

PREREQUISITE: One credit in the Agriculture, Food, and Natural Resources

This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To qualify as a fourth year science credit, this course must contain 40% laboratory and fieldwork experiences by Texas law and must be taught by a NCLB approved or science certified teacher.

### PROFESSIONAL STANDARDS IN **AGRIBUSINESS**

TEA #13000800

(Semester) 8112.R(X) **GRADE: 9-12** CREDIT: 0.5 8112.R(Y) (Yearlong) **GRADE: 9-12** CREDIT: 1

PREREQUISITE: Principles of Agriculture, Food and Natural Resources.

This course primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness.

### **AGRIBUSINESS MANAGEMENT** AND MARKETING

TEA #13000900

(Semester) 8114.R(X) **GRADE: 10-12** CREDIT: 0.5 (Yearlong) 8114.R(Y) **CREDIT: 1 GRADE: 10-12** 

PREREQUISITE: Professional Standards in Agribusiness

This course is designed to provide a foundation to agribusiness management and the free enterprise system. Instruction includes the use of economic principles such as supply and demand, budgeting, recordkeeping, finance, risk management, business law, marketing, and careers in agribusiness.

### **ENERGY AND NATURAL** RESOURCES TECHNOLOGY

TEA #13001100

(Semester) 8118.R(X) **GRADE: 10-12** CREDIT: 0.5 (Yearlong) 8118.R(Y) **GRADE: 10-12 CREDIT: 1** 

PREREQUISITE: Principles of Agriculture. Food and Natural Resources.

This course is designed to explore the interdependency of the public and natural resource systems related to energy production. In addition, renewable. sustainable, and environmentally friendly practices will be explored.

### ADVANCED ENVIRONMENTAL **TECHNOLOGY**

TEA #13001200

(Yearlong) 8120.R(Y) **GRADE: 11-12** CREDIT: 1

PREREQUISITE: Energy and Natural

Resources Technology

This course examines the interrelatedness of environmental issues and production agriculture. Students evaluate sustainable resources and green technologies which will provide environmental benefits. Instruction is designed to allow for the application of science and technology to measure environmental impacts resulting from production agriculture through field and laboratory experiences.

### **WILDLIFE, FISHERIES, AND ECOLOGY MANAGEMENT**

TEA #13001500

(Semester) 8122.R(X) **GRADE: 9-12** CREDIT: 0.5 8122.R(Y) (Yearlong) **GRADE: 9-12** CREDIT: 1

PREREQUISITE: Principles of Agriculture, Food and Natural Resources.

This course examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices.

### **RANGE ECOLOGY AND MANAGEMENT**

TEA #13001600

(Yearlong) 8124.R(Y) **GRADE: 10-12** CREDIT: 1 (Yearlong) 8124.H(Y)

(weighted if the teacher is approved to offer for college credit)

**GRADE: 10-12 CREDIT: 1** 

PREREQUISITE: Principles of Agriculture, Food and Natural Resources.

This course is designed to develop students' understanding of rangeland ecosystems and sustainable forage production. Articulated credit may be awarded upon successful completion of course requirements.

### **FORESTRY AND WOODLAND ECOSYSTEMS**

TEA #13001700

(Semester) 8126.R(X) **GRADE: 10-12** CREDIT: 0.5 (Yearlong) 8126.R(Y) **GRADE: 10-12 CREDIT: 1** 

PREREQUISITE: Principles of Agriculture, Food and Natural Resources.

This course examines current management practices for forestry and woodlands. Special emphasis is given to management as it relates to ecological requirements and how these practices impact the environment.

### PRINCIPLES AND ELEMENTS OF **FLORAL DESIGN**

TEA #13001800

(Yearlong) 8129.R(Y) **GRADE: 10-12 CREDIT: 1** 

PREREQUISITE: Principles of Agriculture, Food and Natural Resources.

This course is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises.

### **LANDSCAPE DESIGN AND TURF GRASS MANAGEMENT**

TEA# 13001900

(Yearlong) 8130.H(Y) **CREDIT: 1 GRADE: 10-12** 

PREREQUISITE: Principles and Elements of Floral Design

This course is designed to develop an understanding of landscape and turf grass management techniques and practices. Articulated credit may be awarded upon successful completion of course requirements.

### HORTICULTURE SCIENCE

TEA #13002000

(Yearlong) 8132.H(Y) **CREDIT: 1 GRADE: 10-12** 

PREREQUISITE: Principles and Elements of Floral Design

This course is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. Articulated credit may be awarded upon successful completion of course requirements.

### **ADVANCED PLANT & SOIL SCIENCE**

TEA #13002100

8137.H(Y) (Yearlong) **GRADE: 12 CREDIT: 1** 

PREREQUISITE: One credit in the Agriculture, Food, and Natural Resources cluster

This course is designed to prepare students for careers in the food and fiber industry. Students will learn, reinforce, apply, and transfer their knowledge in a scientific setting. Investigations, laboratory practices & field exercises will be used to develop an understanding of plant & soil science. To qualify as a fourth year science credit, this course must contain 40% laboratory and fieldwork experiences by Texas law and must be taught by a NCLB approved or science certified teacher. Articulated credit may be awarded upon successful completion of a sequence of courses.

# AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES

TEA #13002200

(Yearlong) 8138.H(Y) GRADE: 9-12 CREDIT: 1

PREREQUISITE: Principles of Agriculture, Food. and Natural Resources.

This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques. Articulated credit may be awarded upon successful completion of course requirements.

# AGRICULTURAL FACILITIES DESIGN AND FABRICATION

TEA #13002300

 (Yearlong)
 8140.R(Y)

 GRADE: 10-12
 CREDIT: 1

 (Yearlong)
 8142.R(Y)

 GRADE: 10-12
 CREDIT: 2

PREREQUISITE: Agricultural Mechanics and Metal Technologies.

The student will demonstrate principles of facilities design and fabrication related to agricultural structures as well as plan, construct, and maintain fences, corrals, and other agricultural enclosures.

### **AGRICULTURAL POWER SYSTEMS**

TEA # 13002400

(Yearlong) 8143.R(Y)
GRADE: 10-12 CREDIT: 1
(Yearlong) 8 1 4 3 . H ( Y )
(weighted if the teacher is approved to offer for college credit)

GRADE: 10-12 CREDIT: 1

PREREQUISITE: Agricultural Mechanics and Metal Technologies

This course is designed to prepare students for careers in agricultural power, structural, and technical systems. Students will acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the workplace. Articulated credit may be awarded upon successful

completion of a course requirements.

# PRACTICUM IN AGRICULTURE, FOOD, & NATURAL RESOURCES I

TEA #13002500

(Yearlong) 8144.R(Y) GRADE: 11-12 CREDIT: 2

PREREQUISITE: One credit in the Agriculture, Food, and Natural Resources cluster
This course is a continuation of one or more courses of study in the Agriculture, Food, and Natural Resources cluster.

### PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES I / HORTICULTURE

TEA #13002500

(Yearlong) 8144.RC1C(Y) GRADE: 11-12 CREDIT: 2

PREREQUISITE: Horticulture Science
This course is a continuation of Horticulture
Science.

### PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES I/VET TECH

TEA #13002500

(Yearlong) 8144.RC2C(Y)
GRADE: 11-12 CREDIT: 2
PREREQUISITE: Veterinary Medical

Applications

This course is a continuation of Veterinary Medical Applications.

### PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES I/AG MECHANICS

TEA #13002500

(Yearlong) 8144.H(Y) GRADE: 11-12 CREDIT: 2

PREREQUISITE: Agricultural Mechanics and Metal Technologies

This course is a continuation of Agricultural Mechanics and Metal Technologies. Articulated credit may be awarded upon successful completion of course requirements.

### PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES II/AG MECHANICS

TEA #13002510

(Yearlong) 8147.H(Y) GRADE: 11-12 CREDIT: 2

PREREQUISITE: Practicum in Agriculture, Food, and Natural Resources I/Ag Mech
This course is a continuation of Practicum I/Ag Mechanics. Articulated credit may be awarded upon successful completion of course requirements.

### MATHEMATICAL APPLICATIONS IN AGRICULTURE, FOOD, AND NATURAL RESOURCES

TEA #13001000

(Yearlong) 8116.R(Y) GRADE: 12 CREDIT: 1

PREREQUISITE: One credit in the Agriculture, Food, and Natural Resources cluster

Students apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources. The one credit course may count as a math credit if taken before Algebra II and taught by a NCLB approved or math certified teacher.

# Architecture and Construction Cluster

This cluster includes the study of designing, managing, building, and maintaining the built environment.

# PRINCIPLES OF ARCHITECTURE AND CONSTRUCTION

TEA #13004200

 (Yearlong)
 8160.R(Y)

 GRADE: 9-12
 CREDIT: 1

 (Yearlong)
 8160.H(Y)

(weighted if the teacher is approved to offer for college credit)

GRADE: 9-12 CREDIT: 1

PREREQUISITE: Keyboarding, Touch System Data Entry, or Demonstrated Keyboarding Proficiency

Principles of Architecture and Construction provides an overview to the various fields of architecture, interior design, construction science, and construction technology. Articulated credit may be awarded upon successful completion of course requirements.

### **INTERIOR DESIGN**

TEA #13004300

 (Semester)
 8162.R(X)

 GRADE: 10-12
 CREDIT: 0.5

 (Yearlong)
 8162.R(Y)

 GRADE: 10-12
 CREDIT: 1

 (Yearlong)
 8162.H(Y)

(weighted if the teacher is approved to offer for college credit)

GRADE: 10-12 CREDIT: 1

PREREQUISITE: Algebra I. Art I

Interior Design is a technical course that addresses psychological, physiological, and sociological needs of individuals by enhancing the environments in which they live and work. Individuals use knowledge and skills related to interior and exterior environments, construction, and furnishings to make wise consumer decisions, increase productivity,

and compete in industry. Articulated credit may be awarded upon successful completion of course requirements if course completed for one credit.

### **ADVANCED INTERIOR DESIGN**

TEA #13004400

(Semester) 8164.R(Y) GRADE: 11-12 CREDIT: 1

PREREQUISITE: Geometry and Interior Design Advanced Interior Design is a technical laboratory course that includes the knowledge of the employability characteristics, principles, processes, technologies, communication, tools, equipment, and materials related to interior spatial design.

### ARCHITECTURAL DESIGN TEA #13004600

(Yearlong) 8172.H(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITE: Algebra I and Principles of Architecture & Construction.

In Architectural Design, students gain knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture. Architectural design includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes. Articulated credit may be awarded upon successful completion of course requirements.

# ADVANCED ARCHITECTURAL DESIGN (WEIGHTED)

TEA #13004700

(Yearlong) 8176.H(Y)
GRADE: 10-12 CREDIT: 1
PREREQUISITE: Architectural Design

In Advanced Architectural Design, students gain advanced knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture. Advanced Architectural Design includes the advanced knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes. Articulated credit may be awarded upon successful completion of course requirements.

### **CONSTRUCTION TECHNOLOGY**

TEA #13005100

(Yearlong) 8196.H(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITE: Algebra I

In Construction Technology, students gain knowledge and skills specific to those needed to enter the work force as carpenters or building maintenance supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in safety, tool usage, building materials, codes, and framing. Articulated credit may be awarded upon successful completion of course requirements.

# ADVANCED CONSTRUCTION TECHNOLOGY

TEA #13005200

(Yearlong) 8204.H(Y) GRADE: 11-12 CREDIT: 2

PREREQUISITE: Construction Technology.

In Advanced Construction Technology, students gain advanced knowledge and skills specific to those needed to enter the work force as carpenters, building maintenance technicians, or supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering. Students build on the knowledge base from Construction Technology and are introduced to exterior and interior finish out skills. Articulated credit may be awarded upon successful completion of course requirements.

# PRACTICUM IN CONSTRUCTION MANAGEMENT

TEA #13006200

(Yearlong) 8240.H(Y) GRADE: 12 CREDIT: 2

PREREQUISITE: Advanced Construction

Technology

Practicum in Construction Management is an occupationally specific course designed to provide classroom technical instruction or on-the-job training experiences in construction related careers. Safety and career opportunities are included in addition to work ethics and job-related study in the classroom. Articulated credit may be awarded upon successful completion of course requirements.

### Arts, Audio/Video Technology, and Communications Cluster

This cluster includes the study of creating,

exhibiting, performing, and publishing multimedia content.

# PRINCIPLES OF ARTS, AUDIO VIDEO TECHNOLOGY, AND COMMUNICATIONS

TEA #13008200

 (Semester)
 8250.R(X)

 GRADE: 9-12
 CREDIT: 0.5

 (Yearlong)
 8250.R(Y)

 GRADE: 9-12
 CREDIT: 1

PREREQUISITE: Keyboarding, Touch Data System Entry or Demonstrated Keyboarding Proficiency

The student will apply English language arts and will learn to apply professional communications strategies. This course allows students how to develop knowledge and skills regarding career opportunities related to information management and presentation, animation, video technology, printing and desktop publishing.

### **ANIMATION**

TEA #13008300

(Yearlong) 8252.H(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITE: Art I or concurrent enrollment and Digital and Interactive Media, or Graphic Design or Business Information Management Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the history and techniques of the animation industry. Articulated credit may be awarded upon successful completion of course requirements.

### **ADV. ANIMATION**

TEA #13008400

(Yearlong) 8259.H(Y)
GRADE: 11-12 CREDIT: 2
(weighted if the teacher is approved to offer for college credit)

PREREQUISITE: Animation

Students will be expected to create two and three dimensional animations. The instruction assists in developing skills for students seeking careers in the animation industry. Articulated credit may be awarded upon successful completion of course requirements.

# PROBLEMS & SOLUTIONS 2/ANIMATION 3

TEA # 12701500

(Yearlong) 8257.H(Y) GRADE: 11-12 CREDIT: 1

PREREQUISITE: Advanced Animation
Students will be expected to develop more difficult two and three dimensional

animations. The instruction also assists students seeking careers in the animation industry.

### **VIDEO GAME DESIGN**

TEA #N1300993

(Yearlong) 8316.H(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITE: Art I, Digital and Interactive Media or Animation

The student will be provided the opportunity to design, program, and create a functional video game. Through text, pictures, animations and digital video, students are led through the exciting world of the video game design industry. The course will introduce basic programming language and skills that are essential to developing a video game. Articulated credit may be awarded upon successful completion of course requirements.

### **AUDIO VIDEO PRODUCTION**

TEA #13008500

(Yearlong) 8262.H(Y) GRADE: 9-12 CREDIT: 1

PREREQUISITE: Keyboarding, Touch Data System Entry, or Demonstrated Keyboarding Proficiency

Careers in audio and video technology and film production span all aspects of the audio/ video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts; Audio/Video Technology; and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities. Articulated credit may be awarded upon successful completion of course requirements.

# ADVANCED AUDIO VIDEO PRODUCTION

TEA #13008600

 (Yearlong)
 8268.H (Y)

 GRADE: 10-12
 CREDIT: 2

 (Yearlong)
 8269.H (Y)

 GRADE: 10-12
 CREDIT: 1

PREREQUISITE: Audio Video Production.

In addition to developing advanced knowledge and skills needed for success in the Arts, Audio Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production activities. Articulated credit may be awarded upon successful completion of course requirements.

### PROBLEMS & SOLUTIONS 1/ AUDIO VIDEO PRODUCTION (PRAC 1)

TEA #12701500

(Yearlong) 8271.H(Y) GRADE: 11-12 CREDIT: 1

PREREQUISITE: Advanced Audio Video Production or Advanced Animation

Students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video activities in a studio environment.

# PRACTICUM IN AUDIO VIDEO PRODUCTION I

TEA #13008700

(Yearlong) 8274.H(Y) GRADE: 11-12 CREDIT: 2

PREREQUISITE: Advanced Audio Video Production or Advanced Animation

In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio Video Technology, and Communications career cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video activities in a studio environment. Articulated credit may be awarded upon successful completion of course requirements.

### PROBLEMS & SOLUTIONS 2/ PRACTICUM IN AUDIO VIDEO PRODUCTION (PRAC 2)

TEA # 12701510

(Yearlong) 8276.H(Y) GRADE: 11-12 CREDIT: 1

PREREQUISITE: Practicum in Audio Video Production I or Problems & Solutions 1/AV Prod (Prac 1).

This course is a continuation of Practicum in Audio Video Production I.

# PRACTICUM IN AUDIO VIDEO PRODUCTION II

TEA #13008710

Yearlong) 8277.R(Y) GRADE: 11-12 CREDIT: 2

PREREQUISITE: Practicum in Audio Video Production I

This course is a continuation of Practicum in Audio Video Production I.

# GRAPHIC DESIGN AND ILLUSTRATION

TEA #13008800

(Yearlong) 8280.H(Y) GRADE: 9-12 CREDIT: 1

PREREQUISITE: Keyboarding, Touch Data System Entry, or Demonstrated Keyboarding Proficiency Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design. Articulated credit may be awarded upon successful completion of course requirements.

# ADVANCED GRAPHIC DESIGN AND ILLUSTRATION

TEA #13008900

(Yearlong) 8281.H(Y) GRADE: 10-12 CREDIT: 2

PREREQUISITE: Graphic Design and Illustration

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills. Articulated credit may be awarded upon successful completion of course requirements.

### PROBLEMS & SOLUTIONS 1/ GRAPHIC DESIGN NEWSPAPER 3 OR YEARBOOK 3

TEA # 12701500

(Yearlong) 8284.H(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITE: Advanced Graphic Design and Illustration

This course is a continuation of Advanced Graphic Design and Illustration.

### PROBLEMS & SOLUTIONS 2/ GRAPHIC DESIGN NEWSPAPER 4 OR YEARBOOK 4

TEA # 12701500

(Yearlong) 8285.H(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITE: Problems & Solutions 1/ Graphic Design Newspaper 3 or Yearbook 3 This course is a continuation of Problems & Solutions 1/Graphic Design Newspaper 3 or Yearbook 3.

### **COMMERCIAL PHOTOGRAPHY**

TEA #13009100

(Yearlong) 8286.H(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITE: Graphic Design and Illustration, and Art I

Careers in commercial photography require

skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. Within this context, in addition to developing knowledge and skills needed for success in the Arts. Audio/ Video Technology, and Communications career cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs. Articulated credit may be awarded upon successful completion of course requirements.

### ADVANCED COMMERCIAL **PHOTOGRAPHY / PROBLEMS AND SOLUTIONS 1**

TEA #12701500

8292.R(Y) (Yearlong) **CREDIT: 1 GRADE: 11-12** 

PREREQUISITE: Commercial Photography In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

### **COMMERICIAL PHOTOGRAPHY 3 / PROBLEMS AND SOLUTIONS 2**

TEA #1270510

(Yearlong) 8291.HCOC.Y CREDIT: 1 **GRADE: 11-12** 

PREREQUISITE: Advanced Commercial Photography / Problems and Solutions 1 Students will continue to learn advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster. Students will be expected to develop a more advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

### RADIO BROADCASTING I

TEA # N1300991

(Yearlong) 8293.R(Y) **GRADE: 10-12 CREDIT: 1** 

PREREQUISITE: None

Offered at McCallum High School only. Students will learn the theory and history of radio production as well the production processes involved in commercial production, scripting, news writing and reporting, audio editing, remote production, and radio programming.

### **Business Management** and Administration Cluster

This cluster includes the study of organizing, directing, and evaluating functions essential to productive business operations.

### PRINCIPLES OF BUSINESS. **MARKETING. AND FINANCE**

TEA #13011200

(Semester) 8318.R (X) CREDIT: 0.5 GRADE: 9-12 (Yearlong) 8318.R (Y) **GRADE: 9-12** CREDIT: 1 (Yearlong) 8318.H(Y)

(weighted if the teacher is approved to offer for college credit)

**CREDIT: 1 GRADE: 9-12** 

PREQUISITE: None

In Principles of Business, Marketing, and Finance, students study economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance. Articulated credit may be awarded upon successful completion of course requirements if course is completed for one credit.

### **BUSINESS INFORMATION** MANAGEMENT I

TEA #13011400

(Yearlong) 8322.H (Y) **GRADE: 9-12 CREDIT: 1** 

PREREQUISITES: Keyboarding, Touch System Data Entry or Demonstrated Keyboarding **Proficiency** 

Students apply technical skills to address business applications of emerging technologies. create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software. Articulated credit may be awarded upon successful completion of course requirements.

### **BUSINESS INFORMATION MANAGEMENT II**

TEA #13011500

(Yearlong) 8326.R(Y) **GRADE: 10-12 CREDIT: 1** (Yearlong) 8326.H(Y)

(weighted if the teacher is approved to offer for college credit)

**GRADE: 10-12** CREDIT: 1 PREREQUISITES: Business Information

Students apply technical skills to address business applications of emerging technologies. create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software. Articulated credit may be awarded upon successful completion of course requirements.

### **BUSINESS LAW**

TEA #13011700

Management I

8332.R (X) (Semester) **GRADE: 11-12** CREDIT: 0.5 (Semester) 8332.R (Y) **GRADE: 11-12** CREDIT: 1 8332.H(Y) (Yearlong) (weighted if the teacher is approved to offer for

college credit)

**GRADE: 11-12 CREDIT: 1** 

PREREQUISITES: Business Information Management or Principles of Information Technology or Principles of Business, Marketing and Finance

Students analyze the social responsibility of business and industry regarding the significant issues relating to the legal environment, business ethics, torts, contracts, negotiable financial instruments, personal property, sales, warranties, business organizations, concept of agency and employment, and real property. Students apply technical skills to address business applications of contemporary legal issues. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. Articulated credit may be awarded upon successful completion of course requirements if course completed for one credit.

