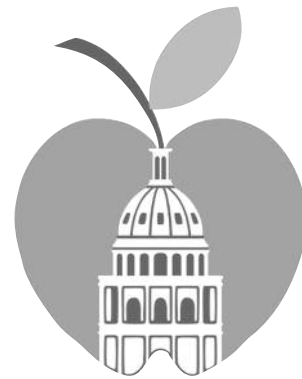


# SECTION III: High School

## 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 November 2007. For current information regarding district policy please refer to the Austin Independent School District website at [www.austinisd.org](http://www.austinisd.org) 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

# High School Course Descriptions

## English Language Arts

### ENGLISH I

TEA #03220100

GRADE PLACEMENT: 9

1013.R000.A&B

CREDIT: 1

*PREREQUISITE: Official promotion to or placement in high school*  
English I integrates the use of increasingly correct language skills within the writing process. Students produce a variety of compositions using technology to revise, edit, and publish. Students read a wide selection of literary and informative texts. They also make oral presentations that include the use of visual representations.

### ENGLISH I (Pre-AP)

TEA #03220100

GRADE PLACEMENT: 9

1013.H000.A&B

CREDIT: 1

*PREREQUISITE: Official promotion to or placement in high school*  
This course provides an in-depth study of the elements and genres of 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 oral communications using various forms and technologies. They analyze and critique their presentations and those of others emphasizing the purpose and effect of visuals on the audience.

### ENGLISH II

TEA #03220200

GRADE PLACEMENT: 10

1023.R000.A&B

CREDIT: 1

*PREREQUISITE: English I*

English II emphasizes reflective and persuasive forms of communication. 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 visuals and analyze the purpose and the effect on the audience.

### ENGLISH II (Pre-AP)

TEA #03220200

GRADE PLACEMENT: 10

1023.H000.A&B

CREDIT: 1

*PREREQUISITE: English I*

English II Pre-AP includes advanced mechanics, syntax, usage and vocabulary in preparation for the PSAT. It continues work on critical thinking skills. Students analyze discourse in persuasive and informative texts as well as the short documented essay. Students will also write reflectively using personal narrative and memoir. The course requires critical reading of classical, Medieval,

Renaissance, and contemporary literature with emphasis on the writer's style and purpose. Composition requires the use of technology to produce error-free essays and a documented research paper. Students will use technology and visuals to produce a variety of oral and media communications. They will analyze and evaluate their own and others' presentations in terms of the effect of media on American society.

### ENGLISH III

TEA #03220300

GRADE PLACEMENT: 11

1033.R000.A&B

CREDIT: 1

*PREREQUISITE: English II*

English III involves an intensive study of advanced usage and vocabulary including analogies. A survey of American literature including literary and nonfiction texts provides the source for critical thinking and literary essays including a documented research paper. Emphasis in composition includes the précis, reflective essays, critical essays, and research requiring the use of technology to produce error-free compositions. Students will present and critique oral communications and multimedia products which will include a variety of visual representations.

### ENGLISH III (Pre-AP)

TEA #03220300

GRADE PLACEMENT: 11

1033.H000.A&B

CREDIT: 1

*PREREQUISITE: English II*

This course emphasizes the analysis of a variety of literary and nonfiction texts from American and world literature (featuring style, literary elements, cultural uniqueness, and theme), students will reflect on their analysis through written responses, class discussions, and oral and multimedia presentations. Students will use the writing process to produce error-free, documented essays.

### AP ENGLISH III

TEA #A3220100

GRADE PLACEMENT: 11

1033.P000.A&B

CREDIT: 1

*PREREQUISITE: 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 reflect this analysis in compositions that use sophisticated syntax and vocabulary, effective use of proof, and control of the conventions of language. Emphasis is on wide reading and analytic response in timed essays in preparation for the Advanced Placement Examination in Language and Composition.

### ENGLISH IV

TEA #03220400

GRADE PLACEMENT: 12

1043.R000.A&B

CREDIT: 1

*PREREQUISITE: English III*

English IV composition emphasizes informative, persuasive, and

literary discourse, which demonstrates sophisticated syntax and vocabulary. Students use technology to produce error free text and research with documentation. 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.

**ENGLISH IV (weighted)**

**TEA #03220400** **1043.H000.A&B**  
**GRADE PLACEMENT: 12** **CREDIT: 1**  
*PREREQUISITE: English III*

This course emphasizes wide, independent reading of British and world literature in order to participate fully in class discussions analyzing the cultural characteristics of a work, comparing it with others, and describing the literary elements, including theme and style. Compositions will use the writing process to present error-free text reflecting the synthesis of research. Students will also represent their understandings in oral presentations complemented by visual and multimedia displays.

**AP ENGLISH IV**

**TEA #A3220200** **1043.P000.A&B**  
**GRADE PLACEMENT: 12** **CREDIT: 1**  
*PREREQUISITE: English III*

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 also be a major focus of the composition strand. Students will use proof, advanced syntax, and vocabulary in compositions written on demand and using writing process. Students prepare to complete the Advanced Placement Examination in English Literature and Composition.

**English for Speakers of Other Languages - ESOL**

*NOTE: 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 and a ninth grade release TAKS test to verify that the required skills and concepts have been mastered. Then the student could take English I in tenth grade with the understanding that an extra year would still be necessary to complete four credits in English required for college admission.)*

**ESOL I**

**TEA #03200600** **1013.E000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1**  
*PREREQUISITE: None*

ESOL I enables non-English speaking students to acquire sufficient beginning vocabulary to develop comprehension skills to communicate with English speakers. Initial instruction focuses on listening and speaking while reading and writing skills are developed simultaneously as the student comprehends and speaks more English. Literacy development across content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher order thinking skills.

**ESOL II**

**TEA #03200700** **1023.E000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1**  
*PREREQUISITE: None*

ESOL II enables the limited English-speaking student at the intermediate or advanced level to continue to increase and refine communication skills. 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.

**Locally Developed English Courses Serving Students with Disabilities**

Students will apply knowledge and skills in presentations, reading selections, and written compositions. Students read from various literary selections and informational texts. Students analyze characters, plots, and setting. Students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Students write with varying sentence structure. Students edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language. Students produce final, error-free pieces of written composition on a regular basis. Students search out multiple texts to complete research reports or projects.

**BASIC ENGLISH I**

**TEA #93220100** **1013.V000.A&B**  
**GRADE PLACEMENT: 9** **CREDIT: 1**  
*PREREQUISITE: Placement by ARD*

Basic English I integrates the use of increasingly correct language skills within the writing process. Students produce a variety of compositions using technology to revise, edit, and publish. Students read a wide selection of literary and informative texts. Students also make oral presentations that include the use of visual representations.

**BASIC ENGLISH II**

**TEA #93220200** **1023.V000.A&B**  
**GRADE PLACEMENT: 10** **CREDIT: 1**  
*PREREQUISITE: Basic English; Placement by ARD*

Basic English II 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.

**BASIC ENGLISH III**

**TEA #93220300** **1033.V000.A&B**  
**GRADE PLACEMENT: 11** **CREDIT: 1**  
*PREREQUISITE: Basic English II; Placement by ARD*

Basic English III involves an increasingly accurate usage and vocabulary including analogies. A survey of American literature provides the source for critical thinking and literary essays including a documented research paper. Students will present and critique oral communications and multi-media products which will include a variety of visual representations.

### **BASIC ENGLISH IV**

**TEA #93220400**

**1043.V000.A&B**

**GRADE PLACEMENT: 12**

**CREDIT: 1**

*PREREQUISITE: Basic English III; Placement by ARD*

Basic English IV involves the reading of a wide variety of literature. Students present and critique oral communications that include visuals and other media. Students will use the writing process and available technology to produce a variety of written communications especially those used in professional settings such as business letters, applications, resumes, and inquiries.

### **APPLIED ENGLISH I**

**TEA #93220100**

**1013.W000.A&B**

**GRADE PLACEMENT: 9**

**CREDIT: 1**

*PREREQUISITE: Placement by ARD*

Communications 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.*

### **APPLIED ENGLISH II**

**TEA #93220200**

**1023.W000.A&B**

**GRADE PLACEMENT: 10**

**CREDIT: 1**

*PREREQUISITE: Placement by ARD*

Communications 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 terms of social appropriateness, environmental cues and prompts, understanding generalizations in real life contexts, the responsibilities of independent living and participation in the community.

*II: Community based language development through community-based instruction.*

### **APPLIED ENGLISH III**

**TEA #93220300**

**1033.W000.A&B**

**GRADE PLACEMENT: 11**

**CREDIT: 1**

*PREREQUISITE: Placement by ARD*

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 and prompts, understanding generalizations in a real life context, the responsibilities of independent living and skills that relate directly to employment. Communications will explore job related language use as seen in employment services, interview skills,

interpersonal skills, job search and the application process.

*I: Employment and independent living language development through community based instruction, simulations and mentorship.*

### **APPLIED ENGLISH IV**

**TEA #93220400**

**1043.W000.A&B**

**GRADE PLACEMENT: 12**

**CREDIT: 1**

*PREREQUISITE: Placement by ARD*

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 and prompts, understanding generalizations in a real life context, and the responsibilities of independent living and skills that relate directly to employment. Communications will explore job related language use as seen in employment services, interview skills, interpersonal skills, job search and the application process.