### **GLOBAL BUSINESS**

TEA #13011800

(Semester) 8334.H(X) **GRADE: 10-12 CREDIT: 0.5** (Yearlong) 8334.H(Y) **GRADE: 10-12 CREDIT: 1** 

PREREQUISITES: Principles of Business, Marketing and Finance.

Students apply technical skills to address global business applications of emerging technologies. Students develop a foundation in the economical, financial, technological, international, social, and ethical aspects of business. Articulated credit may be awarded upon successful completion of course requirements if course is completed for one credit.

# HUMAN RESOURCES MANAGEMENT

TEA #13011900

(Semester) 8336.R(X) GRADE: 11-12 CREDIT: 0.5 (Yearlong) 8336.H(Y) GRADE: 11-12 CREDIT: 1

PREREQUISITES: Principles of Business, Marketing and Finance.

Students analyze the primary functions of human resources management, which include recruitment, selection, training, development, and compensation. Topics will incorporate social responsibility of business and industry. Students develop a foundation in the economical, legal, managerial, financial, technological, international, social, and ethical aspects of human resources in order to become competent managers, employees, and entrepreneurs. Articulated credit may be awarded upon successful completion of course requirements if course is completed for one credit.

### **VIRTUAL BUSINESS**

TEA #13012000

(Semester) 8338.R(X) GRADE: 10-12 CREDIT: 0.5 (Yearlong) 8338.H(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITES: Keyboarding, Touch System Data Entry, or Demonstrated Keyboarding Proficiency

Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. Students will be able to identify steps needed to locate customers, set fees, and develop client contracts. Students will be able to provide administrative, creative, and technical services using advanced technological modes of communication and data delivery. The student builds a functional website that incorporates the essentials of a virtual business. Articulated credit may be awarded upon successful completion of course requirements if course is completed for one credit.

### **BUSINESS MANAGEMENT**

TEA #13012100

(Yearlong) 8340.H(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITES: Virtual Business, Global Business or Principles of Business, Marketing & Finance and Business Information Management I

Students analyze the primary functions of management and leadership, which are planning, organizing, staffing, directing or leading, and controlling. Topics will incorporate

social responsibility of business and industry. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate management decisions. Articulated credit may be awarded upon successful completion of course requirements.

# PRACTICUM IN BUSINESS MANAGEMENT

TEA #13012200

(Yearlong) 8344.R(Y) GRADE: 12 CREDIT: 2

PREREQUISITES: Business Information Management I and one credit in Business Management cluster courses

The Practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economical, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs.

# **Education and Training Cluster**

This cluster includes the study of providing education, training, and related learning support services.

# PRINCIPLES OF EDUCATION AND TRAINING

TEA #13014200

 (Semester)
 8350.R(X)

 GRADE: 9-12
 CREDIT: 0.5

 (Yearlong)
 8350.R(Y)

 GRADE: 9-12
 CREDIT: 1

PREREQUISITE: None

Principles of Education and Training is designed to introduce learners to the various careers available within the education and training career cluster. Students use educational and career information to analyze various careers within the education and training career cluster. Students will also gain an understanding of the basic knowledge and skills essential to careers within the education and training career cluster.

### CHILD DEVELOPMENT

TEA #13024700

(Semester) 8488.R(X) GRADE: 10-12 CREDIT: 0.5 (Yearlong) 8488.H(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITE: None

This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. Articulated credit may be awarded upon successful completion of course requirements.

# HUMAN GROWTH AND DEVELOPMENT

TEA #13014300

(Yearlong) 8352.R(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITE: None

Human Growth and Development is an examination of human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.

# INSTRUCTIONAL PRACTICES IN EDUCATION AND TRAINING

TEA #13014400

(Yearlong) 8356.H(Y) GRADE: 11-12 CREDIT: 2

PREREQUISITE: Human Growth and Development or Child Development.

ADDITIONAL REQUIREMENT: Prior to acceptance, students must undergo a criminal background check and must be clear of any misdemeanor or felony convictions.

Instructional Practices in Education and Training is a field-based internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational

environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. Articulated credit may be awarded upon successful completion of course requirements.

# PRACTICUM IN EDUCATION AND TRAINING

TEA #13014500

(Yearlong) 8358.R(Y) GRADE: 12 CREDIT: 2

PREREQUISITE: Instructional Practices in Education and Training .

ADDITIONAL REQUIREMENT: Prior to acceptance, students must undergo a criminal background check and must be clear of any misdemeanor or felony convictions.

This course is a continuation of the teacher education program. Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.

### **Finance Cluster**

This cluster includes the study of planning finances and investments; managing banking, insurance, and business finances.

### **MONEY MATTERS**

TEA #13016200

(Semester) 8362.R(X) GRADE: 9-12 CREDIT: 0.5 (Yearlong) 8362.H(Y) GRADE: 9-12 CREDIT: 1

PREREQUISITE: None

Students will investigate global economics with emphasis on the free enterprise system and its impact on consumers and businesses. Students apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will determine methods of achieving long-term financial goals through investment, tax planning, asset allocation, risk management, retirement planning, and

estate planning. Articulated credit may be awarded upon successful completion of course requirements if course completed for one credit.

# BANKING AND FINANCIAL SERVICES

TEA #13016300

(Yearlong) 8364.H(Y) GRADE: 11-12 CREDIT: 1

PREREQUISITE: Principles of Business, Marketing, and Finance, or Money Matters and Accounting I

Students develop knowledge and skills in the economical, financial, technological, international, social, and ethical aspects of banking to become competent consumers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes the operations, sales, and management of banking institutions to gain a complete understanding of how banks function within society. Articulated credit may be awarded upon successful completion of course requirements.

### **SECURITIES AND INVESTMENTS**

TEA #13016400

(Yearlong) 8366.R(Y) GRADE: 11-12 CREDIT: 1

PREREQUISITE: Principles of Business, Marketing, and Finance, or Money Matters Students will describe and abide by laws and regulations in order to manage business operations and transactions in the securities industry: access, process, maintain, evaluate, and disseminate information to assist in making decisions common to the securities industry; and monitor, plan, and control day-to-day securities organization activities to ensure continued business functioning. Students will determine client needs and wants and respond through planned, personalized communication to influence purchase decisions and enhance future securities sales opportunities.

### **ACCOUNTING I**

TEA #13016600

(Yearlong) 8370.H(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITE: Principles of Business, Marketing, and Finance or Business Information Management.

Students investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students formulate and interpret

financial information for use in management decision making. Articulated credit may be awarded upon successful completion of course requirements.

### **ACCOUNTING II**

TEA #13016700

(Yearlong) 8372.R(Y) GRADE: 11-12 CREDIT: 1

PREREQUISITES: Accounting I

Students continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision making.

### **FINANCIAL ANALYSIS**

TEA #13016800

(Yearlong) 8374.R(Y) GRADE: 11-12 CREDIT: 1

PREREQUISITES: Accounting I

Students apply technical skills to develop knowledge and skills in the economical, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students develop analytical skills by actively evaluating financial results of multiple businesses, interpreting results for performance improvement.

# STATISTICS AND RISK MANAGEMENT

TEA #13016900

(Yearlong) 8376.R(Y) GRADE: 11-12 CREDIT: 1

RECOMMENDED: Accounting I and

Algebra II

Students will use a variety of graphical and numerical techniques to analyze patterns and departures from patterns to identify and manage risk that could impact an organization. Students will use probability as a tool for anticipating and forecasting data within business models to make decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid. This course satisfies a fourth math credit if taught by a NCLB approved or math certified teacher.

### Government and Public Administration Cluster

This cluster includes the study of executing

governmental functions at the local, state, and federal levels.

# PRINCIPLES OF GOVERNMENT AND PUBLIC ADMINISTRATION

TEA #13018200

 (Semester)
 8378.R(X)

 GRADE: 9-12
 CREDIT: 0.5

 (Yearlong)
 8378.R(Y)

 GRADE: 9-12
 CREDIT: 1

PREREQUISITE: None

Students will examine governmental documents such as the United States Constitution and the Bill of Rights.

### **POLITICAL SCIENCE I**

TEA #13018300

 (Yearlong)
 8380.R(Y)

 GRADE: 10-12
 CREDIT: 1

 (Yearlong)
 8381.R(Y)

 GRADE: 10-12
 CREDIT: 2

PREREQUISITES: Principles of Government and Public Administration or Public Management and Administration

This course will familiarize the student with political theory through the study of governments; public policies; and political processes, systems, and behavior.

### **POLTICAL SCIENCE II**

TEA #13018400

 (Yearlong)
 8382.R(Y)

 GRADE: 10-12
 CREDIT: 1

 (Yearlong)
 8383.R(Y)

 GRADE: 10-12
 CREDIT: 2

PREREQUISITES: Political Science I

Students develop knowledge and skills in the economical, financial, technological, international, social, and ethical aspects of banking to become competent consumers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes the operations, sales, and management of banking institutions to gain a complete understanding of how banks function within society.

# REVENUE, TAXATION, AND REGULATION

TEA #13018500

 (Yearlong)
 8384.R(Y)

 GRADE: 10-12
 CREDIT: 1

 (Yearlong)
 8385.R(Y)

 GRADE: 10-12
 CREDIT: 2

PREREQUISITES: Principles of Government and Public Admin.

Revenue, Taxation, and Regulation is an overview of law and investigative principles and follows agency procedures to examine evidence and ensure revenue compliance. In addition, students learn to facilitate clear and positive communication with taxpayers and become familiar with data analysis systems

and revenue-related financial problems. The student prepares to enforce legal compliance and regulatory standards.

# PUBLIC MANAGEMENT AND ADMINISTRATION

TEA #13018600

(Yearlong) 8387.R(Y) GRADE: 10-12 CREDIT: 2

PREREQUISITES: None

Public Management and Administration considers that governments and nonprofit administration resemble private-sector management. Students are introduced to management tools that maximize the effectiveness of administrators and affect the quality of life of citizens in the community.

### **PLANNING AND GOVERNANCE**

TEA #13018700

 (Yearlong)
 8388.R(Y)

 GRADE: 10-12
 CREDIT: 1

 (Yearlong)
 8389.R(Y)

 GRADE: 10-12
 CREDIT: 2

PREREQUISITE: Principles of Government and Public Administration or Public Management and Administration

Planning and Governance provides the opportunity for students to formulate plans and policies to meet social, economic, and physical needs of communities.

# PRACTICUM IN LOCAL, STATE, AND FEDERAL GOVERNMENT

TEA #13019000

(Yearlong) 8396.R(Y) GRADE: 12 CREDIT: 2

Students concurrently learn advanced concepts of political science in the classroom setting. In addition, students will apply technical skills pertaining to government and public administration in a direct mentorship by individuals in professional settings such as government, public management and administration, national security, municipal planning, foreign service, revenue, taxation, and regulation. This course is offered at Akins, Crockett and Travis only.

### **Health Science Cluster**

This cluster includes the study of providing diagnostic and therapeutic services, health information, support services, and biotechnology research and development.

### PRINCIPLES OF HEALTH SCIENCE

TEA #13020200

(Yearlong) 8400.R(Y)
GRADE: 9-12 CREDIT: 1
(Yearlong) 8400.H(Y)
(weighted if the teacher is approved to offer for college credit)

PREREQUISITE: None

Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry. This course satisfies the Health Education graduation requirement. Articulated credit may be awarded upon successful completion of course requirements.

### **MEDICAL TERMINOLOGY**

TEA #13020300

(Semester) 8402.H(X) GRADE: 10-12 CREDIT: 0.5

PREREQUISITE: None

This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. Articulated credit may be awarded upon successful completion of course requirements.

### **HEALTH SCIENCE**

TEA #13020400

 (Yearlong)
 8404.R(Y)

 GRADE: 10-12
 CREDIT: 1

 (Yearlong)
 8404.H(Y)

 GRADE: 10-12
 CREDIT: 1

(weighted if the teacher is approved to offer for college credit)

PREREQUISITE: Principles of Health Science and concurrent enrollment or completion of Biology

Health Science is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. This course is designed to develop health-care specific knowledge and skills in effective communications, ethical and legal responsibilities, client care, safety, first aid, and CPR. Students will learn the knowledge and skills needed to make client assessment; interpret health science technical material. describe biological and chemical processes that maintain homeostasis: identify principles of body mechanics and movement; analyze the impact of local, state, and government on the health care industry. This course prepares the students to work with health care issues and make the transition to clinical or work-based experiences in health care. This course satisfies the Health Education credit graduation requirement. Articulated credit may be awarded upon successful completion of course requirements.

### PRACTICUM IN HEALTH SCIENCE I

TEA #13020500

(Yearlong)

8407.R(Y) (Clinical Experience)

(weighted if the teacher is approved to

offer for college credit)

GRADE: 11-12 CREDIT: 2

(Yearlong)

8407.H(Y) (Clinical Experience)

GRADE: 11-12 CREDIT: 2

(Yearlong) 8410.H(Y) (CNA)

GRADE: 11-12 CREDIT: 2

(Yearlong)

8408.R(Y) (Pharmacy Tech)

GRADE: 11-12 CREDIT: 2

(Yearlong) 8410.R(Y) (CNA)

GRADE: 11-12 CREDIT: 2 (weighted if the teacher is approved to

offer for college credit)

(Yearlong)

8412.H(Y) (EMT) (Akins only)

GRADE: 11-12 CREDIT: 2

(Yearlong)

8411.R(Y) (Fitness Trainer)

GRADE: 11-12 CREDIT: 2

(Yearlong)

8411.H(Y) (Fitness Trainer)

GRADE: 11-12 CREDIT: 2

(Yearlong)

8416.H(Y) (Med Lab)

GRADE: 11-12 CREDIT: 2

PREREQUISITE: 16 years of age, Health Science, Biology and concurrent enrollment

or completion of Chemistry

ADDITIONAL REQUIREMENT: Prior to acceptance, students must undergo a criminal background check and must be clear of any misdemeanor or felony convictions.

The Practicum is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students may have the opportunity to develop the skills and competencies through a clinical hospital experience becoming certified as a Certified Nurse Assistant (CNA). This course will develop skills in the classroom and clinical settings that comply with standard precautions, practices and prescribed techniques. Students learn to maintain a safe environment, to prevent hazardous situations, follow protocol related to hazardous materials and strategies for the prevention of disease and infection. Students will perform health screenings, examinations, monitor client health

status during therapeutic and diagnostic procedures, observe client during care and procedures; accurately measure and report client vital signs and other indicators of health status. Students will learn to transfer knowledge and skills to new situations and apply problem solving strategies, update skills to enhance employability and identify emerging technologies in the health science technology industry. Articulated credit may be awarded for Clinical, Med Lab or EMT upon successful completion of course requirements.

### PRACTICUM IN HEALTH SCIENCE II

TEA #13020510

(Yearlong)

8413.R(Y) (Clinical Experience)

(weighted if the teacher is approved to

offer for college credit)
GRADE: 11-12 CREDIT: 2

(Yearlong) 8413.H(Y) (CNA)

GRADE: 11-12 CREDIT: 2

(Yearlong)

8414.R(Y) (Intern)

GRADE: 11-12 CREDIT: 2

(Yearlong)

8416.H(Y) (Med Lab) (Akins only)

(Yearlong)

8417.R(Y) (Clinical)
GRADE: 11-12 CREDIT: 2

(Yearlong)

8418.R (Y) (Pharm Tech)

GRADE: 11-12 CREDIT: 2

(Yearlong)

8419.R(Y) (EMR)

GRADE: 11-12 CREDIT: 2

(Yearlong)

8420.H (Y) (EMT) (Akins only) GRADE: 11-12 CREDIT: 2

(YEARLONG)

8421.H(Y) (Fitness Trainer)

GRADE: 11-12 CREDIT: 2

PREREQUISITE: 16 years of age, Health Science, Biology and concurrent enrollment or completion of Chemistry

ADDITIONAL REQUIREMENT: Prior to acceptance, students must undergo a criminal background check and must be clear of any misdemeanor or felony

convictions.

Students will develop advanced clinical skills necessary for the health science professions or continued post-secondary education. This course is designed to provide knowledge and skills for certification or licensure in an allied health career. Students may have the opportunity to develop the skills and competencies for Certified Nurse Assistant (CNA), Pharmacy Technician or Phlebotomist. In addition, Emergency Medical Technician (EMT) concentration

is taught by EMS personnel at Akins. Articulated credit may be awarded for Med Lab or EMT upon successful completion of course requirements.

### **ANATOMY AND PHYSIOLOGY**

TEA #13020600

 (Yearlong)
 8426.H (Y)

 GRADE: 10-12
 CREDIT: 1

 (Yearlong)
 8426.R (Y)

 GRADE: 11-12
 CREDIT: 1

PREREQUISITES: Three credits of science recommended

In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. Texas law requires 40% laboratory and fieldwork to qualify as a fourth year option for science credit.

### **MEDICAL MICROBIOLOGY**

TEA #13020700

(Semester) 8428.H(X) CREDIT: 0.5 **GRADE: 10-12** (Semester) 8428.R(X) **GRADE: 10-12** CREDIT: 0.5 (Yearlong) 8428.H(Y) **GRADE: 10-12** CREDIT: 1 (Yearlong) 8428.R(Y) **GRADE: 10-12** CREDIT: 1

PREREQUISITE: Three science credits recommended

Students in Medical Microbiology explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. Texas law requires 40% laboratory and fieldwork to qualify as a fourth year option for science credit.

### **PATHOPHYSIOLOGY**

TEA #13020800

(Semester) 8430.H(X) **GRADE: 11-12** CREDIT: 0.5 (Semester) 8430.R(Y) **GRADE: 11-12** CREDIT: 0.5 (Yearlong) 8430.H(Y) **GRADE: 11-12** CREDIT: 1 (Yearlong) 8430.R(Y) **GRADE: 11-12** CREDIT: 1

PREREQUISITES: Three science credits recommended

In Pathophysiology, students conduct laboratory and field investigations, use scientific methods during investigations,

and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology. Texas law requires 40% laboratory and fieldwork to qualify as a fourth year option for science credit.

### **WORLD HEALTH RESEARCH**

TEA #13020900

(Yearlong) 8432.R(Y) GRADE: 11-12 CREDIT: 1

PREREQUISITES: Biology and Chemistry
This course examines major world health
problems and emerging technologies as
solutions to these medical concerns. The
course is designed to improve students'
understanding of the cultural, infrastructural,
political, educational, and technological
constraints and inspire ideas for appropriate
technological solutions to global medical
care issues.

# SCIENTIFIC RESEARCH AND DESIGN

TEA #13037200

(Yearlong) 8716.R(Y) GRADE: 11-12 CREDIT: 1

TEA #13037200

(Yearlong) 8716.R(Y) GRADE: 11-12 CREDIT: 1

PREREQUISITES: One unit of science.

Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable. Texas law requires 40% laboratory and fieldwork to qualify as a fourth year option for science credit.

# Project Lead The Way (PLTW)

These courses are offered at Akins High School and Ann Richards School for Young Women Leaders which participate in the PLTW program.

# PRINCIPLES OF BIOMEDICAL SCIENCE

TEA #N1302092

(Yearlong) 8434.H(Y) GRADE: 9-12 CREDIT: 1

PREREQUISITES: None

Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts including: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease are embedded in the curriculum. Engineering principles including: the design process, feedback loops, fluid dynamics, and the relationship of structure to function are incorporated in the curriculum where appropriate. The course is designed to provide an overview of all the courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses. A student may be awarded articulated credit upon successful completion of the college level end-of-course exam.

### **HUMAN BODY SYSTEMS**

TEA #N1302093

(Yearlong) 8436.H(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITES: Biology, Chemistry and Principles of Biomedical Science

Students engage in the study of the processes, structures, and interactions of the human body systems. Important concepts in the course include: communication, transport of substances, locomotion, metabolic processes, defense, and protection. The central theme is how the body systems work together to maintain homeostasis and good health. The systems are studied as "parts of a whole," working together to keep the amazing human machine functioning at an optimal level. Students design experiments, investigate the structures and functions of body systems, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation. Students work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries. A student may be awarded articulated credit upon successful completion of the college level end-of-course exam.

### **MEDICAL INTERVENTIONS**

TEA #N1302094

(Yearlong) 8438.H(Y) GRADE: 11-12 CREDIT: 1

PREREQUISITES: Human Body Systems Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body as students explore how to prevent and fight infection, how to screen and evaluate the code in human DNA, how to prevent, diagnose and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario introduces multiple types of interventions and reinforces concepts learned in the previous two courses, as well as presenting new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions are showcased across the generations of the family and provide a look at the past, present and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future. A student may be awarded articulated credit upon successful completion of the college level end-of-course exam.

### **BIOMEDICAL INNOVATION**

TEA #N1302095

(Yearlong) 8440.H(Y) GRADE: 12 CREDIT: 1

PREREQUISITE: Medical Interventions

This capstone course allows students to apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. A student may be awarded articulated credit upon successful completion of the college level end-of-course exam.

### Hospitality and Tourism Cluster

This cluster includes the study of managing restaurants and other food services, lodging, attractions, recreation events, and travel-related services.