*II: Employment and independent living language development through "on-the-job" training*

## **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.*

### **READING I**

**TEA #03270700**

**1313.R000.A&B**

*PREREQUISITE: Official promotion to or placement in high school*  
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 II**

**TEA #03270800**

**1323.R000.A&B**

*PREREQUISITE: Reading I*

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 III**

**TEA #03270900**

**1333.R000.A&B**

**GRADE PLACEMENT: 9–12**

**CREDIT: 1/2–3**

*PREREQUISITE: Reading II*

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 APPLICATION AND STUDY SKILLS**

**TEA #03270100**                      **1334.R000.X**  
**GRADE PLACEMENT: 9–12**      **CREDIT: 1/2**

*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.

**RESEARCH/TECHNICAL WRITING (weighted)**

**TEA #03221100**                      **1432.H000.A&B**  
**GRADE PLACEMENT: 11–12**      **CREDIT: 1/2–1**

*PREREQUISITE: 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.)

**PRACTICAL WRITING SKILLS**

**TEA #03221300**                      **1428.R000.A&B**  
**GRADE PLACEMENT: 11–12**      **CREDIT: 1/2–1**

*PREREQUISITE: English II*

Students use the writing process and available technology to produce a variety of written communications especially those used in professional settings such as business letters, applications, resumes, and inquiries. The conventions of written language are employed to produce error-free writing appropriate for audience and purpose. Students will evaluate their own writing as well as that of others.

**CREATIVE/IMAGINATIVE WRITING**

**TEA #03221200**                      **1435.R000.A&B**  
**GRADE PLACEMENT: 10–12**      **CREDIT: 1**

*PREREQUISITE: English I or approval of instructor*

This rigorous workshop-seminar provides experience in writing in several genres. Students engage in an editing and revision process designed to produce error-free compositions suitable for publishing. Students examine important examples of literature in relevant genres as models and as subjects for technical analysis.

**CREATIVE/IMAGINATIVE WRITING (weighted)**

**TEA #03221200**                      **1435.H000.A&B**  
**GRADE PLACEMENT: 10–12**      **CREDIT: 1**

*PREREQUISITE: English I or instructor approval*

This rigorous workshop-seminar provides experience in writing in several genres. Students engage in an editing and revision process designed to produce error-free compositions suitable for publishing. Students examine important examples of literature in relevant genres as models and as subjects for technical analysis. Students also will collect and present literary discoveries from their own reading and writing. Participation in public readings and

writing competitions is required.

**LITERARY GENRES (weighted)**

**TEA #03221500**                      **1438.H000.A&B**  
**GRADE PLACEMENT: 11–12**      **CREDIT: 1**

*PREREQUISITE: 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.

**HUMANITIES (weighted)**

**TEA #03221600**                      **1439.H000.A&B**  
**GRADE PLACEMENT: 11–12**      **CREDIT: 1**

*PREREQUISITE: 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. Students will develop a portfolio of representative selections and responses and produce oral and written presentations using various media.

**ANALYSIS OF VISUAL MEDIA**

**TEA #03221700**                      **1440.R000.X**  
**GRADE PLACEMENT: 11–12**      **CREDIT: 1/2**

*PREREQUISITE: 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.

**MEDIA LITERACY – SPEECH**

**TEA #03241401**                      **1445.R000.A&B**  
**GRADE PLACEMENT: 11–12**      **CREDIT: 1**

*PREREQUISITE: 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. They will develop ways to improve media and formulate guidelines for using media effectively to achieve governmental, societal, and cultural goals.

**INDEPENDENT STUDY/ENGLISH (weighted)**

**TEA #03221800**                      **1448.H000.X**  
**1448.H000.A&B**

**GRADE PLACEMENT: 11–12**      **CREDIT: 1/2–1**

*PREREQUISITE: English II or approval of instructor*

Under the supervision of the teacher, students prepare three independent projects for evaluation in this one-semester seminar, 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. Students also produce an anthology of selections from their ongoing discoveries.

**TAKS READING/ENGLISH LANGUAGE ARTS /WRITING PREPARATORY COURSE**

**TEA# 9001.R000.A&B**

This is a locally developed course for local credit. The student will review the writing and language arts skills necessary to master the exit level English Language Arts/Writing TAKS Test. The student will demonstrate an understanding of culturally diverse written tests, demonstrate the ability to analyze written texts and visual representations, effects of literacy elements and techniques, produce an effective composition for a specific purpose, demonstrate the command of spelling, capitalization, punctuation, grammar usage, and sentence structure. The student will demonstrate the ability to revise and proofread to improve clarity and effectiveness of a piece of writing. Students must master the Reading and ELA/Writing TAKS tests as a requirement for graduation.

**Locally Developed English Language Arts Elective Courses Serving Students with Disabilities**

These classes provide instruction in reading at higher levels each year. Students will read from a variety of topics and texts. Students will be able to comprehend and paraphrase texts, in order to connect, compare, and contrast ideas. Summaries of texts will be produced with increasing analysis of characters, plots, and settings.

**READING IMPROVEMENT I**

**TEA #93270700 1313.V000.A&B**  
**GRADE PLACEMENT: 9–12 CREDIT: 1**

*PREREQUISITE: Placement by ARD*

Reading Improvement I is a supportive reading course 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 test-taking strategies.

**READING IMPROVEMENT II**

**TEA #93270800 1323.V000.A&B**  
**GRADE PLACEMENT: 9–12 CREDIT: 1**

*PREREQUISITE: Placement by ARD*

Reading Improvement II is a supportive reading course modified to meet the special needs of students who qualify through special placement. Students continue application of speaking, listening, reading, and writing strategies in order to enhance their knowledge and skills in the processes of reading. Relevant and meaningful reading applications are used in order to provide a context for the use of reading in real life, practical situations. Learning techniques for improving reading and test-taking strategies are reinforced.

**Speech/Debate**

**COMMUNICATION APPLICATIONS**

**TEA #03241400 1525.R000.X**  
**GRADE PLACEMENT: 9–12 CREDIT: 1/2**

*PREREQUISITE: None*

Beginning with the freshman class of 2000, all students must successfully complete Communication Applications prior to graduation. 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.

**SPEECH COMMUNICATION**

**TEA #03241300 1530.R000.A&B**  
**GRADE PLACEMENT: 9–12 CREDIT: 1.0**

*PREREQUISITE: None*

Students in Speech Communication develop competence in listening and speaking in interpersonal, group, and public interactions in order to function effectively in social, academic, and citizenship roles. They prepare, deliver, and evaluate speeches appropriate for a variety of audiences and purpose using information from multiple sources and criteria appropriate for the audience, purpose, and occasion.

**ORAL INTERPRETATION I**

**TEA #03240200 1531.R000.A&B**

**ORAL INTERPRETATION II**

**TEA #03240300 1532.R000.A&B**

**ORAL INTERPRETATION III (weighted)**

**TEA #03240400 1533.H000.A&B**  
**GRADE PLACEMENT: 9–12 CREDIT: 1**

*PREREQUISITE: 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. In advanced classes, students will be required to complete long-term teacher-directed projects. Many students will also participate in competitions.

**PUBLIC SPEAKING I**

**TEA #03249099 1509.R000.A&B**

**PUBLIC SPEAKING II**

**TEA #0324100 1511.R000.A&B**

**PUBLIC SPEAKING III (weighted)**

**TEA #03241100 1513.H000.A&B**  
**GRADE PLACEMENT: 9–12 CREDIT: 1/2–1**

*PREREQUISITE: 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: diction, voice, control, posture, and eye contact. In advanced classes, students will be required to complete long-term teacher-directed projects. Many students will also participate in competitions.

**DEBATE I**

**TEA #03240600** **1537.R000.A&B**

**DEBATE II**

**TEA #03240700** **1538.R000.A&B**

**DEBATE III (weighted)**

**TEA #0324080** **1539.H000.A&B**

**GRADE PLACEMENT: 9–12** **CREDIT: 1**

*PREREQUISITE: 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. In advanced classes, students will be required to complete long-term teacher-directed projects. Many students will also participate in competitions.

**INDEPENDENT STUDY IN SPEECH (weighted)**

**TEA #03241200** **1522.H000.A&B**

**GRADE PLACEMENT: 10–12** **CREDIT: 1/2–1**

*PREREQUISITE: One year of speech and approval of the instructor.*

In addition to the regular curriculum, students will be required to complete long-term teacher-directed projects.

**Locally Developed Speech and Debate Courses Serving Students with Disabilities**

**DEVELOPMENT OF SOCIAL SKILLS**

**TEA #93241400** **1525.V000.X and 1525.W000.X**

**GRADE PLACEMENT 9–12** **CREDIT: 1/2**

*PREREQUISITE: Placement by ARD*

This course is designed to develop self-esteem and enhance mastery of social and academic skills necessary to become successful, productive citizens. The course assists with the development of social problem solving strategies and positive interpersonal relationships.