# PRINCIPLES OF HOSPITALITY AND TOURISM

TEA #13022200

 (Semester)
 8446.R(X)

 GRADE: 9-12
 CREDIT: 0.5

 (Yearlong)
 8446.R(Y)

 GRADE: 9-12
 CREDIT: 1

PREREQUISITE: None

The hospitality and tourism industry encompasses lodging; travel and tourism; recreation, amusements, attractions, and resorts; and restaurants and food and beverage service. The hospitality and tourism industry maintains the largest national employment base in the private sector. Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry.

# LIFETIME NUTRITION AND WELLNESS

TEA #13024500

 (Semester)
 8482.R(X)

 GRADE: 10-12
 CREDIT: 0.5

 (Yearlong)
 8482.H(Y)

 GRADE: 10-12
 CREDIT: 1

PREREQUISITES: None

This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences. Articulated credit may be awarded upon successful completion of a sequence of course if course is completed for one credit.

### **CULINARY ARTS**

TEA #13022600

(Yearlong) 8454.H(Y) GRADE: 10-12 CREDIT: 2

PREREQUISITES: Lifetime Nutrition and Wellness or Principles of Hospitality and Tourism.

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certification. Articulated credit may be awarded upon successful completion of course requirements.

### **PRACTICUM IN CULINARY ARTS**

TEA #13022700

(Yearlong) 8456.H(Y) GRADE: 11-12 CREDIT: 2

PREREQUISITE: Culinary Arts

This course is a continuation of Culinary Arts. This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with laboratory-based actual business and industry career experiences. Articulated credit may be awarded upon successful completion of course requirements.

### **HOSPITALITY SERVICES**

TEA #13022800

(Yearlong) 8462.H(Y) GRADE: 10-12 CREDIT: 2

PREREQUISITE: Principles of Hospitality and Tourism or Lifetime, Nutrition and Wellness This two-hour course provides training in hospitality services such as hotel and motel operations and institutional services. Students learn concepts and skills related to property management, psychology of guests, lodging operations and food and beverage operations. Hotels or conference centers are used for the work-based component. In addition, Hospitality Services is designed so that performance standards meet employer expectations, enhancing the employability of students. Articulated credit may be awarded upon successful completion of course requirements.

# PRACTICUM IN HOSPITALITY SERVICES

TEA #13022900

(Yearlong) 8468.H(Y) GRADE: 11-12 CREDIT: 2

PREREQUISITE: Hospitality Services

This course is a continuation of Hospitality Services. A unique practicum experience provides opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Articulated credit may be awarded upon successful completion of course requirements.

### Human Services Cluster

This cluster includes a study of providing for families and serving human needs.

# PRINCIPLES OF HUMAN SERVICES

TEA #13024200

 (Semester)
 8476.R(X)

 GRADE: 9-12
 CREDIT: 0.5

 (Yearlong)
 8476.R(Y)

 GRADE: 9-12
 CREDIT: 1

PREREQUISITE: None

This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services.

### **DOLLARS AND SENSE**

TEA #13024300

 (Semester)
 8478.R(X)

 GRADE: 10-12
 CREDIT: 0.5

 (Yearlong)
 8478.R(Y)

 GRADE: 10-12
 CREDIT: 1

PREREQUISITES: None

Dollars and Sense focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers.

### **INTERPERSONAL STUDIES**

TEA #13024400

(Semester) 8480.R(X) GRADE: 10-12 CREDIT: 0.5 (Yearlong) 8480.R(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITE: None

This course examines how the 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 related to counseling and mental health services.

# LIFETIME NUTRITION AND WELLNESS

TEA #13024500

 (Semester)
 8482.R(X)

 GRADE: 10-12
 CREDIT: 0.5

 (Yearlong)
 8482.H(Y)

 GRADE: 10-12
 CREDIT: 1

PREREQUISITES: None

This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences. Articulated credit may be awarded upon successful completion of course requirements if course is completed for one

credit.

# COUNSELING AND MENTAL HEALTH

TEA #13024600

(Yearlong) 8484.R(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITE: Human Growth and Development

Students model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations, and the implications of their actions. Professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.

### CHILD DEVELOPMENT

TEA #13024700

 (Semester)
 8488.R(X)

 GRADE: 10-12
 CREDIT: 0.5

 (Yearlong)
 8488.H(Y)

 GRADE: 10-12
 CREDIT: 1

PREREQUISITES: None

This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. Articulated credit may be awarded upon successful completion of course requirements if course iscompleted for one credit.

# FAMILY AND COMMUNITY SERVICES

TEA #13024900

(Semester) 8494.R(X) GRADE: 11-12 CREDIT: 0.5 (Yearlong) 8494.R(Y) GRADE: 11-12 CREDIT: 1

PREREQUISITE: None

This laboratory-based course is designed to involve students in realistic and meaningful community-based activities through direct service experiences. Students are provided opportunities to interact and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

### PRACTICUM IN HUMAN SERVICES

TEA #13025000

(Yearlong) 8496.R(Y) GRADE: 11-12 CREDIT: 2

PREREQUISITES: Human Growth and Development

Practicum in Human Services provides occupationally specific training and focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster.

# INTRODUCTION TO COSMETOLOGY

TEA #13025100

(Yearlong) 8502.R(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITE: None

Students explore areas such as bacteriology, sterilization and sanitation, hair styling, manicuring, shampooing and the principles of hair cutting, hair styling, hair coloring, skin care, and facial makeup. The student researches careers in the personal care services industry. To prepare for success, students must have skills relative to this industry, as well as academic knowledge and skills. Students may begin to earn clock hours toward state licensing requirements. There are fees associated with this course.

### COSMETOLOGY I

TEA #13025200

(Yearlong) 8508.R(Y) GRADE: 11-12 CREDIT: 3

PREREQUISITES: Introduction to Cosmetology, completion of 125 clock hours

Students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, haircare, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Analysis of career opportunities, requirements, expectations, and development of workplace skills are included. Expenses are incurred for student owned kits. Fee is non-refundable.

### **COSMETOLOGY II**

TEA #13025300

(Yearlong) 8514.R(Y) GRADE: 12 CREDIT: 3

PREREQUISITES: Cosmetology I, completion of 625 clock hours

Students review academic knowledge and skills related to cosmetology. This course is designed to provide advanced training for employment in cosmetology careers. Instruction includes advanced training in sterilization and sanitation processes, haircare, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Expenses are incurred for student owned kits. Fee is non-refundable.

### Information Technology Cluster

This cluster includes the study of designing, supporting, and managing hardware, software, multimedia, and systems integration.

# PRINCIPLES OF INFORMATION TECHNOLOGY

TEA #13027200

(Yearlong) 8526.H(Y) GRADE: 9-10 CREDIT: 1

PREREQUISITE: Keyboarding, Touch System Data Entry, or Demonstrated Keyboarding Proficiency

Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment. Articulated credit may be awarded upon successful completion of course requirements if course completed for one credit.

### **COMPUTER MAINTENANCE**

TEA #13027300

 (Yearlong)
 8528.H(Y)

 GRADE: 10-12
 CREDIT: 1

 (Yearlong)
 8530.H(Y)

 GRADE: 10-12
 CREDIT: 2

PREREQUISITE: Keyboarding, Touch System Data Entry, or Demonstrated Keyboarding Proficiency and Principles of Information Technology

Students acquire principles of computer maintenance, including electrical and electronic theory, computer hardware principles, and broad level components related to the installation, diagnosis, service, and repair of computer systems. Articulated credit may be awarded upon successful completion of course requirements.

### TELECOMMUNICATIONS AND

### **NETWORKING**

TEA #13027400

(Yearlong) 8532.H(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITE: Computer Maintenance and Principles of Information Technology

Students develop knowledge of the concepts and skills related to telecommunications and data networking technologies and practices in order to apply them to personal or career development. Articulated credit may be awarded upon successful completion of course requirements.

### **COMPUTER TECHNICIAN**

TEA #12701500

(Yearlong) 8538.R(Y) GRADE: 11-12 CREDIT: 2

PREREQUISITE: Computer Maintenance
Students gain knowledge and skills in the area of computer technologies, including advanced knowledge of electrical and electronic theory, computer principles, and components related to the installation, diagnosis, service, and repair of computer-based technology systems. Students will reinforce, apply, and transfer their knowledge and skills to a variety of settings and problems. Proper use of analytical skills and application of information technology concepts and standards are essential to prepare students for success in a technology-driven society.

# **COMPUTER TECHNICIAN/ PROBLEMS & SOLUTIONS**

TEA #12701500

(Yearlong) 8536.R(Y) GRADE: 11-12 CREDIT: 1

PREREQUISITE: Computer Maintenance
Students will reinforce, apply, and transfer
their knowledge and skills to a variety
of settings and problems. Proper use of
analytical skills and application of information
technology concepts and standards are
essential to prepare students for success in

### **COMPUTER PROGRAMMING**

a technology-driven society.

TEA #13027600

(Yearlong) 8542.H(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITE: Keyboarding, Touch System Data Entry, or Demonstrated Keyboarding Proficiency

Students acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. Students apply technical skills to address business applications of emerging technologies. Articulated credit may be awarded upon successful completion

of course requirements.

# ADVANCED COMPUTER PROGRAMMING

TEA #13027700

(Yearlong) 8544.H(Y) GRADE: 11-12 CREDIT: 1

PREREQUISITES: Computer Programming
Students expand their knowledge and skills
in structured programming techniques and
concepts by addressing more complex
problems and developing comprehensive
programming solutions. Students apply
technical skills to address business
applications of emerging technologies.
Articulated credit may be awarded
upon successful completion of course
requirements.

### **DIGITAL AND INTERACTIVE MEDIA**

TEA #13027800

(Yearlong) 8548.H(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITES: Keyboarding, Touch System Data Entry, or Demonstrated Keyboarding Proficiency

Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Articulated credit may be awarded upon successful completion of course requirements.

### **WEB TECHNOLOGIES**

TEA #13027900

(Yearlong) 8550.H(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITES: Keyboarding, Touch System Data Entry, or Demonstrated Keyboarding Proficiency and Principles of Information Technology or Business Information Management

Through the study of web technologies and design, students learn to make informed decisions and apply the decisions to the field of information technology. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Articulated credit may be awarded upon successful completion of course requirements.

# RESEARCH IN INFORMATION TECHNOLOGY SOLUTIONS

TEA #13028000

(Yearlong) 8552.R(Y) GRADE: 12 CREDIT: 1

PREREQUISITES: Minimum of two Information Technology cluster courses

Students gain advanced knowledge and skills in the application, design, production,

implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of information technology concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, information technology experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid internship, or as career preparation.

### Law, Public Safety, Corrections, and Security Cluster

This cluster includes the study of providing legal, public safety, protective, and homeland security services.

# PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY

TEA #13029200

 (Semester)
 8572.R(X)

 GRADE: 9-12
 CREDIT: 0.5

 (Yearlong)
 8572.R(Y)

 GRADE: 9-12
 CREDIT: 1

 (Yearlong)
 8572.H(Y)

(weighted if the teacher is approved to offer for

college credit)

GRADE: 9-12 CREDIT: 1

PREREQUISITE: None

Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, security, corrections, and fire and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, security, and corrections. Articulated credit may be awarded upon successful completion of course requirements.

### LAW ENFORCEMENT I

TEA #13029300

(Yearlong) 8574.R(Y)
GRADE: 10-12 CREDIT: 1
(Yearlong) 8574.H (Y)
(weighted if the teacher is approved to offer for college credit)

PREREQUISITE: Principles of Law, Public Safety, Corrections and Security

Law Enforcement I is an overview of the history, organization, and functions of local,

state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime. Articulated credit may be awarded upon successful completion of course requirements.

### LAW ENFORCEMENT II

TEA #13029400

 (Yearlong)
 8579.R(Y)

 GRADE: 11-12
 CREDIT: 1

 (Yearlong)
 8580.R (Y)

 GRADE: 11-12
 CREDIT: 2

(weighted if the teacher is approved to offer for college credit)

PREREQUISITE: Law Enforcement I and Business Information Management

Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. This course includes the ethical and legal responsibilities, civil law and procedure, and courtroom testimony. Articulated credit may be awarded upon successful completion of course requirements.

### **FORENSIC SCIENCE**

TEA #13029500

(Yearlong) 8582.R(Y) GRADE: 11-12 CREDIT: 1

PREREQUISITE: 3 Units of Science

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science. To qualify as a fourth vear science credit, this course must contain 40% laboratory and fieldwork experiences by Texas law and must be taught by a NCLB approved or science certified teacher.

### **COURT SYSTEMS AND PRACTICES**

TEA #13029600

(Yearlong) 8584.R(Y)
GRADE: 10-12 CREDIT: 1
(Yearlong) 8584.H(Y)
(weighted if the teacher is approved to offer for college credit)

GRADE: 10-12 CREDIT: 1

PREREQUISITES: Law Enforcement I

Court Systems and Practices is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial processes from pretrial to sentencing and examines the types and rules of evidence. Emphasis is placed on constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation. Articulated credit may be awarded upon successful completion of course requirements.

### **CORRECTIONAL SERVICES**

TEA #13029700

(Yearlong) 8590.R(Y) GRADE: 11-12 CREDIT: 2

PREREQUISITES: Law Enforcement I or Security Services

ADDITIONAL REQUIREMENT: Prior to acceptance, students must undergo a criminal background check and must be clear of any misdemeanor or felony convictions.

In Correctional Services, students prepare for certification required for employment as a correctional officer. The student will learn the role and responsibilities of a correctional officer; discuss relevant rules, regulations, and laws; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the correctional setting. The student will analyze rehabilitation and alternatives to institutionalization.

### SECURITY SERVICES

TEA #13029800

(Yearlong) 8592.R(Y) GRADE: 11-12 CREDIT: 1

PREREQUISITE: Principles of Law, Public Safety. Corrections and Security

Security Services provides the knowledge and skills necessary to prepare for certification in security services. The course provides an overview of security elements and types of organizations with a focus on security measures used to protect lives, property, and proprietary information. Instruction is based on the content required by the Texas Board of Private Investigators and Private Security Agency as a recommended prerequisite to licensing by the state.

### FIREFIGHTER I

TEA #13029900

(Yearlong) 8598.R(Y) GRADE: 10-12 CREDIT: 2

PREREQUISITE: None

Offered at LBJ High School only. Firefighter I introduces students to firefighter safety and development. Students will analyze Texas Commission on Fire Protection rules and regulations, proper incident reporting and

records, proper use of personal protection equipment, and the principles of fire safety. Students will be introduced to candidate physical ability training.

### FIREFIGHTER II

TEA #13030000

(Yearlong) 8600.H(Y) GRADE: 11-12 CREDIT: 2

PREREQUISITE: Firefighter I completion with a grade of 75 or better

Offered at LBJ High School only. Firefighter Il is the second in a series for students studying firefighter safety and development. Students will understand Texas Commission on Fire Protection rules and regulations, proper incident reporting and records, proper use of personal protections equipment, and the principles of fire safety. Students will learn procedures for use of fire extinguishers, ladder, fire hose, and water supply apparatus. Upon completion of the two year program, a student may be eligible to receive the TCFP Basic Fire Suppression Certification. Articulated credit may be awarded upon successful completion of course requirements.

# PRACTICUM IN LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

TEA #13030100

(Yearlong) 8604.R(Y) GRADE: 11-12 CREDIT: 2

TEA #13030100

(Yearlong) 8606.R(Y) GRADE: 11-12 CREDIT: 3

PREREQUISITE: One credit in Law, Public Safety and Security Cluster

The practicum course is a capstone experience for students participating in a coherent sequence of courses in the Law, Public Safety, Corrections, and Security cluster. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

# PRACTICUM IN LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY - EMERGENCY COMMUNICATIONS

TEA #13029400

(Yearlong) 8604.R(Y) GRADE: 11-12 CREDIT: 2

PREREQUISITE: Law Enforcement I and Business Information Management

This course is a study of the history of public safety communications and of the federal and state laws affecting public safety communication. In addition, telephone and

radio communications systems are studied, as are communication documentation; emergency management; 911 and stress and crisis management.

### **Manufacturing Cluster**

This cluster includes planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/ process engineering.

### PRINCIPLES OF MANUFACTURING TEA #13032200

(Yearlong) 8614.R(Y) **GRADE: 9-12** CREDIT: 1

PREREQUISITE: None

Students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. Knowledge and skills in the proper application of principles of manufacturing, the design of technology, the efficient production of technology, and the assessment of the effects of manufacturing production technology prepare students for success in the modern world.

### **PRECISION METAL MANUFACTURING**

TEA #13032500

(Yearlong) 8615.R(Y) **GRADE: 10-12 CREDIT: 1** (Yearlong) 8616.R(Y) **GRADE: 10-12 CREDIT: 2** 

PREREQUISITE: Principles of Manufacturing Precision Metal Manufacturing provides the knowledge, skills, and technologies required for employment in metal technology systems. This course may also address a variety of materials in addition to metal such as plastics, ceramics, and wood. Students develop knowledge of the concepts and skills related to these systems to apply them to personal and career development.

### ADVANCED PRECISION METAL **MANUFACTURING**

TEA #13032400

(Yearlong) 8619.R(Y) **GRADE: 11-12 CREDIT: 2** 

PREREQUISITE: Precision Metal

Manufacturing

This course is designed to enhance the technical knowledge and skills learned in Precision Metal Manufacturing by allowing students the opportunity to explore career preparation that has resulted from the rapid

advances in technology and career demands in high-skill, high-wage opportunities. Advanced Precision Metal Manufacturing provides the knowledge, skills, and technologies required for employment in a globally competitive manufacturing environment.

### **Marketing Cluster**

This cluster includes the study of performing marketing activities to reach organizational objectives. All courses allow student to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

### PRINCIPLES OF BUSINESS. **MARKETING, AND FINANCE**

TEA #13011200

(Semester) 8318.R(X) **GRADE: 9-12** CREDIT: 0.5 8318.R(Y) (Yearlong) **GRADE: 9-12** CREDIT: 1 (Yearlong) 8318.H(Y)

(weighted if the teacher is approved to offer for college credit)

**GRADE: 9-12 CREDIT: 1** 

PREREQUISITE: None

In Principles of Business, Marketing, and Finance, students study economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. Articulated credit may be awarded upon successful completion of course requirements if course is completed for one credit.

### **ADVERTISING AND SALES PROMOTION**

TEA #13034200

(Semester) 8650.R(X) **GRADE: 10-12** CREDIT: 0.5 (Yearlong) 8650.R(Y) **GRADE: 10-12 CREDIT: 1** 

PREREQUISITE: Principles of Business, Marketing, and Finance

Advertising and Sales Promotion is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, ethical, and legal issues of advertising, historical influences, strategies, and media decision processes as well as integrated marketing communications. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.

### **ENTREPRENEURSHIP**

TEA #13034400

(Semester) 8654.R(X) **GRADE: 9-12** CREDIT: 0.5 (Yearlong) 8654.R(Y) **GRADE: 9-12** CREDIT: 1

PREREQUISITE: Principles of Business,

Marketing, and Finance

Students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students understand the capital required, the return on investment desired, and the potential for profit.

### **RETAILING AND E-TAILING**

TEA #13034500

(Semester) 8656.R(X) **CREDIT: 0.5 GRADE: 9-12** (Yearlong) 8656.R(Y) **GRADE: 9-12 CREDIT: 1** 

PREREQUISITE: Principles of Business,

Marketing, and Finance

Students will have the opportunity to develop skills that involve electronic media techniques necessary for a business to compete in a global economy. Students will coordinate online and off-line marketing. Students will demonstrate critical-thinking skills using decision-making models, case studies, various technologies, and business scenarios.

### **SPORTS AND ENTERTAINMENT** MARKETING

TEA #13034600

(Semester) 8658.R(X) CREDIT: 0.5 **GRADE: 10-12** (Yearlong) 8658.R(Y) **GRADE: 10-12 CREDIT: 1** 

PREREQUISITE: Principles of Business, Marketing, and Finance

This course will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment. The areas of this course include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans. This course will also provide students an opportunity to develop promotional plans, sponsorship proposals, endorsement contracts, sports and entertainment marketing plans, and evaluation and management techniques.

# PRACTICUM IN MARKETING DYNAMICS I

TEA #13034800

 (Yearlong)
 8668.R(Y)

 GRADE: 12
 CREDIT: 2

 (Yearlong)
 8670.R(Y)

 GRADE: 12
 CREDIT: 3

PREREQUISITE: One credit in a Career and Technical Education related course, 16 years of age, requires own transportation to training site

Students will illustrate appropriate management and research skills to create the marketing mix. This course covers technology, communication, and customerservice skills. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This course provides work based learning opportunities in marketing careers. Students meet daily for classroom instruction and complete a minimum of 15 hours (3 credits), ten of which must be completed during the school week, or 10 hours (2 credits), five of which must be completed during the school week. This course is not offered as pass/fail.

# PRACTICUM IN MARKETING DYNAMICS II

TEA #13034810

 (Yearlong)
 8672.R(Y)

 GRADE: 12
 CREDIT: 2

 (Yearlong)
 8674.R(Y)

 GRADE: 12
 CREDIT: 3

PREREQUISITE: Practicum in Marketing Dynamics I, requires own transportation to training site

This is the second level of study to provide work-based learning opportunities in marketing careers. Students meet daily for classroom instruction and complete a minimum of 15 hours (3 credits), ten of which must be completed during the school week, or 10 hours (2 credits), five of which must be completed during the school week.

### Science, Technology, Engineering and Mathematics Cluster

This cluster includes the study of performing scientific research and professional technical services.

# CONCEPTS OF ENGINEERING AND TECHNOLOGY

TEA #13036200

(Yearlong) 8680.R(Y) GRADE: 9-10 CREDIT: 1

PREREQUISITE: None

Concepts of Engineering and Technology provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Upon completing this course, students will have an understanding of the various fields and will be able to make informed decisions regarding a coherent sequence of subsequent courses. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments/projects.

### **ADVANCED BIOTECHNOLOGY**

TEA #13036400

(Yearlong) 8686.H(Y) GRADE: 11-12 CREDIT: 1

Recommended prerequisite: Biology and Chemistry

This course is offered at Anderson, Bowie, and LASA only. Students enrolled in this course will apply advanced academic knowledge and skills to the emerging fields of biotechnology such as agricultural, medical, regulatory, and forensics. Students will have the opportunity to use sophisticated laboratory equipment, perform statistical analysis, and practice quality-control techniques. To qualify as a fourth year science credit, this course must contain 40% laboratory and fieldwork experiences by Texas law and must be taught by a NCLB approved or science certified teacher. This course is only articulated with Austin Community College.

# ENGINEERING DESIGN AND PRESENTATION

TEA #13036500

(Yearlong) 8688.H(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITE: Keyboarding, Touch System Data Entry or Demonstrated Keyboarding Proficiency

Students will demonstrate knowledge and skills of the process of design as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain

employment in these areas. Articulated credit may be awarded upon successful completion of course requirements.

# ADVANCED ENGINEERING DESIGN AND PRESENTATION

TEA #13036600

(Yearlong) 8693.H(Y) GRADE: 11-12 CREDIT: 2

PREREQUISITE: Engineering Design and Presentation

This course will provide students the opportunity to master computer software applications in a variety of engineering and technical fields. This course further develops the process of engineering thought and application of the design process. Articulated credit may be awarded upon successful completion of course requirements.

### **ENGINEERING MATHEMATICS**

TEA #13036700

(Yearlong) 8699.R(Y) GRADE: 11-12 CREDIT: 1

PREREQUISITES: Algebra II

Engineering Mathematics is a course in which students solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming. This course satisfies a 4th math credit if taught by a NCLB approved or math certified teacher.

### **ELECTRONICS**

TEA #13036800

(Yearlong) 8702.H(Y) GRADE: 10-12 CREDIT: 2

PREREQUISITE: Keyboarding, Touch System Data Entry or Demonstrated Keyboarding Proficiency

Students enrolled in this course will demonstrate knowledge and applications of circuits, electronic measurement, and electronic implementation. Through use of the design process, students will transfer academic skills to component designs in a project-based environment. Students explore career opportunities, employer expectations, and educational needs in the electronics industry. Articulated credit may be awarded upon successful completion of a sequence of courses.

### **ADVANCED ELECTRONICS**

TEA #13036900

Yearlong) 8706.H(Y) GRADE: 11-12 CREDIT: 2

PREREQUISITES: Electronics

Students enrolled in this course will demonstrate knowledge and applications of advanced circuits, electrical measurement, and electrical implementation used in the electronics and computer industries. Through use of the design process, students will transfer advanced academic skills to component designs in a project-based environment. Articulated credit may be awarded upon successful completion of course requirements.

# SCIENTIFIC RESEARCH AND DESIGN

TEA #13037200

(Yearlong) 8716.R(Y) GRADE: 11-12 CREDIT: 1

TEA #13037200

(Yearlong) 8716.H(Y)

(weighted option allowed with district approval)

GRADE: 11-12 CREDIT: 1

PREREQUISITES: Biology and Chemistry
Science, as defined by the National Academy
of Sciences, is the "use of evidence to
construct testable explanations and
predictions of natural phenomena, as well
as the knowledge generated through this
process." This vast body of changing and
increasing knowledge is described by
physical, mathematical, and conceptual
models. Students should know that some
questions are outside the realm of science
because they deal with phenomena that are
not scientifically testable. Texas law requires
40% laboratory and fieldwork to qualify as a
fourth year option for science credit.

# ENGINEERING DESIGN AND PROBLEM SOLVING

TEA #13037300

 (Yearlong)
 8730.R(Y)

 GRADE: 11-12
 CREDIT: 1

 (Yearlong)
 8730.H(Y)

 GRADE: 11-12
 CREDIT: 1

(weighted option allowed if course has additional student portfolio requirements)

PREREQUISITES: Geometry, Algebra II, Chemistry, and Physics

Engineering Design and Problem Solving reinforces and integrates skills learned in previous mathematics and science courses. This course emphasizes solving problems, moving from well defined toward more open ended, with real-world application. Students apply critical-thinking skills to justify a solution from multiple design options. Additionally, the course promotes interest in

and understanding of career opportunities in engineering. Texas law requires 40% laboratory and fieldwork to qualify as a fourth year option for science credit. Articulated credit may be awarded upon successful completion of course requirements.

### PRACTICUM IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

TEA #13037400

(Yearlong) 8732.R(Y) GRADE: 12 CREDIT: 2

PREREQUISITE: One credit in Science, Technology, Engineering and Mathematics credit

The practicum course is a capstone experience for students participating in a coherent sequence of career and technical education courses in the science, technology, engineering, and mathematics career cluster.

The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

# Project Lead The Way (PLTW)

These courses may be offered at Akins, Ann Richards, Austin, Eastside Memorial, and LBJ High Schools which have PLTW programs.

# INTRODUCTION TO ENGINEERING DESIGN

TEA #N1303742

(Yearlong) 8760.H(Y) GRADE: 9-12 CREDIT: 1

PREREQUISITES: Keyboarding and Algebra I Introduction to Engineering Design is an introductory course, which develops student problem solving skills, with emphasis placed upon the concept of developing a 3-D model or solid rendering of an object. Students focus on the application of visualization processes. The course will emphasize the design development process of a product and how a model of that product is produced, analyzed and evaluated, using a Computer Aided Design System. Various design applications will be explored with discussion of possible career opportunities. A student may be awarded articulated credit upon successful completion of the college level end-of-course exam.

### PRINCIPLES OF ENGINEERING

TEA #N1303743

(Yearlong) 8762.H(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITE: Intro to Engineering Design Principles of engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem-solving skills that are involved in post-secondary education programs and engineering careers. They will explore various engineering systems and manufacturing processes. They will also learn how engineers address concerns about the social and political consequences of technological change. The main purpose of this course is to experience through theory and hands-on problem-solving activities what engineering is all about to answer the question, "Is a career in engineering or engineering technology for me?" A student may be awarded articulated credit upon successful completion of the college level end-of-course exam.

# **DIGITAL ELECTRONICS** TEA #N1303744

(Yearlong) 8764.H(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITES: Intro to Engineering Design Digital electronics is a course of study in applied digital logic. The course is patterned after the first semester course in Digital Electronics taught in two and four year colleges. Students will study the application of electronic logic circuits and devices and apply Boolean logic to the solution of problems. Such circuits are found in watches, calculators, video games, computers, and thousands of other devices. The use of smart circuits is present in virtually all aspects of our lives and its use is increasing rapidly, making digital electronics an important course of study for a student exploring a career in engineering/engineering technology using Electronics Workbench (EWB), the industry standard. Students will test and analyze simple and complex digital circuitry. Students will design circuits, using EWB, export their designs to a printed circuit auto routing program that generates printed circuit boards and construct the design using chips and other components. A student may be awarded articulated credit upon successful completion of the college level end-of-course exam.

# COMPUTER INTEGRATED MANUFACTURING

TEA #N1303748

(Yearlong) 8770.H(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITE: Intro to Engineering Design and Principles of Engineering

This course builds upon the computer solid modeling design skills developed in the Introduction to Engineering Design. Students will be presented with design problems that require the use of Mechanical Desktop to develop solutions to the problems. They will evaluate the solutions using mass property analysis (study of the relationship among the design, function and materials used), make appropriate modifications and use rapid prototyping equipment to produce three-dimensional models of the solutions. Students will be expected to communicate the process and results of their work through oral and written reports. A student may be awarded articulated credit upon successful completion of the college level end-ofcourse exam.

# CIVIL ENGINEERING AND ARCHITECTURE

TEA #N1303747

(Yearlong) 8768.H(Y) GRADE: 11-12 CREDIT: 1

PREREQUISITES: Introduction to Engineering Design, and Principles of Engineering

This course provides an overview of the fields of civil engineering and architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real work problems and communicate solutions to hands-on projects and activities. A student may be awarded articulated credit upon successful completion of the college level end of course exam.

### AEROSPACE ENGINEERING

TEA #N1303745

(Yearlong) 8766.H(Y) GRADE: 11-12 CREDIT: 1

PREREQUISITE: Introduction to Engineering Design, Principles of Engineering, and Digital Electronics

Through hands-on engineering projects developed with NASA, students learn about aerodynamics, astronautics, space-life sciences, and systems engineering.

### **BIOTECHNOLOGY ENGINEERING**

TEA # N1303745

(Yearlong) 8771.H(Y) GRADE: 11-12 CREDIT: 1

PREREQUISITE: Introduction to Engineering Design and Principles of Engineering This course is offered at LBJ only. Through hands-on projects students engage in engineering design problems related to biomechanics, cardiovascular engineering, genetic engineering, tissue engineering, biomedical devices, forensics and bioethics. Students apply biological and engineering concepts to design materials and processes that directly measure, repair, improve and extend living systems. A student may be awarded articulated credit upon successful completion of the college level end-of-course exam.

# ENGINEERING DESIGN AND DEVELOPMENT

TEA #N1303749

(Yearlong) 8772.H(Y) GRADE: 11-12 CREDIT: 1

PREREQUISITES: Intro to Engineering Design and Principles of Engineering, plus one additional PLTW course

In this course, students will work in teams of two to four to design and construct the solution to an engineering problem, applying the principles developed in the preceding four courses. The problem may be selected from a database of engineering problems, be a recognized national challenge or be an original engineering problem identified by the team and approved by the teacher. The problems will involve a wide range of engineering applications (e.g. a school robo-mascot, automated solar water heater, remote control hovercraft). Students will maintain a journal as part of a portfolio that will be invaluable as the students apply to college.

# COMPUTER SCIENCE AND SOFTWARE ENGINEERING

TEA #N1303768

(Yearlong) 8810.H(Y) GRADE: 9-12 CREDIT: 1

PREREQUISITE: None

This course helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, robotics, and simulation. The course aims to build students' awareness of the tremendous demand for computer specialists and for professionals in all fields who have computational skills. Students consider issues raised by the present and future societal impact of computing.

# COMPUTER SCIENCE APPLICATIONS

TEA #TBD

(Yearlong) 8811.H(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITE: Computer Science and

Software Engineering

CSA focuses on integrating technologies across multiple platforms and networks, including the Internet. Students collaborate to produce programs that integrate mobile devices and leverage those devices for distributed collection and data processing. Students analyze, adapt, and improve each other's programs while working primarily in Java™ and other industry-standard tools. This course prepares students for the College Board's Advanced Placement CS-A test and aligns with CSTA Level 3C Standards.

# Transportation, Distribution, and Logistics Cluster

This cluster includes the study of managing movement of people, materials, and goods by road, pipeline, air, rail, and water.

# ENGERY, POWER, AND TRANSPORTATION SYSTEMS

TEA #13039300

(Semester) 8776.R(X) GRADE: 10-12 CREDIT: 0.5 (Yearlong) 8776.R(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITE: None

Students study the interaction between various vehicle systems, the logistics used to move goods and services to consumers, and the components of transportation infrastructure. Students prepared to meet the expectations of employers in this industry must be able to interact and relate to others and understand the technologies used in order to provide products and services in a timely manner.

### **AUTOMOTIVE TECHNOLOGY**

TEA #13039600

(Yearlong) 8780.H(Y) GRADE: 11-12 CREDIT: 2

PREREQUISITE: Energy, Power and Transportation Systems

In Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices. Articulated credit may be awarded upon successful completion of course requirements.

# ADVANCED AUTOMOTIVE TECHNOLOGY

TEA #13039700

(Yearlong) 8782.H(Y)

#### GRADE: 12 CREDIT: 2

PREREQUISITE: Automotive Technology

In Advanced Automotive Technology, students gain expanded knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices. Articulated credit may be awarded upon successful completion of course requirements.

#### COLLISION REPAIR AND REFINISHING

TEA #13039800

(Yearlong) 8788.H(Y) GRADE: 11-12 CREDIT: 2

PREREQUISITE: Energy, Power and Transportation Systems.

Collision repair and refinishing services include knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing. Articulated credit may be awarded upon successful completion of course requirements.

#### ADVANCED COLLISION REPAIR AND REFINISHING

TEA #13039900

(Yearlong) 8790.H(Y) GRADE: 12 CREDIT: 2

PREREQUISITE: Collision Repair and Refinishina

Collision repair and refinishing services include advanced knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles. This course is designed to teach the application of advanced technical skills and practices related to collision repair and refinishing. Articulated credit may be awarded upon successful completion of course requirements.

# PRACTICUM IN TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

TEA #13040400

(Yearlong) 8804.R(Y) GRADE: 12 CREDIT: 2

(Yearlong) 8806.R(Y) GRADE: 12 CREDIT: 3

The practicum course is recommended for students in Grades 11-12 and is a paid or unpaid capstone experience for students participating in a coherent sequence of courses in the Transportation, Distribution, and Logistics cluster. The Practicum is designed to give students supervised practical

application of knowledge and skills and can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories.

#### **Career Development**

#### **CAREER PREPARATION I**

TEA #12701300

 (Yearlong)
 8900.R(Y)

 GRADE: 11-12
 CREDIT: 2

 (Yearlong)
 8905.R(Y)

 GRADE: 11-12
 CREDIT: 3

PREREQUISITE: One credit in a Career and Technical Education course, 16 years of age and own transportation to training site Career Preparation I provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Students meet daily for classroom instruction and complete a minimum of 15 hours (3 credits), ten of which must be completed during the school week, or 10 hours (2 credits), five of which must be completed during the school week. This course is not offered as pass/fail.

#### **CAREER PREPARATION II**

TEA #12701400

 (Yearlong)
 8910.R(Y)

 GRADE: 12
 CREDIT: 2

 (Yearlong)
 8915.R(Y)

 GRADE: 12
 CREDIT: 3

PREREQUISITE: Career Preparation I, 16 years of age and own transportation to training site

This course is a continuation of Career Prep I. Career Preparation II develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved business and industry training area. Students will develop skills for lifelong learning, employability, leadership, management, work ethics, safety, and communication as a group; however, each student will have an individual training plan that will address job-specific knowledge and skills. Approved training sponsors will assist the teacher in providing the necessary knowledge and skills for the student's

specific career preparation. Students meet daily for classroom instruction and complete a minimum of 15 hours (3 credits), ten of which must be completed during the school week, or 10 hours (2 credits), five of which must be completed during the school week. This course is not offered as pass/fail.

#### **PROBLEMS AND SOLUTIONS I**

TEA #12701500

 (Semester)
 8920.H(X)

 GRADE: 11-12
 CREDIT: 0.5

 (Yearlong)
 8920.H(Y)

 GRADE: 11-12
 CREDIT: 1

PREREQUISITE: One credit in a Career and Technical Education course

Problems and Solutions is a project-based research course for students who have the ability to research a real-world problem. Students develop a project on a topic related to career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge, skills, and technologies in a variety of settings. This course is designed to provide students an opportunity to earn one advanced measure for the Distinguished Achievement Program.

#### PROBLEMS AND SOLUTIONS II

TEA #12701510

(Semester) 8925.H(X)
GRADE: 11-12 CREDIT: 0.5
(Yearlong) 8925.H(Y)
GRADE: 11-12 CREDIT: 1
PREREQUISITE: Problems and Solutions I
This course is a continuation of Problems

and Solutions I.

#### PROFESSIONAL COMMUNICATIONS

TEA #13009900

(Semester) 8313.R(X) GRADE: 9-12 CREDIT: 0.5 (Yearlong) 8313.R(Y) GRADE: 9-12 CREDIT: 1

Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

This course satisfies the speech graduation requirement.

#### **Military Science**

The Junior Reserve Officers Training Corps (JROTC) is a four year program co-sponsored by the school district and the U.S. Air Force and Navy. The JROTC program provides students the opportunity to become informed and responsible citizens, develop leadership and self-discipline skills, and become involved in their school and community. The JROTC is coeducational and includes extracurricular activities. After school activities are voluntary. There is no military obligation associated with or incurred by being in the JROTC program. The JROTC class can satisfy the PE requirements for graduation.

#### **AEROSPACE SCIENCE I** (AFJROTC 1)

**TEA #PES00004** 

(Yearlong) 6013.R(Y) **GRADE: 9-12** CREDIT: 1

TEA #3160100

(Yearlong) 9013.R(Y) **GRADE: 9-12 CREDIT: 1** 

Note: 6013 allows a student to earn PE credit, while 9013 allows a student to earn Military Science credit. 9013 is to be used only if a student has already satisfied or is currently satisfying his physical education requirement with a different course or PE substitution. 9013 may not be used to indicate a PE credit, to satisfy a PE requirement, or in conjunction with the Physical Education course.

PREREQUISITE: None

This course focuses on the development of flight throughout the centuries. The emphasis on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. Leadership I introduces cadets to AFJROTC. It contains sections on cadet and Air Force organizational structure, uniform wear; customs, courtesies, other military traditions, and the importance of good citizenship. Instruction is given on military drill and ceremonies. The wellness program focuses on nutrition, exercise, and physical fitness.

#### **AEROSPACE SCIENCE II** (AFJROTC 2)

TEA #03160200

(Yearlong) 9023.R(Y) **GRADE: 10-12** CREDIT: 1

PREREQUISITE: AFJROTC I or Senior Aerospace Science instructor (SASI) approval Advanced Aerospace Science courses acquaint students with the elements of aerospace and the aerospace environment. It introduces them to the principles of aircraft flight and navigation, human requirements of flight, cultural and global awareness. the space environment, space programs, space technology, rocketry, propulsion, the aerospace industry, and survival. Refer to specific campus syllabus for specific course information. Leadership II stresses communications skills and cadet corps activities. Information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Instruction is given on military drill and ceremonies. The wellness program focuses on nutrition, exercise, and physical fitness.

#### **AEROSPACE SCIENCE III** (AFJROTC 3)

TEA #03160300

(Yearlong) 9033.R(Y) **GRADE: 10-12 CREDIT: 1** 

PREREQUISITE: AFJROTC II or Senior Aerospace Science instructor (SASI) approval Advanced Aerospace Science courses acquaint students with the elements of aerospace and the aerospace environment. It introduces them to the principles of aircraft flight and navigation, human requirements of flight, cultural and global awareness, the space environment, space programs, space technology, rocketry, propulsion, the aerospace industry, and survival, Refer to specific campus syllabus for specific course information. Leadership III helps students decide which path to take after high school. Information is provided on job search and how to apply for admission to college or to a vocational or technical school. Financial planning is covered on how to save, invest, and spend money wisely. There is information on how to prepare a resume and the importance of good interviewing skills. Instruction is given on military drill and ceremonies. The wellness program focuses on nutrition, exercise, and physical fitness.

#### **AEROSPACE SCIENCE IV** (AFJROTC 4)

TEA #03160400

(Yearlong) 9043.R(Y) GRADE: 12 **CREDIT: 1** 

PREREQUISITE: AFJROTC III or Senior Aerospace Science instructor (SASI) approval Advanced Aerospace Science courses acquaint students with the elements of aerospace and the aerospace environment. It introduces them to the principles of aircraft flight and navigation, human requirements of flight, cultural and global awareness,

the space environment, space programs, space technology, rocketry, propulsion, the aerospace industry, and survival. Refer to specific campus syllabus for specific course information. Upper class cadets manage the entire corps under AFJROTC instructor supervision. Cadets are provided hands-on experience to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision-making will be done by the cadets. The Leadership IV course covers the fundamentals of management. Emphasis is placed on allowing the student to see himself/herself as a leader/manager. Instruction is given on military drill and ceremonies. The wellness program focuses on nutrition, exercise, and physical fitness.

#### **NAVAL SCIENCE I (NJROTC 1)**

TEA #PES00004

6013.R(Y) (Yearlong) **CREDIT: 1 GRADE: 9-12** 

TEA #3160100

(Yearlong) 9013.R(Y) GRADE: 9-12 **CREDIT: 1** 

Note: 6013 allows a student to earn PE credit. while 9013 allows a student to earn Military Science credit. 9013 is to be used only if a student has already satisfied or is currently satisfying his physical education requirement with a different course or PE substitution. 9013 may not be used to indicate a PE credit, to satisfy a PE requirement, or in conjunction with the Physical Education course.

PREREQUISITE: None

This course introduces students to the precepts of citizenship, the basic elements of leadership and the value of scholarship in attaining life goals. Students learn about military drill and ceremonies, the importance of a healthy life style, including physical fitness, a proper diet, controlling stress, drug awareness, the principles of health and first aid, geography and survival skills, and Navy ships and aircraft.

#### **NAVAL SCIENCE II (NJROTC 2)**

TEA #03160200

(Yearlong) 9023.R(Y) **CREDIT: 1** GRADE: 10-12

PREREQUISITE: NJROTC I or Senior Naval Science instructor approval

This course provides students with an overview of the role sea power has played in the world from early civilization to the present, and an appreciation of the U.S. naval history and heritage from the American Revolution to now. Course content also includes maritime geography, meteorology, the fundamentals of electricity, the principles of effective leadership, and the importance of discipline. Students develop teamwork through military drill.