**APPLICATION OF SOCIAL SKILLS**

**TEA #93241300** **1530.V000.A&B and 1530.W000.X**

**GRADE PLACEMENT: 9–12** **CREDIT: 1**

*PREREQUISITE: Placement by ARD*

This course will teach skills to enable students to examine personal development, interpersonal relationships, and individual goals in everyday living and on the job.

**Journalism**

NOTE: Advanced Journalism II students wishing to fulfill the technology applications requirement for graduation plans should register for Desktop Publishing 8750.R000.A&B. This course emphasizes frequent computer use and desktop publishing. The product of their work is the newspaper or yearbook. Teachers will instruct these students in Desktop Publishing course requirements. Students must take two semesters under this option.

**JOURNALISM**

**TEA #03230100** **1811.R000.A&B**

**GRADE PLACEMENT: 9–12** **CREDIT: 1**

*PREREQUISITE: None*

This introductory course on the principles and practices of journalism includes fact-gathering, developing interviewing skills, writing news stories, determining news worthiness, studying and applying editing skills, studying journalistic style, using techniques of writing headlines and captions, studying the freedom and responsibility of the press, and the principles and ethics of journalism.

**ADVANCED BROADCAST JOURNALISM (weighted)**

**TEA #03231900** **1711.H000.A&B**

**GRADE PLACEMENT: 9–12** **CREDIT: 1/2–1**

*PREREQUISITE: Journalism*

Students study radio and television broadcasting, including issues in the legal and ethical responsibilities of print and non-print media, as well as the analysis of print and non-print media coverage of news. They organize, edit, and select news copy to fill a designated broadcast time slot.

**ADVANCED JOURNALISM: YEARBOOK I**

**TEA #03230110** **1830.R000.A&B**

**GRADE PLACEMENT: 9–12** **CREDIT: 1/2–1**

*PREREQUISITE: 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

**ADVANCED JOURNALISM: YEARBOOK II (weighted)**

**TEA #03230120** **1831.H000.A&B**

**GRADE PLACEMENT: 9–12** **CREDIT: 1/2–1**

*PREREQUISITES: 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.

**ADVANCED JOURNALISM: YEARBOOK III (weighted)**

**TEA #03230130** **1832.H000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1/2–1**

*PREREQUISITES: 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.

**ADVANCED JOURNALISM: NEWSPAPER I**

**TEA #03230140** **1823.R000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1/2–1**

*PREREQUISITE: Journalism or consent of instructor.*

Students apply skills learned in Journalism I to newspaper production. They practice determining news coverage and editorial policy. Students select, crop, and scale photographs. This course requires considerable time outside school hours.

**ADVANCED JOURNALISM: NEWSPAPER II (weighted)**

**TEA #03230150** **1833.H000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1/2–1**

*PREREQUISITES: 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 journalistic skills in newspaper production, and they practice determining news coverage and editorial policy. Students select, crop, and scale photographs. This course requires considerable time outside school hours.

**ADVANCED JOURNALISM: NEWSPAPER III (weighted)**

**TEA #03230160** **1843.H000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1/2–1**

*PREREQUISITES: 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, and they practice determining news coverage and editorial policy. Students select, crop, and scale photographs. This course requires considerable time outside school hours.

**ADVANCED JOURNALISM: LITERARY MAGAZINE I**

**TEA #03230170** **1849.R000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1/2–1**

*PREREQUISITES: 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. This course requires considerable time outside of school hours.

**ADVANCED JOURNALISM: LITERARY MAGAZINE II (weighted)**

**TEA #03230180** **1852.H000.A&B**  
**Grade Placement: 9–12** **CREDIT: 1/2–1**

*PREREQUISITES: Literary Magazine I or parental approval and/or 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. This course requires considerable time outside of school hours.

**ADVANCED JOURNALISM: LITERARY MAGAZINE III (weighted)**

**TEA #03230190** **1855.H000.A&B**  
**GRADE PLACEMENT: 10–12** **CREDIT: 1/2–1**

*PREREQUISITE: Literary Magazine II or 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. This course requires considerable time outside of school hours.

**PHOTOJOURNALISM**

**TEA #03230800** **1824.R000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1**

*PREREQUISITE: Prior photographic experience or consent of the Instructor.*

Students study the use of photography in journalism and apply photographic skills to journalistic purposes. They develop competence in taking, developing, and printing news photographs for use in school publications. This course requires considerable time outside school hours.

**INDEPENDENT STUDY IN JOURNALISM (weighted)**

**TEA #03231000** **1848.H000.A&B**  
**GRADE PLACEMENT: 12** **CREDIT: 1/2–1**

*PREREQUISITES: 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 and resource person. It emphasizes research, print or non-print production of original work, or extended development of a skill or specific area of study.