#### NAVAL SCIENCE III (NJROTC 3)

TEA #03160300

(Yearlong) 9033.R(Y) GRADE: 10-12 CREDIT: 1

PREREQUISITE: NJROTC II or Senior Naval

Science instructor approval

This course further develops students' understanding of the importance of sea power and national security, naval operations and support functions, military law, and international law of the sea. Content also includes basic seamanship, nautical rules of the road, marine navigation and naval weapons and aircraft. Students demonstrate confidence and proficiency in military drill.

#### **NAVAL SCIENCE IV (NJROTC 4)**

TEA #03160400

(Yearlong) 9043.R(Y)
GRADE: 12 CREDIT: 1
PREREQUISITE: NJROTC III or Senior Naval

Science instructor approval

This course builds on the basic qualities of a good follower and an effective leader provided in earlier Naval Science courses. Students are provided an in-depth look at the qualities of an outstanding leader and shown how to maximize their leadership skills. Positive, effective communication skills are practiced and reinforced. Students are put in positions of increased responsibility and leadership. Students demonstrate the ability to lead a group of individuals in various military drills.

# Appendices

**A:** Grading Scale

**B:** Approved Dual Credit Courses for Austin Community College

C: STAAR/EOC Reporting Categories

D: CTE College Articulated Courses and Six-Year Plans

E: AISD UIL Exempted Courses effective school year 2012-2013 and thereafter

F: AISD Graduation Plans and STAAR EOC Requirements for Students entering 9th Grade 2011-2012 and Thereafter

**G:** AISD Campus Directory

**H:** Course Sequence for AP-Level Courses

#### APPENDIX A

#### **GRADING SCALE**

The following scale is used to compute numerical grades into the mathematically computed score that is used to determine honor roll status, grade point average, and rank in class. The end of semester grade is recorded on the student's transcript, the student's permanent record.

Numerical Grade	(5.0 scale) Advanced Level Courses [EIC (Local)]	(4.0 scale) General Education Courses (Inclusive of courses with limited TEKS modification that do not impact exit-level testing)	TIER III (3.0 scale) Prescribed Courses
100	5.0	4.0	3.0
99	4.9	3.9	2.9
98	4.8	3.8	2.8
97	4.7	3.7	2.7
96	4.6	3.6	2.6
95	4.5	3.5	2.55
94	4.4	3.4	2.5
93	4.3	3.3	2.4
92	4.2	3.2	2.3
91	4.1	3.1	2.2
90	4	3	2.15
89	3.9	2.9	2.1
88	3.8	2.8	2
87	3.7	2.7	1.9
86	3.6	2.6	1.8
85	3.5	2.5	1.7
84	3.4	2.4	1.6
83	3.3	2.3	1.55
82	3.2	2.2	1.5
81	3.1	2.1	1.4
80	3	2	1.3
79	2.9	1.9	1.2
78	2.8	1.8	1.15
77	2.7	1.7	1.1
76	2.6	1.6	1
75	2.5	1.5	0.9
74	2.4	1.4	0.8
73	2.3	1.3	0.7
72	2.2	1.2	0.6
71	2.1	1.1	0.55
70	2	1	0.5
Below 70	0	0	0

#### The INTEGRATED GRADING SCALE (IGS) consists of three tiers, as listed below.

ADVANCED LEVEL COURSES

Tier I courses include Pre- Advanced Placement (Pre-AP), Advanced Placement (AP), International Baccalaureate (IB), dual credit, state articulated Tech-Prep credit, magnet,

and other TEA and District-identified

advanced courses.

TIER II
GENERAL EDUCATION
COURSES

TIER II courses include grade-level-TEKS courses. TIER II also includes courses completed with limited modifications.

TIER III PRESCRIBED COURSES

TIER III courses include locally-developed modified TEKS courses, exit-level state assessment tutorial courses, and student-aide courses.



#### **Austin Independent School District Approved Dual Credit Courses for Austin Community College**

The following Austin Community College courses have been pre-approved for dual credit for the AISD courses listed below. In some cases, prerequisite courses may be required by ACC. If multiple courses are listed, all are necessary to meet the dual credit requirements. Students must complete the high school course (or the ACC equivalent) at their chosen location: high school campus or through ACC (mixing locations is not allowed if the high school course requires multiple ACC courses). Additionally, students enrolled in dual credit courses may request permission to take Challenge Exams in areas they feel academically prepared. In both instances, if the student meets ACC's expectations and the course is transcripted, AISD will accept these alternative methods for meeting dual credit requirements. Junior and senior students who have satisfied course prerequisites may apply to Austin Community College to take the following courses. Only courses listed here are pre-approved for dual credit. Other courses listed on the ACC website may not be pre-approved by AISD and will not be accepted for dual credit.

AISD Course Number	AISD Course Title and PEIMS Service ID Number	AISD Credit	ACC Course Number	ACC Course Title	ACC Course Hours
English/Language	Arts				
1435.N000.Y	Creative Writing #03221200	1.0	ENGL 2307***	Beginning Creative Writing Prerequisite: ENGL1301	3

#### The following are dual credit courses taken at an ACC campus or through ACC distance learning.

1033.N010.X 1033.N020.X	English III #03220300	1.0	ENGL 1301 and ENGL 1302 plus either ENGL 2327 or	English Composition I and English Composition II plus either American Literature: Beginnings Through Civil War or American Literature: Civil War to the Present	3 3 3
1043.N010.X 1043.N020.X	English IV #03220400	1.0	ENGL 1301 and ENGL 1302 plus either ENGL 2322 or ENGL 2323	English Composition I and English Composition II plus either British Literature: Anglo-Saxon Through 18th Century or British Literature: 18th Century to Present	3 3 3

#### If English III dual credit is successfully completed at either ACC or AISD, then students may take the following course at either AISD or ACC to receive English IV dual credit:

1043.N000.X	English IV #03220400	1.0	ENGL 2322 or ENGL 2323	British Literature: Anglo-Saxon Through 18th Century or British Literature: 18th Century to Present	3	

#### The following is a 3 semester sequence for English III and IV if taken at the AISD campus and taught by an approved ACC adjunct. Students must take 1033.N010.X and 1033.N020.X at an AISD campus prior to enrollment in 1043.N000.X.

1033.N000.Y*	English III #03220300	1.0	ENGL 1301 and	English Composition I and	3
			ENGL 1302	English Composition II	3
Year 2 (Fall Semes	ter only) Students must successfully comp	olete year 1 prior to takin	ng this course.	-	
		,		Pritich Literature: Angle Saven Through	
	ter only) Students must successfully comp	olete year 1 prior to takin	eg this course.  ENGL 2322	British Literature: Anglo-Saxon Through	3
Year 2 (Fall Semes 1043.N000.X**		,		British Literature: Anglo-Saxon Through 18th Century or	3

<sup>\*</sup>This course curriculum combines English Composition I and II and integrates either American Literature: Beginning Through Civil War or American Literature: Civil War to the Present.

<sup>\*\*</sup>Either British Literature: Anglo-Saxon through 18th Century or British Literature: 18th Century to Present completes the requirement for English IV credit. NOTE: Permission to teach these courses must be obtained from the High School Office due to the integrated curriculum.

<sup>\*\*\*</sup> Course is not part of the 2014-15 ACC Core Curriculum course list; and tuition is not waived.

#### The following is a 2 semester sequence for English IV if taken at the AISD campus and taught by an approved ACC adjunct.

1043.N000.Y*	English IV #03220400	1.0	ENGL 1301 and ENGL 1302	English Composition I and English Composition II	3
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<sup>\*</sup>This course curriculum combines English Composition I and II and integrates either British Literature: Anglo-Saxon through 18th Century or British Literature: 18th Century to Present. Permission to teach this must be obtained from the High School Office due to the integrated curriculum.

Mathematics					
3511.N000.X*	Independent Study in Math #03102500	1.0	MATH 1314	College Algebra	3
3512.N000.X*	Independent Study in Math #03102500	1.0	MATH 1342	Elementary Statistics	3
*Prerequisites: A sa requirements in ma	atisfactory score on the ACC Mathematics Assessments atthematics.	Test prior to enrollm	nent, completion of A	Algebra II, and completion of TSI	_
3633.N010.X 3633.N020.X	PreCalculus #03101100	1.0	MATH 1316 MATH 2412	Trigonometry and PreCalculus	3 4
Science					
4239.N000.Y	Astronomy #03060100	1.0	ASTR 1303	Stellar Astronomy	3
8426.NC00.Y	Anatomy and Physiology #013020600	1.0	BIOL 2404	Intro. to Anatomy and Physiology	4
8686.NC00.Y	Advanced Biotechnology #013036400	1.0	BIOL 1414***	Introduction to Biotechnology	4
4230.N000.Y	Environmental Systems #03020000	1.0	ENVR 1301	Intro to Environmental Science	3
Social Studies					
4733.N000.Y	United States History #03340100	1.0	HIST 1301	United States I and	3
			HIST 1302	United States II	3
4939.N000.X	Economics/Free Enterprise #03310300 Prerequisite: U.S. History	0.5	ECON 2302 ECON 2301	Principles of Microeconomics <i>or</i> Principles of Macroeconomics	3
4841.N000.X	Government #03330100 Prerequisite: U.S. History	0.5	GOVT 2305	United States Government	3
4938.N000.X	Psychology #03350100	0.5	PSYC 2301	Introduction to Psychology	3
4931.N000.X	Sociology #03370100	0.5	SOCI 1301	Introduction to Sociology	3
<b>Fine Arts</b> These c (See AISD Art Pre-	ourses may count as a high school fine arts elective of Requisites).	credit but will not s	catisfy the 1.0 fine a	arts credit required for graduation	
5022.N000.Y*	Drawing I #03500500	1.0	ARTS 1316***	Drawing I	3
5023.N000.Y*	Drawing II #03501300	1.0	ARTS 1317***	Drawing II	3
5042.N000.Y*	Painting I #03500600	1.0	ARTS 2316***	Painting I	3
5043.N000.Y*	Painting II #03501400	1.0	ARTS 2317***	Painting II	3
5009.N000.Y*	Ceramics I #03500900	1.0	ARTS 2346***	Ceramics I	3
5018.N000.Y*	Ceramics II #03501800	1.0	ARTS 2347***	Ceramics II	3
5010.N000.Y*	Sculpture I #03501000	1.0	ARTS 2326***	Sculpture I	3
5019.N000.Y*	Sculpture II #03501900	1.0	ARTS 2327***	Sculpture II	3
5012.N000.Y*	Photography I #03501200	1.0	ARTS 2356***	Photography I	3

<sup>\*</sup>Completion of AISD Fine Arts prerequisites is required prior to taking these courses.

<sup>\*\*\*</sup> Course is not part of the 2014-15 ACC Core Curriculum course list; and tuition is <u>not</u> waived.

					т
2010.N000.Y	American Sign Language, Level I #03980100	1.0	SGNL 1401	American Sign Language (ASL) I	
2421.N000.Y	Arabic, Level I #03110100	1.0	ARAB 1511	Arabic I	
2461.N000.Y	Chinese, Level I #03490100	1.0	CHIN 1511	Chinese I	
2013.N000.Y	French, Level I #03410100	1.0	FREN 1511	French I	
2113.N000.Y	German, Level I #03420100	1.0	GERM 1511	German I	
2471.N000.Y	Japanese, Level I #03120100	1.0	JAPN 1511	Japanese I	L
2213.N000.Y	Latin, Level I #03430100	1.0	LATI 1511	Latin I	_
2413.N000.Y	Russian, Level I #03450100	1.0	RUSS 1511	Russian I	4
2313.N000.Y	Spanish, Level I #03440100	1.0	SPAN 1511	Spanish I	_
2020.N000.Y	American Sign Language, Level II #03980200	1.0	SGNL 1402	American Sign Language (ASL) II	1
2422.N000.Y	Arabic, Level II #03110200	1.0	ARAB 1512	Arabic II	1
2462.N000.Y	Chinese, Level II #03490200	1.0	CHIN 1512	Chinese II	_
2023.N000.Y	French, Level II #03410200	1.0	FREN 1512	French II	_
2123.N000.Y	German, Level II #03420200	1.0	GERM 1512	German II	
2472.N000.Y	Japanese, Level II #03120200	1.0	JAPN 1512	Japanese II	
2223.N000.Y	Latin, Level II #03430200	1.0	LATI 1512	Latin II	
2414.N000.Y	Russian, Level II #03450200	1.0	RUSS 1512	Russian II	
2323.N000.Y	Spanish, Level II 03440200	1.0	SPAN 1512	Spanish II	
2030.N000.Y	American Sign Language, Level III #03980300	1.0	SGNL 2301	American Sign Language (ASL) III	
2423.N000.Y	Arabic, Level III #03110300	1.0	ARAB 2311	Arabic III	
2463.N000.Y	Chinese, Level III #03490300	1.0	CHIN 2311	Chinese III	
2033.N000.Y	French, Level III #03410300	1.0	FREN 2311	French III	
2133.N000.Y	German, Level III #03420300	1.0	GERM 2311	German III	Т
2473.N000.Y	Japanese, Level III #03120300	1.0	JAPN 2311	Japanese III	Т
2233.N000.Y	Latin, Level III #03430300	1.0	LATI 2311	Latin III	Т
2415.N000.Y	Russian, Level III #03450300	1.0	RUSS 2311	Russian III	Т
2333.N000.Y	Spanish, Level III #03440300	1.0	SPAN 2311	Spanish III	Т
2040.N000.Y	American Sign Language, Level IV #03980400	1.0	SGNL 2302	American Sign Language (ASL) IV	
Computer Course	es				
8322.NC00.Y	Business Information Management #13011400	1.0	COSC 1301	Introduction to Computing	
3803.N000.Y	Computer Science #03580200	1.0	COSC 1315	Fundamentals of Programming	T
Speech					
1525.N000.Y	Communications Applications #03241400 <b>OR</b>	0.5	SPCH 1311	Introduction to Speech Communication	
8313.NC00.X	Professional Communications #13009900				
Career and Tech	nical Education Courses				
3266.NC00.Y	Advanced Audio Video Production #13008600	1.0	FLMC 2310	TV Field Production	l
8782.NC00.A	Advanced Auto Tech A #13039700	1.0	AUMT 1407	Automotive Electrical Systems	1
8782.NC00.B	Advanced Auto Tech B #13039700	1.0	AUMT 1416	Suspension & Steering	
8782.NC10.B	Advanced Auto Tech B #13039700	1.0	AUMT 2417	Engine Performance Analysis	1
8790.NC00.A	Advanced Collision Repair/Ref. A #13039900	1.0	ABDR 1419	Basic Metal Repair	
8790.NC00.B	Advanced Collision Repair/Ref. B #13039900	1.0	ABDR 1307	Auto Body Welding	
3262.NC00.Y	Audio Video Production #13008500	1.0	RTVB 1305	Intro to Television Technology	
8780.NC00.A	Automotive Technology A #13039600	1.0	AUMT 1405	Intro. to Automotive Technology	
8780.NC00.B	Automotive Technology B #13039700	1.0	AUMT 1410	Automotive Brake Systems	
8322.NC00.Y	Business Info. Management #13011400	1.0	COSC 1301	Introduction to Computing	
3332.NC00.X	Business Law #13011700	1.0	BUSI 2301	Business Law I	$\perp$
3788.NC00.A	Collision Repair/Ref. A #13039800	1.0	ABDR 1301	Auto Body Repair & Refinishing	
3788.NC00.B	Collision Repair/Ref. B #13039800	1.0	ABDR 1315	Vehicle Trim and Hardware	T
3454.NC00.A	Culinary Arts IA #13022600	1.0	CHEF 1301	Basic Food Prep	T
8454.NC00.B	Hospitality Services 1A #13022800	1.0	HAMG 1321	Intro to Hospitality Industry	Т
			HPRS 1206	Essentials of Medical Terminology	т
3402.NC00.X	Medical Terminology #13020300	0.5	1200 m	Looditials of Mcdical Terrifficiogy	
8402.NC00.X 8274.NC00.Y	Practicum in Audio Video Production #13008700	1.0	FLMC 1304	Lighting for Film or Video	$\dagger$

#### APPENDIX C

#### **STAAR/EOC Reporting Categories**

The State of Texas requires every public school district to assess a student's mastery of the state curriculum standards, otherwise known as the Texas Essential Knowledge and Skills (TEKS). Texas Education Agency (TEA) has implemented a new assessment model known as State of Texas Assessments of Academic Readiness (STAAR) that has replaced the Texas Assessment of Knowledge and Skills (TAKS) Assessments. For grades 3-8, the STAAR program assesses the same subjects that were assessed in TAKS. At the high school level, grade-specific assessments have been replaced with a series of 5 End-of-Course (EOC) Assessments: Algebra I, English I, English II, Biology, and U.S. History. Middle school students and entering 9th graders in 2011-2012 and thereafter will need to take EOC Assessments for any courses they are enrolled. Students in the 11th grade will continue to take the TAKS grade-level subject assessments.

The STAAR/EOC reporting categories listed below consist of readiness standards, defined as those TEKS considered critical for success in the current grade or subject and important for preparedness in the grade or subject that follows, and supporting standards.

#### Reading (STAAR) Grade 6, 7, 8

Reporting Category 1: Understanding/Analysis Across Genres
Reporting Category 2: Understanding/Analysis of Literary Texts
Reporting Category 3: Understanding/Analysis of Informational Texts

#### Writing (STAAR) Grade 7

Reporting Category 1: Composition Reporting Category 2: Revision Reporting Category 3: Editing

#### English I, II (EOC)

Reporting Category 1: Understanding/Analysis Across Genres (Reading)
Reporting Category 2: Understanding /Analysis of Literary Texts (Reading)
Reporting Category 3: Understanding/Analysis of Informational Texts (Reading)
Reporting Category 4: Composition (Writing)
Reporting Category 5: Revision (Writing)
Reporting Category 6: Editing (Writing)

#### Mathematics (STAAR) Grade 6, 7, 8

Reporting Category 1: Numbers, Operations, and Quantitative Reasoning Reporting Category 2: Patterns, Relationships, and Algebraic Reasoning

Reporting Category 3: Geometry and Spatial Reasoning

Reporting Category 4: Measurement

Reporting Category 5: Probability and Statistics

#### Algebra I (EOC)

Reporting Category 1: Functional Relationships

Reporting Category 2: Properties and Attributes of Functions

Reporting Category 3: Linear Functions

Reporting Category 4: Linear Equations and Inequalities
Reporting Category 5: Quadratic and Other Nonlinear Functions

Science (STAAR)

Reporting Category 1: Matter and Energy Reporting Category 2: Force, Motion, and Energy

Reporting Category 3: Earth and Space

Reporting Category 4: Organisms and Environments

#### **Biology (EOC)**

Reporting Category 1: Cell Structure and Function Reporting Category 2: Mechanisms of Genetics

Reporting Category 3: Biological Evolution and Classification Reporting Category 4: Biological Processes and Systems

Reporting Category 5: Interdependence within Environmental Systems

#### Social Studies (STAAR)

Grade 8

Grade 8

Reporting Category 1: History

Reporting Category 2: Geography and Culture Reporting Category 3: Government and Citizenship

Reporting Category 4: Economics, Science, Technology, and Society

#### **US History (EOC)**

Reporting Category 1: History

Reporting Category 2: Geography and Culture Reporting Category 3: Government and Citizenship

Reporting Category 4: Economics, Science, Technology, and Society

#### **AISD Graduation Plans and STAAR/EOC Requirements for Students**

	1	Minimum High Schoo	ol Pla	n	1	Recommended High S	chool	Plan	1	Distinguished High So	hool F	Plan
English		4 credits				4 credits				4 credits		
Language Arts		English I	Т	EOC		English I		EOC		English I	П	EOC
		English II	$\dagger$	EOC		English II	$\top$	EOC		English II	$\Box$	EOC
		English III				English III	$\top$			English III	$\Box$	
		Other English class	T			English IV	$\top$			English IV	$\Box$	
Mathematics		3 credits				4 credits		•		4 credits		
		Algebra I	Τ	EOC		Algebra I	Τ	EOC		Algebra I	$\prod$	EOC
		Geometry				Geometry				Geometry	П	
		Other math class	T			Algebra II				Algebra II	$\Box$	
			T			Other math class	$\top$			Other math class		
Science		2 credits				4 credits		•		4 credits		
		Biology		EOC		Biology		EOC		Biology	$\prod$	EOC
		IPC				Physics or Principles of Technology				Physics	П	
			•			Chemistry				Chemistry	П	
						Other science class	Τ			Other science class	П	
Social		2.5 credits				3.5 credits				3.5 credits		
Studies		World Geography or World History				World Geography				World Geography		
		US History	T	EOC		World History	$\top$			World History	П	
		US Government	$\top$			US History		EOC		US History	П	EOC
						US Government				US Government	$\prod$	
Economics		0.5 credit		-		0.5 credit				0.5 credit	$\forall$	
Academic		1 credit from one of the follo	wing	:							$\forall$	
Elective		Chemistry or Physics			1	None				None		
		World History or World Geography								1.00		
LOTE		None				2 credits				3 credits	П	
P.E.		1 credit				1 credit				1 credit	$\prod$	
Health		0.5 credit				0.5 credit				0.5 credit	П	
Speech	<b>0.5 credit</b> Communication Applications or Professional Communication				<b>0.5 credit</b> Communication Applications or Professional Communication			O.5 credit  Communication  Applications or  Professional  Communication				
Fine Arts		1 credit				1 credit				1 credit		
Electives		6 credits				5 credits				4 credits	$\prod$	
Total Credits		22 credits				26 credits				26 credits	$\prod$	

	1	Foundation High Schoo	l Pro	gram	1	Foundation + Endors	ement	1	Distinguished Level Ach	evement	
English		4 credits				4 credits			4 credits	$\Box$	
Language Arts		English I	Т	EOC		English I	EOC		English I	EOC	
		English II	T	EOC		English II	EOC		English II	EOC	
		English III	T			English III			English III	$\top$	
		Advanced English class	T			Advanced English class			Advanced English class		
Mathematics		3 credits				4 credits			4 credits		
		Algebra I	Τ	EOC		Algebra I	EOC		Algebra I	EOC	
		Geometry	T			Geometry			Geometry		
		Advanced math class	T			Advanced math class			Algebra II		
		•				Advanced math class			Advanced math class		
Science	3 credits				4 credits			4 credits			
		Biology		EOC		Biology	EOC		Biology	EOC	
		Advanced science class				Advanced science class			Advanced science class		
		Advanced science class	Τ			Advanced science class			Advanced science class		
						Advanced science class			Advanced science class	$\neg$	
Social		2.5 credits				2.5 credits			2.5 credits	•	
Studies		World History or World Geography				World History or World Geography			World History or World Geography		
		US History	Γ	EOC		US History	EOC		US History	EOC	
		US Government	Π			US Government			US Government		
Economics		0.5 credit				0.5 credit	<u> </u>		0.5 credit	$\top$	
LOTE		2 credits				2 credits			2 credits	$\neg$	
P.E.		1 credit				1 credit			1 credit		
Health		0.5 credit				0.5 credit			0.5 credit		
Fine Arts		1 credit				1 credit			1 credit		
Electives		4.5 credits				6.5 credits			6.5 credits	$\neg$	
Total Credits		22 credits				26 credits		$\dagger$	26 credits	$\top$	



# Austin ISD Courses Articulated with Austin Community College and and Six-Year Plans

400 B	Six-Yea	ar Plans	Articulated	College		
ACC Program Area	AAS Degree	Certificate Program	High School Courses	Course Equivalent		
Accounting	■ Accounting Technician	■ Accounting Clerk ■ Accounting Technician (Marketable Skills Award)	Accounting I 13016600	ACNT 1403 Intro to Accounting I		
Architectural and Engineering Computer- Aided Design	<ul><li>Architectural Specialization</li><li>Civil Specialization</li><li>Electronic Graphics</li></ul>	<ul> <li>Architectural and Engineering Computer Aided Design Specialization</li> </ul>	Engineering Design and Presentation 13036500	DFTG 1405 Technical Drafting		
	Specialization ■ Interdisciplinary Specialization ■ Mechanical Specialization	<ul> <li>Civil CAD Specialization</li> <li>Computer Aided Design/ Computer Aided</li> <li>Manufacturing (CAD/CAM)</li> </ul>	Adv. Engineering Design and Presentation 13036600 Prerequisite: Engineering Design & Presentation	DFTG 2419 Intermediate Computer-aided Drafting		
			Architectural Design 13004600	DFTG 1417 Architectural Drafting - Residential		
Auto Collision Repair	■ Auto Body Collision Repair and Refinishing	■ Auto Body Collision Repair ■ Automotive Refinishing	Collision Repair and Refinishing 13039800 Required Prerequisite: Energy, Power & Transportation	ABDR 1301 Auto Body Repair & Repainting <b>and</b> ABDR 1315 Vehicle Trim & Hardware		
			Adv. Collision Repair and Refinishing 13039900 Required Prerequisite: Collision Repair & Refinishing ABDR 1419 Ba Repair Repair & Refinishing ABDR 1307 A Weldir			
Automotive Technology	■ Automotive Technology	■ Automotive Technician	Automotive Technology 13039600 Required Prerequisite: Energy, Power & Transportation	AUMT 1405 Intro to Automotive Technology		
			Adv. Automotive Technology 13039700 Required Prerequisite: Automotive Technology	AUMT 1407 Automotive Electrical Systems and/or AUMT 2417 Engine Performance Analysis 1 and/or AUMT 1410 Automotive Brake Systems and/or AUMT 1416 Suspension & Steering		
Biotechnology	■ Biotechnology	■ Biotechnology ■ Biotech-Adv. Tech Certificate	Adv. Biotechnology 13036400	BITC 1411 Intro to Biotechnology		
Building Construction Technology		■ Building Construction Technology (Marketable Skills Award)	Construction Technology 13005100	CNBT 1300 Blue Print Reading and CNBT 1411 Construction Methods & Materials		
	■ Construction Management	■ Carpentry Specialization	Advanced Construction Technology 13005200	CRPT 1415 Conventional Wal Systems and CRPT 1441 Conventional Exterior Finish Systems and CRPT 1445 Conventional Interior Finish		
	■ Construction Management	■ Construction Manager ■ Carpentry Specialization ■ Woodworking	Practicum in Construction Management 13006200	OSHT 1305 OSHA Regulations  – Construction Industry		

	Six-Yea	ar Plans	Articulated	College
ACC Program Area	AAS Degree	Certificate Program	High School Courses	Course Equivalent
Child Development	■ Child Development	■ Child Development ■ Academic CDA Training	Child Development 13024700	CDEC 1321 The Infant & Toddler
		Program (Institutional Certificate)	Instructional Practices in Education & Training 13014400 Prerequisite: Child Development	CDEC 1311 Educating Young Children
Computer Studies	■ Computer Programming ■ Computer Programming: Game Visualization Programming Specialization ■ Computer Programming:	■ Computer Information Technology Database ■ Computer Programming C++ Track ■ Computer Programming Java	Business Information Management I 13011400 or Principles of Information Technology 13027200	ITSC 1309 Integrated Software Applications I
	Software Testing Specialization Computer Programming: Web	Track ■ Computer Programming: Software Testing	Virtual Business 13012000	ITNW 1337 Intro to the Internet
	Programming Specialization Information Technology: Applications Specialization Information Technology: User and Computer Support	<ul> <li>Information Technology: User and Computer Support</li> <li>Local Area Network Systems-Network Administration</li> <li>Web Developer Specialist</li> </ul>	Internetworking Technologies I N1302803 <b>or</b> Telecommunications & Networking 13027400	ITNW 1325 Fundamentals of Networking Technologies
	Specialization ■ Local Area Network Systems- Network Administration		Computer Maintenance 13027300	ITSC 1325 Personal Computer Hardware
	■ Local Area Network Systems- Security Administration		Web Technologies 13027900	ITSE 1301 Web Design Tools
	Specializationw		Computer Programming 13027600	ITSE 1311 Beginning Web Page Programming
			Computer Science I 03580200 (Ann Richards only)	ITSE 2321 Object-Oriented Programming
			AP Computer Science A A3580100 or	
			IB Computer Science I Standard Level I3580200	
Criminal Justice	<ul><li>Criminal Justice Corrections</li><li>Criminal Justice Law</li><li>Enforcement</li></ul>	■ Criminal Justice — Texas Peace Officer ■ Addictions Counseling in the Criminal Justice System	Law Enforcement I 13029300 Prerequisite: Principles of Law, Public Safety, Corrections, & Security	CRIJ 1301 Introduction to Criminal Justice
			Court Systems 13029600	CRIJ 1306 Court Systems & Practices
			Law Enforcement II 13029400 Prerequisite: Law Enforcement I	CRIJ 1310 Fundamental of Criminal Law
Culinary Arts	■ Culinary Arts ■ Baking and Pastry	<ul><li>Culinary Arts</li><li>Pastry Arts</li></ul>	Culinary Arts 13022600	FDNS 1301 Introduction to Foods
			Practicum in Culinary Arts with ServSafe Certification 13022700	CHEF 1205 Sanitation and Safety <b>and</b> CHEF 1301 Basic Food Preparation <b>and</b> PSTR 1301 Fundamentals of Baking
			Practicum in Culinary Arts 13022700	RSTO 2307 Catering
			Culinary Arts 13022600 (Clifton Center Only)	PSTR 1301 Fundamentals of Baking

	Six-Y	ear Plans	Articulated	College
ACC Program Area	AAS Degree	Certificate Program	High School Courses	Course Equivalent
Culinary Arts cont:			Practicum in Culinary Arts with ServSafe Certification 13022700 (Clifton Center Only)	CHEF 1205 Sanitation & Safety
Electronics	<ul> <li>Automation, Robotics</li> <li>&amp; Controls Technology</li> <li>Specialization</li> <li>Bio-instrumentation</li> <li>Technology Specialization</li> </ul>	<ul> <li>Automation, Robotics</li> <li>Controls Technology</li> <li>Specialization</li> <li>Bio-instrumentation</li> <li>Technology Specialization</li> </ul>	Digital Electronics (PLTW) N1303744	CETT 1425 Digital Fundamentals
	■ Electronics Technician Specialization ■ Engineering Technology Specialization ■ Nanoelectronics	■ Electronics Technician Specialization ■ Engineering Technology Specialization ■ Nanoelectronics	Electronics 13036800	CETT 1403 DC Circuits and CETT 1405 AC Circuits
	Manufacturing Technology Specialization  Networking / Computer Electronics Power Technology Specialization Renewable Energy Specialization Utility Line Worker	Manufacturing Technology Specialization Networking / Computer Electronics Power Technology Specialization Renewable Energy Specialization Utility Line Worker	Adv. Electronics 13036900 (Anderson only)	CETT 1429 Solid State Device <b>and</b> CETT 1425 Digital Fundamentals
Engineering	■ Engineering		Engineering Design & Problem Solving 13037300	ENGR 1201 Introduction to Engineering
			Principles of Engineering (PLTW) N1303743	ENGR 1201 Introduction to Engineering
Financial Management	■ Management ■ Marketing	■ Small Business Management	Banking & Financial Services 13016300	BUSG 1303 Principals of Finance
			Money Matters 13016200	BUSG 1304 Intro to Financial Advising: Personal Finance
Fire Protection Technology	■ Fire Protection Technology	■ Firefighter ■ Emergency Medical Technician – Basic	Firefighter II 13030000 Prerequisite: Firefighter I	FIRT 1338 Fire Protection Systems Note: Must pass all written & practical exams as outlined in the ACC approved FIRT 1338 Syllabus for Fire Academy Concepts and EMSP 1501 EMT Basic and EMSP 1160 Clinical — Emergency Medical Technology/Technician — Basic Clinical
			Graduates of any Texas Fire Commission certified Basic Firefighter Academy who successfully pass the State Certification Exam and complete a minimum of three semester hours from Austin Community College toward the AAS Degree in Fire Protection may be grated twelve semester hours credit.	FIRS 1401 Firefighter Certification I FIRS 1407 Firefighter Certification II FIRS 1313 Firefighter Certification III FIRS 1319 Firefighter Certification IV FIRS 1423 Firefighter Certification V FIRS 1429 Firefighter Certification VI  and FIRS 1433 Firefighter Certification VII

400 Programa 4	Six-Ye	ar Plans	Articulated	College
ACC Program Area	AAS Degree	Certificate Program	High School Courses	Course Equivalent
Health Sciences	■ Emergency Medical Services ■ Medical Administrative Assistant Specialization	■ Surgical Technology ■ Emergency Medical Technician - Basic	Medical Terminology 13020300	HPRS 1206 Essentials of Medical Terminology
	■ Medical Laboratory Technology ■ Surgical Technology	■ Emergency Medical Technician -Intermediate ■ Emergency Medical Technician-Paramedic ■ Medical Administrative Assistant Specialization	Practicum in Health Science I <i>or</i> II (Clinicals) 13020500 <i>or</i> 13020510 Prerequisite: Health Science	HPRS 1206 Medical Terminology
	Assistant Specialization  ■ Phlebotomy Technician  ■ Vocational Nursing  ■ Medical Office Assistant  Specialization		Practicum in Health Science II - EMT 13020510 (Akins only) Prerequisite: Practicum in Health Science I	EMSP 1501 EMT – Basic and EMSP 1160 Clinical – Emergency Medical Technology / Technician – Basic Clinical
			Practicum in Health Science II - Medical Lab 13020510 (Akins only) Prerequisite: Practicum in Health Science I	PLAB 1323 Phlebotomy
Hospitality Management	■ Baccalaureate Prep Specialization ■ Hotel and Restaurant	<ul> <li>■ Hospitality Management</li> <li>■ Travel &amp; Tourism</li> <li>■ Meeting Planning</li> </ul>	Hospitality Services 13022800	HAMG 1321 Introduction to the Hospitality Industry
	Specialization Travel & Tourism Meeting & Events Planning Specialization		Practicum in Hospitality Services 13022900 Prerequiste: Hospitality Services	HAMG 1313 Front Office Procedures
International Business	■ International Business	■ International Business	Global Business 13011800	IBUS 1305 International Business & Trade
Management	■ Management	<ul><li>Administrative Management</li><li>Management Specialties</li></ul>	Business Management 13012100	BMGT 1327 Principles of Management
		Leadership ■ Small Business Management	Human Resources Management 13011900	HRPO 2301 Human Resource Management
			Entrepreneurship 13034400	BUSG 2309 Small Busines Management
Radio, Television, and Film	■ Visual Mixed Media Specialization	■ Film/Video Production Technology ■ Film/Video Production Management	Audio Video Production 13008500	RTVB 1305 Intro to Televisi Technology

ACC Discussion Avec	Six-Yea	r Plans	Articulated	College
ACC Program Area	AAS Degree Certificate Program		High School Courses	Course Equivalent
Visual Communication Graphic Arts Technology	: : : : : : -   : : : : : :		Animation 13008300	ARTV 1403 Basic Animation
■ Game Art Specialization ■ Graphic Arts Technology ■ Graphic Design Specialization ■ Motion Graphics Specialization ■ Web and Interactive Design Specialization	■ Graphic Arts Technology ■ Graphic Design Specialization	<ul> <li>Digital Assistant</li> <li>Game Art</li> <li>Game Design</li> <li>Graphic Arts Technology</li> </ul>	Digital & Interactive Media 13027800 <b>or</b> Adv Graphic Design & Illustration	ARTC 1302 Digital Imaging I
	1	<ul><li>■ Graphic Design</li><li>■ Motion Graphics Specialization</li></ul>	13008900	
	■ Web and Interactive Design	Graphic Design & Illustration 13008800	ARTC 1313 Digital Publishing I	
			Adv Graphic Design & Illustration 13008900	
			Adv Graphic Design & Illustration 13008900	GRPH 1359 Vector Graphics for Production
			Video Game Design N1300993	GAME 1475 2D Design for Games
Welding Technology	■ Art Metals: Metal Sculpture Specialization ■ Art Metals: Metalsmithing Specialization ■ Code Welding	■ Plate Welding	Agricultural Mechanics & Metal Technologies 13002200	WLDG 1428 Intro to Shielded Metal Arc Welding

#### **Austin ISD Courses Articulated With Colleges Other Than Austin Community College**

#### **McLennan Community College-Waco**

	Six-Year Plans		Articulated	College	
Program Area	AAS Degrees	Certificate Programs	High School Courses	Course Equivalent	
Veterinary and Agriculture	■ Veterinary Technology	■ Veterinary Assistant – Small Animal ■ Veterinary Assistant – Large Animal	Veterinary Medical Applications 13000600	VTHT 1205 Veterinary Terminology	

#### In order to receive credit for the above course, students must meet the following criteria:

- Course grade of at least 80%
- Student must register at McLennan at Waco no later than fifteen (15) months from his/her high school graduation date
- A student petition form for articulated credit must be submitted to the Dean of Workforce Education when the student applies for admission to the College.
- McLennan Community College will post articulated credit on the MCC transcript when the student completes six non-developmental college hours at the College with a grade point average of 2.0 or better

Courses are no longer articulated with Texas State Technical College

#### **Texas State University-San Marcos**

			Articulated	College Course
College	Major	Specialization	High School Courses	Equivalent
Science	Electrical Engineering	■ Micro and Nano Devices and Systems Specialization ■ Networks and Communication Systems Specialization	Intro to Engineering Design (PLTW) N1303742	ENGR 1313 Engineering Design Graphics
	Industrial Engineering		Intro to Engineering Design (PLTW) N1303742	ENGR 1313 Engineering Design Graphics
	Industrial Technology- Manufacturing Technology			агартно
	Manufacturing Engineering	■ General Manufacturing Concentration ■ Semiconductor Manufacturing Concentration		
	Engineering Technology	■ Environmental Engineering Technology Specialization ■ Manufacturing Engineering Technology Specialization ■ Mechanical Engineering Technology Specialization		
		■ Electrical Engineering Technology Specialization	Intro to Engineering Design (PLTW) N1303742	ENGR 1313 Engineering Design Graphics

#### In order to receive credit for the above course, students must meet the following criteria:

- 1. The high school PLTW program must have current certification from PLTW, granted through the Ingenuity Center or other representative PLTW body.
- 2. In each course to be articulated, the student must achieve each of the following:
- Course grade of at least 85%
- Score grade of 80% on the RIT final exam A & C for IED
- Score grade of 80% on the RIT final exam ABC for DE

#### The Culinary Institute of America – New York

Виомиона Акоо	Six-Year Plans		Articulated	College	
Program Area	AAS Degree	Bachelor's Degree	High School Courses	Course Equivalent	
Culinary Arts (Bowie High School Only)	Associate in Occupational Studies	■ Bachelors of Professional Studies Degree	Culinary Arts 13022600 Practicum in Culinary Arts 13022700	Food Safety (ServSafe)	

#### In order to receive credit for the above course, students must meet the following criteria:

- Students must meet all CIA admissions requirements.
- Students must successfully complete the Culinary Arts program at James Bowie High School.
- Students must submit a copy of "ServSafe" certification at least three weeks prior to enrollment in order to receive credit for the Food Safety course.
- To qualify for advanced standing with foodservice experience, students must submit a letter of recommendation from their Culinary Arts educator.
- Students must submit a copy of their high school transcript.
- Students must meet all other Culinary Institute of America admissions criteria and standards.
- The student agrees that if he/she is unable to maintain satisfactory academic progress in which the articulated credit is foundational, the student may be
  required to take the above mentioned course.
- Qualifying students who apply and are admitted to the college will then be eligible for the first level of the CIA Merit Scholarship of \$2500.00 if they enroll
  within one year of graduation from high school.

#### **University of Texas at Tyler**

College	Major	Articulated High School Courses	College Course Equivalent
Engineering and Computer Science	■ Civil Engineering ■ Construction Management	Intro to Engineering Design (PLTW) N1303742  and Principles of Engineering (PLTW) N1303743	ENGR 1304 Engineering Graphics
	■ Civil Engineering ■ Construction Management ■ Mechanical Engineering	Intro to Engineering Design (PLTW) N1303742 and Principles of Engineering (PLTW) N1303743 and Engineering Design & Development (PLTW) N1303749 and Digital Electronics (PLTW) N1303744 or Aerospace Engineering (PLTW) N1303745 or Biotechnical Engineering (PLTW) N1303746 or Civil Engineering & Architecture (PLTW) N1303747 or Computer Integrated Manufacturing (PLTW) N1303748	ENGR 1301 Introduction to Engineering and ENGR 1304 Engineering Graphics

In order to receive credit for the courses above, the student must satisfy the following criteria:

- 1. The high school offering the PLTW courses must have current certification from PLTW, granted through the Ingenuity Center or other representative PLTW body.
- 2. In each course to be articulated, the student must achieve each of the following:
  - Course grade of at least 85%, and
  - PLTW Summative Assessment stanine score of 6, 7, 8, or 9.
  - The student will submit copies of their PLTW Engineering Notebook and Portfolio to UT Tyler College of Engineering showing evidence of the curriculum completed

# VICE PRESIDENT FOR RESEARCH AND TECHNOLOGY PLANSEER

#### THE UNIVERSITY OF TEXAS AT TYLER

3900 University Boulevard • Tyler, TX 75799 • (903) 566-7132 • FAX (903) 565-5858

#### **Credit for Project Lead the Way PLTW**

Recognizing the importance to the region and the State of increasing the number of engineering baccalaureate graduates, and to improve pathways leading to timely graduation, The University of Texas at Tyler is pleased to offer credit by examination for Project Lead the Way courses in Engineering.

The University of Texas at Tyler will provide credit to students who successfully complete a selected series of Project Lead the Way End of Course Exams. To receive the credit for the courses identified below, the student must earn a Stanine score of 7 or higher.

Project Lead The Way transcripted credit at The University of Texas at Tyler will be provided as follows:

- 1. Students who have successfully completed PLTW Introduction to Engineering Design and Principles of Engineering by passing both End of Course Exams with a score of 7 or higher will be given credit for ENGR 1204—Engineering Graphics I.
- 2. Students should not apply until passing a college entrance exams SAT or ACT.

Class Rank	ACT	SAT (Math & Critical Reading)
Top 25%	20	970
Second 25%	21	1010
Third 25%	22	1050
Fourth 25%	23	1080

- 3. Students who have successfully completed PLTW Introduction to Engineering Design, Principles of Engineering, and one of the following PLTW specialization courses by passing all three End of Course exams with a score of 7 or higher:
  - a. Digital Electronics,
  - b. Aerospace Engineering,
  - c. Biotechnical Engineering,
  - d. Civil Engineering and Architecture,
  - e. Computer Integrated Manufacturing,

will be given credit for ENGR 1201 Introduction to Engineering in addition to ENGR 1204—Engineering Graphics I.