# Mathematics

Students who complete any high school mathematics courses in grades seven and/or eight may use the credit(s) earned to satisfy the requirement of three units of mathematics in grades 9–12. Grades earned in high school courses taken in middle school are included in the high school GPA.

## ALGEBRA I

TEA #03100500

3313.R000.A&B

GRADE PLACEMENT: 9–12

CREDIT: 1

PREREQUISITE: None

In the vision of school mathematics in AISD, middle-grades students will learn that patterns can be represented and analyzed mathematically. By the end of 8th grade, they will have represented linear functions with tables, graphs, verbal rules, and symbolic rules and worked with and interpreted these representations. They will have explored some nonlinear relationships as well.

In high school Algebra I, students should have opportunities to build on these earlier experiences, both deepening their understanding of relations and functions and expanding their repertoire of familiar functions. Students should use technological tools to represent and study the behavior of linear and beginning quadratic functions, among others. They will learn to combine functions, express them in equivalent forms, compose them, and find inverses where possible. Algebra I also should provide students with insights into mathematical abstraction and structure through the content strands of Foundations for Functions, Linear Functions and Quadratics and other Non Linear Functions, along with the following Basic Understandings:

*Algebraic thinking and symbolic reasoning.* Symbolic reasoning plays a critical role in algebra; symbols provide powerful ways to represent mathematical situations and to express generalizations. Students use symbols in a variety of ways to study relationships among quantities.

*Function concepts.* A function is a fundamental mathematical concept; it expresses a special kind of relationship between two quantities. Students use functions to determine one quantity from another, to represent and model problem situations, and to analyze and interpret relationships.

*Relationship between equations and functions.* Equations and Inequalities arise as a way of asking and answering questions involving functional relationships. Students work in many situations to set up equations and inequalities and use a variety of methods to solve them.

*Tools for algebraic thinking.* Techniques for working with functions and equations are essential in understanding underlying relationships. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal, tools, and technology (including, but not limited to, calculators with graphing capabilities, data collection devices and computers) to model mathematical situations to solve meaningful problems.

*Underlying mathematical processes.* As they do mathematics, students continually use problem solving, language and communication, and reasoning (justification and proof) to make

connections within and outside mathematics. Students also use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.

It is extremely important to note that students learn these Algebra I standards deeply, because students will be tested over these concepts in grades 9 through 11 as an Exit Level graduation requirement.

## ALGEBRA I (Pre-AP)

TEA #03100500

3313.H000.A&B

GRADE PLACEMENT: 9–12

CREDIT: 1

PREREQUISITE: None

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

## GEOMETRY

TEA #03100700

3413.R000.A&B

GRADE PLACEMENT: 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, along with the following Basic Understandings:

*Geometric thinking and spatial reasoning.* Spatial reasoning plays a critical role in geometry; geometric figures provide powerful ways to represent mathematical situations and to express generalizations about space and spatial relationships.

*Geometric figures and their properties.* Students study properties and relationships having to do with size, shape, location, direction, and orientation of these figures.

*The relationship between geometry, other mathematics, and other disciplines.* Students perceive the connection between geometry and the real and mathematical worlds and use geometric ideas, relationships, and properties to solve problems.

*Tools for geometric thinking.* Techniques for working with spatial figures and their properties are essential in understanding underlying relationships. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology, (including, but not limited to, calculators with graphing capabilities, data collection devices and computers) to solve meaningful problems by representing and transforming figures and analyzing relationships.

*Underlying mathematical processes.* As they do mathematics, students continually use problem solving, language and communication, and reasoning (justification and proof) to make connections within and outside mathematics. Students also use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.

It is extremely important to note that students must learn many of the Geometry standards deeply, because they will be tested over several of these concepts in grade 11 as a graduation requirement.

**GEOMETRY (Pre-AP)**

**TEA #03100700** **3413.H000.A&B**  
**GRADE PLACEMENT: 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.

**ALGEBRA II**

**TEA #03100600** **3323.R000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1**

*PREREQUISITE: Algebra I; Geometry is recommended*

In Algebra II, students should 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 should use technological tools to represent and study the behavior of polynomial, exponential, rational, and periodic functions, among others. They will learn to combine functions, express them in equivalent forms, compose them, and find inverses where possible. As they do so, they will come to understand the concept of a class of functions and learn to recognize the characteristics of various classes.

Algebra II also should provide students with insights into mathematical abstraction and structure through the content strands of Foundations for Functions, Algebra and Geometry, and Quadratic, Square Root, Rational, Exponential, and Logarithmic Functions, along with the following Basic Understandings:

*Algebraic thinking and symbolic reasoning.* Symbolic reasoning plays a critical role in algebra; symbols provide powerful ways to represent mathematical situations and to express generalizations. Students study algebraic concepts and the relationships among them to better understand the structure of algebra.