The student will submit copies of their PLTW Stanine scores, official high school transcript, payment in full, and the UT Tyler Request for Credit form.

Cost \$125 per credit hour:

Engineering 1204 Cost is \$250

Engineering 1201 Cost is \$ 250

Students can obtain an official UT Tyler transcript by making an online request through the National Student Clearinghouse. A processing fee will be assessed.

Students interested in applying for the UT Tyler College of Engineering PLTW transcripted credit should contact Linda Stearns, <a href="mailto:lstearns@uttyler.edu">lstearns@uttyler.edu</a> or 979-574-0197.

#### **Texas A&M University - Kingsville**

College	Major	Articulated High School Courses	College Course Equivalent
Engineering	<ul> <li>■ Architectural Engineering</li> <li>■ Environmental Engineering</li> <li>■ Mechanical Engineering</li> </ul>	Intro to Engineering Design (PLTW) N1303742 <b>and</b> Principles of Engineering (PLTW) N1303743	AEEN 1310 Computer Graphics & Applications or IMEN 1311 Technical CAD or MEEN 1310 Computer-Based Graphics & Design I
	■ Architectural Engineering ■ Computer Science ■ Environmental Engineering ■ Industrial Management & Technology ■ Mechanical Engineering	Intro to Engineering Design (PLTW) N1303742 and Principles of Engineering (PLTW) N1303743 and Engineering Design & Development (PLTW) N1303749 and Digital Electronics (PLTW) N1303744 or Aerospace Engineering (PLTW) N1303745 or Biotechnical Engineering (PLTW) N1303746 or Civil Engineering & Architecture (PLTW) N1303747 or Computer Integrated Manufacturing (PLTW) N1303748	UNIV 1101 Learning in a Global Context I and UNIV 1102 Learning in a Global Context II and AEEN 1310 Computer Graphics & Applications or IMEN 1311 Technical CAD or MEEN 1310 Computer-Based Graphics & Design I

#### In order to receive credit for the courses above, the student must satisfy the following criteria:

- 1. The high school offering the PLTW courses must have current certification from PLTW, granted through the Ingenuity Center or other representative PLTW body.
- 2. In each course to be articulated, the student must achieve each of the following:
  - Course grade of at least 85%, and
  - PLTW Summative Assessment stanine score of 6, 7, 8, or 9.
  - The student will submit copies of their PLTW Engineering Notebook and Portfolio to TAMUK College of Engineering showing evidence of the curriculum completed

#### **University of Colorado at Colorado Springs**

			Articulated	College	
College	Major	Specialization	High School Courses	Course Equivalent	
Education		Pre-Teaching Preparation Certificate  Leadership Studies Certificate	JROTC I, II, III, IV 03160100 03160200 03160300 03160400	LEAD 153 Fundamentals of Leadership & Aviation History <b>and</b> LEAD 154 Leadership in the Science of Flight <b>and</b> LEAD 155 Leadership in	
				Space Exploration and LEAD 156 Fundamental of Defense Aviation Policies and LEAD 150 Personal Management (NEFE/HSFPP) and LEAD 151 Character Education (AF Honors Camps & Summer Leadership Schools) and LEAD 161 College Options/College Success and LEAD 163 Leadership Development Through Global & Cultural Studies	

Air Force JROTC Cadets must register individually on-line at www.jrotccollegecredit.com. Registration periods are now at the end of each semester "three times a year." Specific dates and instructions are at the website in paragraph two. At the end of the School Year/or semester of Block Instruction, AFJROTC instructors must submit class grade poster to Mr. Rick Forristall at RTG & Associates if a unit has cadets participating to take advantage of this opportunity.

Rick Forristall RTG & Associates 18643 E. Superstition Drive Queen Creek, AZ 85242

#### **Austin ISD Courses Articulated With Statewide Colleges**

Various statewide community colleges accept credit for the following CTE courses that are not available for articulation with Austin Community College. The teachers must meet certain criteria, attend required training and be approved by ATC Texas to offer courses for statewide college credit. For more information http://www.atctexas.org

COURSE TITLE	TEA#	CREDIT	
Range Ecology and Management		13001600	1
Ag. Power Systems		13002400	1
9		13004200	1
Principles of Architecture & Construction			- 1
Interior Design		13004300	1
Animation		13008300	1
Advanced Animation		13008400	1
Principles of Business, Mktg & Finance		13011200	1
Business Information Management II		13011500	1-2
Business Law		13011700	1
Principles of Health Science		13020200	1
Health Science		13020400	1
Computer Technician		13027500	2-3
Principles of Law, Public Safety, Corrections an	d Security	13029200	1
Law Enforcement I		13029300	1-2
Court Systems and Practices		13029600	1-2



#### AISD UIL Exempted Courses effective school year 2015-2016 and thereafter.

**Students in grades 9-12**: Courses must be weighted in order to be considered for exempt status.

Weighted courses include Pre-AP, Advanced Placement, International Baccalaureate, Dual Credit, and some CTE Articulated courses. TEA approved and district identified courses are listed below. Courses listed below are not necessarily offered by all AISD schools.

#### **ENGLISH/LANGUAGE ARTS**

Pre-AP English IPre-AP English IIEnglish IIIEnglish IVInd Study in EnglishInd Study in Journalism

Ind Study in Speech Creative Writing Oral Interpretation III

Debate III Public Speaking III Humanities

Adv Broadcast Journalism Adv Journalism: Yearbook II Adv Journalism: Yearbook III
Adv Journalism: Newspaper III Adv Journalism: Newspaper III Adv Journalism: Literary Magazine III
Adv Journalism: Literary Magazine III Literary Genres Research/Technical Writing

**MATHEMATICS** 

Pre-AP Algebra I Pre- AP Geometry Pre-AP Algebra II

Advanced Quantitative Reasoning Ind. Study in Mathematics Pre-Calculus (non-weighted/weighted)

Number Theory Linear Algebra Multivariable Calculus

Discrete Math for Computer Science Math Ind Study Differ Equations Fundamentals of Computer Science

Computer Science I Computer Science II Computer Science III

**SCIENCE** 

Pre-AP Biology Pre-AP Chemistry Pre-AP Physics
IPC Aquatic Science Astronomy

Environmental Systems Scientific Research and Design (CTE) Anatomy and Physiology (CTE)

Pathophysiology (CTE) Medical Microbiology (CTE) Advanced Biotechnology (CTE)
Engineering Design/Problem Solving (CTE) Advanced Plant and Soil (CTE) Food Science (CTE)

Principals of Engineering (CTE) Earth and Space Science Science Science Technology

**SOCIAL STUDIES** 

Modern Physics

Pre-AP World Geography Pre-AP World History Special Topics in Social Studies

Contemporary January (Cons. Top. CC)

World Relief Customs (Cons. Top. CC)

Contemporary Issues (Spec Top SS) World Belief Systems (Spec Top SS) Constitutional Law (Spec Top SS) Social Studies Research Methods Social Studies Advanced Studies

**LANGUAGES OTHER THAN ENGLISH** 

American Sign Language III American Sign Language IV Pre-AP Chinese III
Chinese IV Chinese V Chinese VI
Chinese VII Pre-AP French III French IV
French V French VII

Pre-AP German IIIGerman IVGerman VGerman VIGerman VIIPre-AP Japanese IIIJapanese IVJapanese VIJapanese VIIPre-AP Latin IIILatin IVLatin V

Latin VI Pre-AP Spanish III Spanish IV Spanish VI Spanish VI

#### **DUAL CREDIT COURSES**

See Appendix B

#### **COLLEGE ARTICULATED COURSES**

See Appendix D

#### **AP AND IB COURSES**

AP and IB Courses in all disciplines

Students in grades 6-8: Weighted and non-weighted high school level courses completed in the middle school level are recognized as exempt courses in AISD.

#### **ENGLISH/LANGUAGE ARTS**

Communication Applications Professional Communications

**MATHEMATICS** 

Pre-AP Algebra I Algebra II and Pre-AP Algebra II Geometry and Pre-AP Geometry

Pre-Calculus (non-weighted/weighted)

**HEALTH** 

Health Education

**CAREER TECH EDUCATION** 

Business Information MGT 1 Touch System Data Entry Touch System Data Entry CTED GTT 1 – PLTW DM GTT 1 – PLTW AR GTWY 4 – PLTW GA/MD GTT 1 – PLTW GA/AR GTT 2 – PLTW ME/ST GTT 3 – PLTW FS/EE

GTT 4 – PLTW GA GTT 4 – PLTW MD INTR TO COMPUTER SCIENCE

LANGUAGES OTHER THAN ENGLISH

American Sign Language I Chinese I
Chinese II French I French II
German I Japanese I
Japanese II Latin I
Spanish II Spanish II Chinese II
Chinese I French II
French II
Latin II
Spanish III
Spanish III

Spanish IV

## APPENDIX F AISD Campus Directory

HIGH SCHOOL	ADDRESS	ZIP	PHONE	CEEB CODE
Akins High School	10701 South 1st Street	78748	841-9900	440-349
Anderson High School	8403 Mesa Drive	78759	414-2538	440-294
Austin High School	1715 W. Cesar Chavez	78703	414-2505	440-320
Bowie High School	4103 W. Slaugher Lane	78749	414-5247	440-331
Crockett High School	5601 Manchaca Road	78745	414-2532	440-298
Eastside Memorial High School at Johnston Campus	1012 Arthur Stiles Road	78721	414-5810	440-365
Garza Independence High School	1600 Chicon Street	78702	414-8600	440-339
International High School	1012 Arthur Stiles Road	78721	414-6817	440-368
Lanier High School	1201 Payton Gin Road	78758	414-2514	440-302
LBJ (Lyndon B. Johnson High School) High School	7309 Lazy Creek Drive	78724	414-2543	440-306
Liberal Arts and Science Academy of Austin (LASA)	7309 Lazy Creek Drive	78724	414-5272	440-069
McCallum High School	5600 Sunshine Drive	78756	414-2519	440-300
Premier HS at Lanier HS	1201 Payton Gin RD	78758	414-2896	
Premier HS at Travis HS	1211 E. Oltorf	78704	414-6635	
Reagan High School	7104 Berkman Drive	78752	414-2523	440-301
Travis High School	1211 E. Oltorf	78704	414-2527	440-325
SPECIAL CENTERS				
Alternative Learning Center	901 Neal Street	78702	414-2554	440-290
Ann Richards School for Young Women Leaders	2206 Prather Lane	78704	414-3236	440-382
Clifton Development Center	1519 Coronado Hills Drive	78752	414-3614	
Rosedale School	2117 West 49th Street	78756	414-3617	
MIDDLE SCHOOLS				
Bailey Middle School	4020 Lost Oasis Hollow	78739	414-4990	
Bedichek Middle School	6800 Bill Hughes Road	78745	414-3265	
Burnet Middle School	8401 Hathaway	78757	414-3225	
Covington Middle School	3700 Convict Hill Road	78749	414-3276	
Dobie Middle School	1200 E. Rundburg Lane	78753	414-3270	
Fulmore Middle School	201 East Mary	78704	414-3207	
Fulmore Magnet Program	201 East Mary	78704	841-4916	
Garcia Young Men's Leadership Academy	7414 Johnny Morris Road	78724	841-9400	
Gorzycki Middle School	7412 West Slaughter Lane	78749	841-8600	
Kealing Middle School	1607 Pennsylvania Avenue	78702	414-3214	
Kealing Magnet Program	1607 Pennsylvania Avenue	78702	414-3180	
Lamar Middle School	6201 Wynona	78757	414-3217	
Martin Middle School	1601 Haskell	78702	414-3243	
Mendez Middle School	5106 Village Square	78744	414-3284	
Murchison Middle School	3700 North Hills Drive	78731	414-3254	
O. Henry Middle School	2610 West 10th Street	78703	414-3229	
Paredes Middle School	10100 S. Mary Moore Searight Dr.	78748	841-6800	
Sadler Means Young Women's Leadership Academy	6401 N. Hampton Drive	78723	414-3234	
Small Middle School	4801 Monterey Oaks Blvd.	78749	841-6700	
Webb Middle School	601 E. St. Johns	78752	414-3258	

#### **Course Sequence Leading to AP-Level Courses**

#### **English Language Arts**

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Pre-AP ELA or ELA	Pre-AP ELA or ELA	Pre-AP ELA or ELA	Pre-AP English I or English I	Pre-AP English II or English II	AP English Language and Composition	AP English Literature and Composition

#### **Mathematics**

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Pre-AP Math or Math or Advanced Course	Pre-AP Math or Math or Advanced Course	Pre-AP Math or Math	Pre-AP Algebra I or Algebra I	Pre-AP Geometry or Geometry	Pre-AP Algebra II or Algebra II	Pre-AP Pre-calculus or Pre-calculus
Pre-AP Math or Math or Advanced Course	Pre-AP Math or Math or Advanced Course	Pre-AP Math or Math	Pre-AP Algebra I or Algebra I	Pre-AP Geometry or Geometry	Pre-AP Algebra II or Algebra II	AP Statistics
Pre-AP Math or Math or Advanced Course	Pre-AP Math or Math or Advanced Course	Pre-AP Algebra I	Pre-AP Geometry or Geometry	Pre-AP Algebra II or Algebra II	Pre-AP Pre-calculus or Pre-calculus	AP Calculus AB or AP Calculus BC

#### **Social Studies**

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Pre-AP World Cultures or World Cultures	Pre-AP Texas History or Texas History	Pre-AP US History or US History	Pre-AP World Geography	Pre-AP World History or AP World History	AP US History	AP US Government
Pre-AP World Cultures or World Cultures	Pre-AP Texas History or Texas History	Pre-AP US History or US History	Pre-AP World Geography	Pre-AP World History or AP World History	AP US History	AP Macroeconomics or AP Microeconomics
Pre-AP World Cultures or World Cultures	Pre-AP Texas History or Texas History	Pre-AP US History or US History	Pre-AP World Geography	Pre-AP World History or AP World History	AP US History	AP Comparative Government (elective credit)
Pre-AP World Cultures or World Cultures	Pre-AP Texas History or Texas History	Pre-AP US History or US History	Pre-AP World Geography	Pre-AP World History or AP World History	AP European History (elective credit)	
No prerequisite; grade 11 classification					AP Human Geography (elective credit)	
					AP Psychology (elective credit)	

#### Note:

#### **Science**

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Pre-AP Science	Pre-AP Science	Pre-AP Science	Pre-AP Biology	Pre-AP Chemistry	Pre-AP Physics	AP Enviormental Science or AP Biology or AP Chemistry or AP Physics
or	or	or	or	or	or	
Science	Science	Science	Biology	Chemistry	Physics	

The high school science sequence varies based on sequence of math and science courses.

#### **World Languages**

American Sign Language	Chinese	French	German	Japanese	Latin
American Sign Language I	Chinese I	French I	German I	Japanese I	Latin I
American Sign Language II	Chinese II	French II	German II	Japanese II	Latin II
American Sign Language III	Pre-AP Chinese III	Pre-AP French III	Pre-AP German III	Pre-AP Japanese III	Pre-AP Latin III
American Sign Language IV	AP Chinese Language & Culture IV	AP French Language & Culture IV	AP German Language & Culture IV	AP Japanese Language & Culture IV	AP Latin IV
American Sign Language V	Chinese V	French V	German V	Japanese V	Latin V
American Sign Language VI	Chinese VI	French VI	German VI	Japanese VI	Latin VI
American Sign Language VII	Chinese VII	French VII	German VII	Japanese VII	Latin VII

Spanish	Spanish for Spanish Speakers
Spanish I	Spanish for Spanish Speakers I
Spanish II	Spanish for Spanish Speakers II
Pre-AP Spanish III	Pre-AP Spanish III
AP Spanish Language & Culture IV	AP Spanish Language & Culture IV
AP Spanish Literature & Culture V	AP Spanish Literature & Culture V
Spanish VI	Spanish VI
Spanish VII	Spanish VII

Native or Dual Language speakers may be scheduled for higher level courses based on the results of a district-approved placement exam. The placement exam is for <u>placement purposes only</u>, and will NOT constitute credit in the lower level course(s).

**NOTE:** Students who completed Levels I and II of Spanish for Spanish Speakers are not required to take pre-AP Spanish III for admittance into the AP Spanish Language and Culture IV course, with teacher recommendation.

**NOTE:** It is recommended that middle school students entering high school with credit for AP Spanish Language and Culture IV take a one-year bridge course before enrolling in AP Spanish Literature and Culture V.

#### Note:

A course which can be taken as Pre-AP or grade-level is based on the prerequisites outlined in the Secondary School Information Guide. Pre-AP courses are strongly recommended as preparation for AP courses.

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ACCOUNTING I	13016600		8370.H(Y)	94
ADAPTED PHYSICAL EDUCATION AEROBIC AND CONDITIONING	PES00054		6012.W000.Y	70
ADAPTED PHYSICAL EDUCATION FOUNDATIONS OF PERSONAL FITNESS	PES00052	6011.V000.X (BASI	C)/6011.W000.X	70
ADAPTED PHYSICAL EDUCATION INDIVIDUAL SPORTS	PES00055	,	6021.W000.Y	70
ADAPTED PHYSICAL EDUCATION TEAM SPORTS	PES00055		6022.W000.Y	70
ADVANCED ANIMAL SCIENCE	13000700		8110.R(Y)	62
ADVANCED ANIMAL SCIENCE	13000700		8110.R(Y)	88
ADVANCED ARCHITECTURAL DESIGN	13004700		8176.R(Y)	90
ADVANCED AUDIO VIDEO PRODUCTION	13008600		8268.H(Y)/8269.H(Y)	91
ADVANCED AUTOMOTIVE TECHNOLOGY	13039700		8782.H(Y)	105
ADVANCED BIOTECHNOLOGY	13036400		8686.H (Y)	62
ADVANCED BIOTECHNOLOGY	13036400		8686.H(Y)	103
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ADVANCED COLLISION REPAIR AND REFINISHING	13039900		8790.H(Y)	106
ADVANCED COMMERCIAL PHOTOGRAPHY	12701500		8292.R(Y)	92
ADVANCED COMPUTER PROGRAMMING	13027700		8544.H(Y)	100
ADVANCED CONSTRUCTION TECHNOLOGY	13005200		8204.R(Y)/8204.H(Y)	90
ADVANCED ELECTRONICS	13036900		8706.H(Y)	104
ADVANCED ENGINEERING DESIGN AND PRESENTATION	13036600		8693.H(Y)	103
ADVANCED ENVIRONMENTAL TECHNOLOGY	13001200		8120.R(Y)	88
ADVANCED GRAPHIC DESIGN AND ILLUSTRATION	13008900		8281.H(Y)	91
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ANATOMY AND PHYSIOLOGY	13020600		8426.H (Y)/8426.R (Y)	62
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CHILD DEVELOPMENT AND EDUCATION AND TRAINING CAREERS 6TH, 7TH OR 8TH	12700400		018409R (YEAR	26
CHILD DEVELOPMENT	13024700	8488.R(X)	8488.H(Y)	93
CHILD GUIDANCE	13024800		8490.V(Y)	83
CHINESE III PRE AP	03490300		2463.H000.Y	78
CHINESE II	03490200		2462.R000.Y	78
CHINESE I	03490100		2461.R000.Y	78
CHINESE VI	03490600		2466.H000.Y	79
CHINESE V	03490500		2665.H000.Y	79
CHOIR, MIDDLE SCHOOL 3 8TH	03154504		015628R	25
CHOIR, MIDDLE SCHOOL 1 6TH	02920000	015616R	015626R	25
CHOIR, MIDDLE SCHOOL 1 7TH	03154301	015617R	015627R	25
CHOIR, MIDDLE SCHOOL 1 8TH	03154504	015618R	015628R	25
CHOIR, MIDDLE SCHOOL 2 7TH	03154301	015617R	015627R	25
CHOIR, MIDDLE SCHOOL 2 8TH	03154504	015618R	015628R	25
CHORAL MUSIC III	03151100	01001011	5623.H000.Y	76
CHORAL MUSIC II	03151100		5622.R000.Y	76
CHORAL MUSIC I	03151000		5621.R000.Y	76
CHORAL MUSIC IV	03151200		5624.R000.Y	76
CHORAL MUSIC IV	03151200		5624.H000.Y	76
CIVIL ENGINEERING & ARCHITECTURE	N1303747		8768.H(Y)	105
COLLEGE READINESS AND STUDY SKILLS	03270100	1334.R000.X	0700.11(1)	56
COLLISION REPAIR AND REFINISHING	13039800	1334.11000.7	8788.H(Y)	106
COMMERCIAL PHOTOGRAPHY	13009100		8286.H(Y)	91
COMMERICIAL PHOTOGRAPHY 3 / PROBLEMS AND SOLUTIONS 2	1270510		8291.HCOC.Y	92
COMMUNICATION APPLICATIONS 8TH	03241400	1525.RJ000.X	0291.ПСОС.1	26
COMMUNICATION APPLICATIONS 61TH COMMUNICATION APPLICATIONS	03241400	1525.R000.X		57
COMMUNITY SKILLS III	84400023	1020.0000.	9963.W000.Y	81
COMMUNITY SKILLS III	84400023		9962.W000.Y	81
COMMUNITY SKILLS I	84400022		4931.W000.Y	81
COMMUNITY SKILLS IV				81
COMMUNITY SKILLS IV	84400024		9964.W000.Y 9967.W000.Y	
COMMUNITY SKILLS VI	84400027			81
COMMUNITY SKILLS V	84400026		9966.W000.Y	81
	84400025		9965.W000.Y	81
COMPUTER INTEGRATED MANUFACTURING COMPUTER MAINTENANCE	N1303748		8770.H(Y) 8528.H(Y)/8530.H(Y)	104 99
	13027300			
COMPUTER PROGRAMMING	13027600		8542.H(Y)	100
COMPUTER SCIENCE AND SOFTWARE ENGINEERING	N1303768		8810.H(Y)	105
COMPUTER SCIENCE APPLICATIONS	TBD		8811.H(Y)	105
COMPUTER SCIENCE III	3580350		3805.H000.Y	67
COMPUTER SCIENCE II	3580300		3804.H000.Y	67
COMPUTER SCIENCE I	3580200		3803.H000.Y	67
COMPUTER TECHNICIAN	12701500		8538.R(Y)	100
COMPUTER TECHNICIAN/PROBLEMS & SOLUTIONS	12701500	0444000	8536.R(Y)	100
COMPUTER TECHNOLOGY 6TH	02670060	011106R		26
COMPUTER TECHNOLOGY 7TH	03580100	018817R		26
COMPUTER TECHNOLOGY 8TH	03580120	018818R	018828R	26
CONCEPTS OF ENGINEERING AND TECHNOLOGY	13036200		8680.R(Y)	103
CONSTRUCTION AND MANUFACTURING CAREERS 6TH, 7TH OR 8TH	12700400	018428R		26
CONSTRUCTION AND MANUFACTURING CAREERS 6TH, 7TH OR 8TH	12700400		018429R	26
CONSTRUCTION TECHNOLOGY	13005100		8196.R(Y)/8198.H(Y)	90
CONTEMPORARY MEDIA	03241401		1445.R000.Y	56
CORRECTIONAL SERVICES	13029700		8590.R(Y)	101
COSMETOLOGY II	13025300		8514.R(Y)	99
COSMETOLOGY I	13025200		8508.R(Y)	99
COUNSELING AND MENTAL HEALTH	13024600		8484.R(Y)	99
COURT SYSTEMS AND PRACTICES	13029600	8584.R(Y)/8584.H(Y)	101	
CREATIVE WRITING	03221200	1435.R000.X	1435.R000.Y	56