*Functions, equations, and their relationship.* Students perceive functions and equations as means for analyzing and understanding a broad variety of relationships and as a useful tool for expressing generalizations.

*Relationship between algebra and geometry.* Equations and functions are algebraic tools that can be used to represent geometric curves and figures; similarly, geometric figures can illustrate algebraic relationships.

*Tools for algebraic thinking.* Techniques for working with functions and equations are essential in understanding underlying relationships. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal, tools, and technology (including, but not limited to, calculators with graphing capabilities, data collection devices and computers) to model mathematical situations to solve meaningful problems.

*Underlying mathematical processes.* As they do mathematics, students continually use problem solving, language and communication, and reasoning (justification and proof) to make connections within and outside mathematics. Students also use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.

**ALGEBRA II (Pre-AP)**

**TEA #03100600** **3323.H000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1**

*PREREQUISITE: Algebra I; Geometry is recommended*

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

**MATH MODELING WITH APPLICATIONS**

**TEA #03102400** **3503.R000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1**

*PREREQUISITE: Algebra I*

This is a course for high school students with a minimum prerequisite of Algebra I. This course is intended to reinforce, broaden, and extend the mathematical knowledge and skills acquired in algebra. The course should build on the mathematical background of the students yet stretch their knowledge toward topics studied in Geometry and Algebra II. Students should have the opportunity to reinforce all the TAKS objectives, maintain and extend their algebraic and geometric skills, and find mathematics both useful and enjoyable. The primary purpose of this course is to use mathematics as a tool to model real-world phenomena in science, finance, music, and art including the following basic understandings:

In Mathematical Models with Applications, students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use mathematical models from algebra, geometry, probability, and statistics and connections among these to solve problems from a wide variety of advanced applications in both mathematical and nonmathematical situations. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators with graphing capabilities, data collection devices, and computers) to link modeling techniques and purely mathematical concepts and to solve applied problems.

*Underlying processes and mathematical tools.* As they do mathematics, students continually use problem solving, language and communication, and reasoning (justification and proof) to make connections within and outside mathematics. Students also use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.

**PRECALCULUS**

**TEA #03101100** **3633.R000.A&B**  
**GRADE PLACEMENT: 10–12** **CREDIT: 1**

*PREREQUISITE: 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. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators with graphing

capabilities, data collection devices, and computers) to model functions and equations and solve real-life problems.

*Underlying processes and mathematical tools.* As they do mathematics, students continually use problem solving, language and communication, and reasoning (justification and proof) to make connections within and outside mathematics. Students also use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts

**PRECALCULUS (Pre-AP)**

**TEA #03101100**                      **3633.H000.A&B**  
**GRADE PLACEMENT: 10–12**      **CREDIT: 1**

*PREREQUISITE: Algebra II*

This course covers the concepts studied in Precalculus. Content is studied in greater depth and may include additional topics.

**AP STATISTICS**

**TEA #A3100200**                      **3628.P000.A&B**  
**GRADE PLACEMENT: 10–12**      **CREDIT: 1**

*PREREQUISITE: Algebra II*

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/course/descriptions>.

**AP CALCULUS AB**

**TEA #A3100101**                      **3613.P000.A&B**  
**GRADE PLACEMENT: 11–12**      **CREDIT: 1**

*PREREQUISITE: 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/course/descriptions>.

**AP CALCULUS BC**

**TEA #A3100102**                      **3616.P000.A&B**  
**GRADE PLACEMENT: 11–12**      **CREDIT: 1**

*PREREQUISITE: 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/course/descriptions>.

**MULTIVARIABLE CALCULUS (weighted)**

**TEA #N1110008**                      **3646.H000.A&B**  
**GRADE PLACEMENT: 9-12**              **CREDIT: 1/2**

*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.

**TAKS MATH PREPARATORY COURSE**

**TEA #**                                      **9003.R000.A&B**

This is a locally developed course for local credit. The students will review the Math objectives needed to successfully master the exit level TAKS Math test. Those objectives will review functional relationships, properties, linear and quadratic functions, geometric and spatial relationships, two and three dimensional representations, shapes, measurements and similarity, the understanding of percepts, proportional relationships, probability and statistics in the application of problems and an understanding of the mathematical processes and tools needed in problem solving. Students must master the Math TAKS test as a requirement for graduation.