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CULINARY ARTS AND HOSPITALITY CAREERS 6TH, 7TH OR 8TH	12700400		018407R	26
CULINARY ARTS-CTED	13022600		8454.V(Y)	82
CULINARY ARTS	13022600		8454.H(Y)	98
CULTURAL AND LINGUISTIC TOPICS	03996888		2110.R000.Y	80
DANCE, MIDDLE SCHOOL 3 8TH	03823000	016118R		24
DANCE COMPOSITION/IMPROV III	N1170129	5968.R000.X		77
DANCE COMPOSITION/IMPROV II	N1170128	5967.R000.X		77
DANCE COMPOSITION/IMPROV I	N1170127	5966.R000.X		77
DANCE COMPOSITION/IMPROV IV	N1170130	5969.R000.X		77
DANCE COURSES 6TH	02850000	016126.R		24
DANCE COURSES 7TH	03823000		016117R	24
DANCE COURSES 8TH	03823000		016118R	24
DANCE, MIDDLE SCHOOL 2 7TH	03823000		016117R	24
DANCE IV	03830400		5954.R000.Y	77
DANCE PERFORMANCE ENSEMBLE III	N1170036	TBD		77
DANCE PERFORMANCE ENSEMBLE II	N1170035	TBD		77
DANCE PERFORMANCE ENSEMBLE I	N1170034	TBD		77
DANCE PERFORMANCE ENSEMBLE IV	N1170037	TBD		77
DANCE THEORY III	N1170133	5963.H000.X		77
DANCE THEORY III	N1170133	5963.R000.X		77
DANCE THEORY II	N1170132	5962.R000.X		77
DANCE THEORY I	N1170131	5961.R000.X		77
DANCE THEORY IV	N1170134	5964.R000.X		78
DANCE THEORY IV	N1170134	5964.H000.X		78
DEBATE III	03240800		1539.H000.Y	57
DEBATE II	03240700		1538.R000.Y	57
DEBATE I	03240600		1537.R000.Y	57
DIGITAL AND INTERACTIVE MEDIA	13027800		8548.H(Y)	100
DIGITAL ART AND ANIMATION	3580500		8752.R000.Y	68
DIGITAL ART AND MEDIA III	03503500		5257.H000.Y	73
DIGITAL ART AND MEDIA II	03503400		5239.R000.Y/5239.H000.Y	73
DIGITAL ART AND MEDIA I	03503300		5120.R000.Y	72
DIGITAL COMMUNICATIONS IN THE 21ST CENTURY	3580610		8754.R000.Y	69
DIGITAL DESIGN AND MEDIA PRODUCTION	3580400		8750.R000.Y	68
DIGITAL ELECTRONICS	N1303744		8764.H(Y)	104
DIGITAL FORENSICS	3580360		3806.R000.Y	68
DIGITAL VIDEO AND AUDIO DESIGN	3580700		8755.R000.Y	69
DISCRETE MATHEMATICS FOR PROBLEM SOLVING	3102520	3811.R000.X	3811.R000.Y	60
DISCRETE MATHEMATICS	3580370		3807.H000.Y	68
DOLLARS AND SENSE	13024300	8478.R(X)	8478.R(Y)	98
DRAWING III	03502300		5024.H000.Y	73
DRAWING II	03501300		5023.R000.Y/5023.H000.Y	73
DRAWING I	03500500		5022.R000.Y	72
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EARTH AND SPACE SCIENCE	03060200		4235.R000.Y	62
ECONOMICS/FREE ENTERPRISE	03310300	4939.R000.X		65
ELECTRONICS	13036800		8702.H(Y)	103
ENERGY AND NATURAL RESOURCES TECHNOLOGY	13001100	8118.R(X)	8118.R(Y)	88
ENERGY, POWER AND TRANSPORTATION CAREERS 7TH OR 8TH	12700400		018433R	27
ENERGY, POWER AND TRANSPORTATION CAREERS 7TH OR 8TH	12700400	018432R		26
ENGERY, POWER, AND TRANSPORTATION SYSTEMS	13039300	8776.R(X)	8776.R(Y)	105
ENGINEERING DESIGN AND PRESENTATION	13036500		8688.H(Y)	103
ENGINEERING DESIGN AND PROBLEM SOLVING	13037300		8730.R (Y)	62
ENGINEERING DESIGN AND PROBLEM SOLVING	13037300		8730.R(Y)/8730.H(Y)	104
ENGINEERING DESIGN AND PROBLEM SOLVING	13037300		8730.H(Y)	62
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ENGINEERING MATHEMATICS	13036700		8699.R(Y)	103
ENGLISH AS A SECOND LANGUAGE (ESL) FOR ENGLISH LANGUAGE LEARNERS 6TH	02940000		011226E	22
ENGLISH AS A SECOND LANGUAGE (ESL) FOR ENGLISH LANGUAGE LEARNERS 7TH	03200400		011227E	22
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ENGLISH III ALTERNATE	03220307		1033.W000.Y	55
ENGLISH III MODIFIED	3220305		1033.V000.Y	55
ENGLISH III	03220300		1033.R000.Y	55
ENGLISH II MODIFIED	3220205		1023.V000.Y	55
ENGLISH II (PRE-AP)	03220200		1023.H000.Y	54
ENGLISH II	03220200		1023.R000.Y	54
ENGLISH I MODIFIED	3220105		1013.V000.Y	54
ENGLISH I (PRE-AP)	03220100		1013.H000.Y	54
ENGLISH I	03220100		1013.R000.Y	54
ENGLISH IV	03220400		1043.R000.Y	55
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ENTREPRENEURSHIP	13034400	8654.R(X)	8654.R(Y)	102
ENVIRONMENTAL SYSTEMS	03020000		4230.R000.Y	62
EOC ALGEBRA I PREPARATORY COURSE	9104			84
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ESOL II	03200700		1023.E000.Y	54
ESOL I	03200600		1013.E000.Y	54
EXPLORATORY LANGUAGES 6TH	02950000	012016R	012026R (YEAR)	28
EXPLORATORY LANGUAGES	03990100		2499.R000.Y	80
EXPLORING CAREERS 6TH, 7TH OR 8TH	12700300	018402R	210011100011	27
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FAMILY AND COMMUNITY SERVICES	13024900	8494.R(X)	8494.R(Y)	99
FASHION DESIGN AND INTERIOR DESIGN CAREERS 6TH, 7TH OR 8TH	12700400	0101.11(/)	018410R	27
FASHION DESIGN AND INTERIOR DESIGN CAREERS 6TH, 7TH OR 8TH	12700400		018411R (YEAR)	27
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FINANCIAL ANALYSIS	13016800		8374.R(Y)	94
FIREFIGHTER II	13030000		8600.H(Y)	101
FIREFIGHTER I	13029900		8598.R(Y)	101
FORENSIC SCIENCE	13029500		8582.R (Y)	63
FORENSIC SCIENCE	13029500		8582.R(Y)	101
FORESTRY AND WOODLAND ECOSYSTEMS	13001700	8126.R(X)	8126.R(Y)	88
FOUNDATIONS OF PERSONAL FITNESS	PES00052	6011.R000.X	0120.11(1)	70
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FRENCH II	03410300		2023.R000.Y	78
FRENCHI	03410200		2013.R000.Y	78
FRENCH IV	03410100		2043.H000.Y	79
FRENCH VI	03410400		2063.H000.Y	79
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GAME PROGRAMMING AND DESIGN	3580380		3808.R000.Y	68
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GEOMETRY (PRE-AP)			3413.H000.Y	59
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GERMAN III PRE AP	03420300		2133.H000.Y	78
GERMAN II	03420200		2123.R000.Y	78
GERMAN I	03420100		2113.R000.Y	78
GERMAN IV	03420400		2143.H000.Y	79
GERMAN VI	03420600		2163.H000.Y	79
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GLOBAL BUSINESS	13011800	8334.H(X)	8334.H(Y)	92

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GRAPHIC DESIGN AND ILLUSTRATION	13008800		8280.H(Y)	91
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GRAPHIC DESIGN CAREERS 6TH, 7TH OR 8TH	12700300		018435R	27
GRAPHIC DESIGN CAREERS II 7TH OR 8TH	12700420	018446R		27
GRAPHIC DESIGN CAREERS II 7TH OR 8TH	12700420		018447R	27
GUITAR, MIDDLE SCHOOL 3 8TH	03154505		015428R	26
GUITAR, MIDDLE SCHOOL 1 6TH	02930000		015426R	25
GUITAR, MIDDLE SCHOOL 1 7TH	03154201		015427R	25
GUITAR, MIDDLE SCHOOL 1 8TH	03154505		015428R	25
GUITAR III	03150700		5423.R000.Y5423.H000.Y	75
GUITAR II	03150600		5422.R000.Y	75
GUITAR, MIDDLE SCHOOL 2 7TH	03154201		015427R	26
GUITAR, MIDDLE SCHOOL 2 8TH	03154505		015428R	26
GUITAR I	03150500		5421.R000.Y	75
GUITAR V	03150800		5424.R000.Y/5424.H000.Y	75
HEALTH EDUCATION 8TH	03810100	016931R		27
HEALTH EDUCATION	03810100	6931.R000.X		66
HEALTH SCIENCE	13020400		8404.R(Y)/8404.H(Y)	95
HORTICULTURE SCIENCE-CTED	13002000	8135.V(X)		82
HORTICULTURE SCIENCE	13002000		8132.H(Y)	88
HOSPITALITY SERVICES-CTED	13022800		8462.V(Y)	83
HOSPITALITY SERVICES	13022800		8462.H(Y)	98
HUMAN BODY SYSTEMS	N1302093		8436.H(Y)	97
HUMAN GROWTH AND DEVELOPMENT	13014300		8352.R(Y)	93
HUMANITIES	03221600		1439.H000.Y	56
HUMAN RESOURCES MANAGEMENT	13011900	8336.R(X)	8336.H(Y)	93
INDEPENDENT STUDY IN ENGLISH	03221800	1448.H000.X	1448.H000.Y	56
INDEPENDENT STUDY IN EVOLVING/EMERGING TECHNOLOGIES I	3581500		8759.H000.Y	69
INDEPENDENT STUDY IN JOURNALISM	03231000		1848.H000.Y	57
INDEPENDENT STUDY IN MATHEMATICS	03102500		3510.R000.Y	60
INDEPENDENT STUDY IN MATHEMATICS	03102500		3510.H000.Y	60
INDEPENDENT STUDY IN SPEECH	03241200		1522.H000.Y	57
INDEPENDENT STUDY IN TECHNOLOGY APPLICATIONS I	3580900		8758.H000.Y	69
INDIVIDUAL SPORTS	PES00055		6021.R000.Y	70
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INFORMATION TECHNOLOGY CAREERS II 7TH OR 8TH	12700400		018423R	28
INSTRUCTIONAL PRACTICES IN EDUCATION AND TRAINING	13014400		8356.H(Y)	93
INSTRUMENTAL ENSEMBLE III	03151900		5523.R000.Y	76
INSTRUMENTAL ENSEMBLE III	03151900		5523.H000.Y	76
INSTRUMENTAL ENSEMBLE II	03151800		5522.R000.Y	76
INSTRUMENTAL ENSEMBLE I	03151700		5521.R000.Y	75
INSTRUMENTAL ENSEMBLE IV	03152000		5524.R000.Y	76
INSTRUMENTAL ENSEMBLE IV	03152000		5524.H000.Y	76
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INTEGRATED PHYSICS AND CHEMISTRY	03060201		4321.R000.Y	63
INTERIOR DESIGN	13004300	8162.R(X)/8162.R(		89
INTERPERSONAL STUDIES	13024400	8480.R(X)	8480.R(Y)	98
INTRODUCTION TO COSMETOLOGY	13025100	0.00(/,)	8502.R(Y)	99
INTRODUCTION TO ENGINEERING DESIGN	N1303742		8760.H(Y)	104
JAPANESE III PRE AP	03120300		2473.H000.Y	78
JAPANESE II	03120200		2472.R000.Y	78
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JAPANESE VI	03120600		2474.H000.Y	79
JAPANESE V	03120500		2475.H000.Y	79 79
JAPANESE V JEWELRY III	03502900		5029.H000.Y	79
	03502900		5029.H000.Y 5020.R000.Y/5020.H000.Y	73
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JEWELRY I	03501100		5011.R000.Y	72 57
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LANDSCAPE DESIGN AND TURF GRASS MANAGEMENT	13001900		8130.H(Y)	88
LANGUAGES OTHER THAN ENGLISH 7TH GRADE CHINESE IA	03490100		2461.RJA00.Y	28
LANGUAGES OTHER THAN ENGLISH 7TH GRADE FRENCH IA	03410100		2013.RJA00.Y	28
LANGUAGES OTHER THAN ENGLISH 7TH GRADE GERMAN IA	03420100		2113.RJA00.Y	28
LANGUAGES OTHER THAN ENGLISH 7TH GRADE JAPANESE IA	03120100		2471.RJA00.Y	28
LANGUAGES OTHER THAN ENGLISH 7TH GRADE LATIN IA	03430100		2213.RJA00.Y	28
LANGUAGES OTHER THAN ENGLISH 7TH GRADE SPANISH FOR SPANISH SPEAKERS IA	03440110		2313.EJA00.Y	28
LANGUAGES OTHER THAN ENGLISH 7TH GRADE SPANISH IA	03440100		2313.RJA00.Y	28
LANGUAGES OTHER THAN ENGLISH 8TH GRADE CHINESE IB	03490100		2461.RJB00.Y	28
LANGUAGES OTHER THAN ENGLISH 8TH GRADE FRENCH IB	03410100		2013.RJB00.Y	28
LANGUAGES OTHER THAN ENGLISH 8TH GRADE GERMAN IB	03420100		2113.RJB00.Y	28
LANGUAGES OTHER THAN ENGLISH 8TH GRADE JAPANESE IB	03120100		2471.RJB00.Y	28
LANGUAGES OTHER THAN ENGLISH 8TH GRADE LATIN IB	03430100		2213.RJB00.Y	28
LANGUAGES OTHER THAN ENGLISH 8TH GRADE SPANISH FOR SPANISH SPEAKERS IB	03440110		2313.EJB00.Y	28
LANGUAGES OTHER THAN ENGLISH 8TH GRADE SPANISH IB	03440100		2313.RJB00.Y	28
LATIN III PRE AP	03430300		2233.H000.Y	78
LATIN II	03430200		2223.R000.Y	78
LATIN I	03430100		2213.R000.Y	78
LATIN (IV) AP	A3430100		2243.P000.Y	79
LATIN IV	03430400		2243.H000.Y	79
LATIN VI	03430600		2263.H000.Y	79
LATIN V	03430500		2253.H000.Y	79
LAW ENFORCEMENT II	13029400		8579.R(Y)/8580.R (Y)	101
LAW ENFORCEMENT I	13029300		8574.R(Y)/8574.H (Y)	100
LEISURE APPLICATIONS II	85000092	9954.W000.X		81
LEISURE APPLICATIONS I	85000092	9953.W000.X		81
LEISURE AWARENESS	85000091	9952.W000.X		81
LEISURE EDUCATION II	85000090		9951.W000.Y	81
LEISURE EDUCATION I	85000089		9950.W000.Y	81
LIFETIME NUTRITION AND WELLNESS	13024500	8482.R(X)	8482.H(Y)	98
LITERARY GENRES	03221500		1438.H000.Y	56
LIVESTOCK PRODUCTION-CTED	13000300	8102.V(X		82
LIVESTOCK PRODUCTION	13000300	8102.R(X)	8102.R(Y)	87
MARCHING BAND/COLOR GUARD (FALL ONLY)	PES00012	6331		71
MATHEMATICAL APPLICATIONS IN AGRICULTURE, FOOD, AND NATURAL RESOURCES	13001000		8116.R(Y)	89
MATHEMATICAL APPLICATIONS IN AGRICULTURE, FOOD, AND NATURAL RESOURCES	13001000		8116.R(Y)	60
MATHEMATICS 6TH	02820000		013026R	22
MATHEMATICS 7TH	03103000		013027R	22
MATHEMATICS 8TH	03103100		013028R	22
MATH MODELING WITH APPLICATIONS	03102400		3503.R000.Y	59
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MEDICAL MICROBIOLOGY	13020700		8428.H (Y)/8428.R (Y)	63
MEDICAL MICROBIOLOGY	13020700	8428.H (X)/8428.R (X)		63
MEDICAL MICROBIOLOGY	13020700	8428.H/R(X)	8428.H/R(Y)	96
MEDICAL TERMINOLOGY	13020300	8402.H(X)		95
MOBILE APPLICATION DEVELOPMENT	3580390		3809.R000.Y	68
MONEY MATTERS	13016200	8362.R(X)	8362.H(Y)	94
MULTIMEDIA AND ANIMATION CAREERS I 6TH, 7TH OR 8TH	12700400		018416R	28
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WEB TECHNOLOGIES (WEIGHTED)	13027900		8550.H(Y)	100
WILDLIFE, FISHERIES, AND ECOLOGY MANAGEMENT-CTED	13001500	8122.V(X)	0000.11(1)	82
WILDLIFE, FISHERIES, AND ECOLOGY MANAGEMENT WILDLIFE, FISHERIES, AND ECOLOGY MANAGEMENT	13001500	8122.R(X)	8122.R(Y)	88
WORLD GEOGRAPHY ALTERNATE	3320107	0122.11(//)	4513.W000.Y	64
WORLD GEOGRAPHY MODIFIED	3320107		4513.V000.Y	64
WORLD GEOGRAPHY STUDIES (PRE-AP)	03320100		4513.H000.Y	64
WORLD GEOGRAPHY STUDIES (FRE-AF)	03320100		4513.R000.Y	64
WORLD HEALTH RESEARCH			8432.R(Y)	97
	13020900			64
WORLD HISTORY ALTERNATE	3340407		4623.W000.Y	
WORLD HISTORY MODIFIED WORLD HISTORY STUDIES	3340405 03340400		4623.V000.Y 4623.R000.Y	64 64

# 2015-16

### HAVE A QUESTION?

#### Just call us!

# Need help finding a phone number? Call AISD at 512.414.1700

# or check out our website at www.austinisd.org

**Ouestion?** Call...

General campus functions, programming, student conduct, attendance ......Principal and Assistant Principals Individual counseling, scheduling, standardized testing results, community resources, parenting skills, support groups, educational and career planning......School Counselors Student grades/progress. course content, classroom discipline, class assignments/homework......Teachers Hygiene, immunizations, vision and hearing, illness, health related information ......Nurses Volunteer services......PTA President/Members Current books, research and supplementary reading, parenting literature.....Librarian Bus routes......Transportation Student misconduct, drug and alcohol problems, discipline problems.......Campus Police

# Secondary School Information Guide



**Austin ISD** 

1111 West Sixth Street Austin, Texas 78703

The Austin Independent School District does not discriminate on the basis of race, creed, color, national origin, age, gender, sexual orientation, disability, or English language skills in its programs and activities.

#### **AISD MISSION STATEMENT**

In partnership with parents and our community, AISD exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society.