**Locally Developed Math Courses Serving Students with Disabilities**

The students will learn to describe proportional relationships utilizing numbers, geometry, and spatial reasoning, measurement and probability. Students will apply skills in addition, subtraction, multiplication, and division to calculate decimals, fraction, integers, and use basic statistical measures to analyze data.

**BASIC ALGEBRA I**

**TEA #93100500**                      **3313.V000.A&B**  
**GRADE PLACEMENT: 9–12**              **CREDIT: 1**

*PREREQUISITE: Placement by ARD*

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

**BASIC GEOMETRY**

**TEA #93100700**                      **3413.V000.A&B**  
**GRADE PLACEMENT: 9–12**              **CREDIT: 1**

*PREREQUISITE: Placement by ARD*

Students practice problem-solving skills using basic operation, relations, functions, measurement, and geometric and algebraic concepts. Manipulative or other electronic devices will be used to explore mathematical solutions to practical situations in daily living and employment.

**BASIC ALGEBRA II**

**TEA #93100600**                      **3323.V000.A&B**  
**GRADE PLACEMENT: 9–12**              **CREDIT: 1**

*PREREQUISITE: Placement by ARD*

Students learn algebraic and symbolic reasoning to study relationships among quantities, define relationships between functions and equations, and to 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; and probability and statistics. Students will identify and apply mathematics to everyday experiences.

**BASIC MATH MODELING**

**TEA #93102400**

**GRADE PLACEMENT: 9–12**

*PREREQUISITE: Placement by ARD*

This course is designed to practice the concepts of mathematics within the context of our economic system focusing on the student as a consumer in today's society. Particular attention is given to the consumer roles of banking, purchasing goods and services, credit benefits, abuses and responsibilities, taxes, interest rates and charges, consumer awareness, and the variety of financial institutions that assist consumers in the understanding and application of meeting individual financial needs. The basic mathematical operations, especially relating to money, are reinforced in this course of study by emphasizing personal decision-making and responsibility. Attention is given to technological advances relating to the accountability of money, money access, and personal budgeting.

**APPLIED ALGEBRA I**

**TEA #93100500**

**GRADE PLACEMENT: 9–12**

*PREREQUISITE: Placement by ARD*

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. 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.

IA: Concentrates on basic operations using money and measurement in common home, family and work related environments.

IB: Focus is on using money, measurement, and time in more work related simulations.

**APPLIED GEOMETRY**

**TEA #93100700**

**GRADE PLACEMENT 9–12**

*PREREQUISITE: Placement by ARD*

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. 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.

IIA: Reinforces math skill development through projects and problem solving related to money, measurement, finance and personal accounting.

IIB: Work related math processes are examined, and basic math decision-making is reinforced.

**3503.V000.A&B**

**CREDIT: 1**

**APPLIED MATH MODELING**

**TEA #93102400**

**GRADE PLACEMENT: 9–12**

*PREREQUISITE: Placement by ARD*

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. 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.

IIIA: Explores a variety of techniques and technology that will assist the students in sound decision-making related to math, personal finance and the appropriate use of money and credit.

IIIB: Problem solving focusing on personal finance and the appropriate use of money, credit, and personal resources will be emphasized through projects, activities, simulations and community-based instruction.

**APPLIED ALGEBRA II**

**TEA #93100600**

**GRADE PLACEMENT: 9–12**

*PREREQUISITE: Placement by ARD*

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. 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.

IVA: Students will develop a personal finance system that will track and account for money allocated for a personal budget. Students will plan a functional budget around a specified income.

IVB: Students will research work opportunities that generate income. Each will design a budget that addresses specific categories (food, clothing, housing, transportation, medical coverage, etc.).

**3503.W000.A&B**

**CREDIT: 1**

**3313.W000.A&B**

**CREDIT: 1**

**3323.W000.A&B**

**CREDIT: 1**

# Science

## BIOLOGY

**TEA #03010200**                      **4123.R000.A&B**  
**GRADE PLACEMENT: 9–10**      **CREDIT: 1**  
*PREREQUISITE: None*

This course provides a conceptual knowledge of biology as outlined in the Texas Essential Knowledge and Skills and supported by the AISD Instructional Planning Guide. It emphasizes critical thinking skills, problem solving and laboratory experiences. Students will make informed decisions on biological topics in the world today such as ecology, organization of cells, energy transformation, cell reproduction, genetics, and evolutionary processes.

## BIOLOGY (Pre-AP)

**TEA #03010200**                      **4123.H000.A&B**  
**GRADE PLACEMENT: 9–10**      **CREDIT: 1**  
*PREREQUISITE: None*

This is an advanced course that prepares students for Advanced Placement Biology. Texas law requires 40% field and laboratory experiences and a research component is also required.

## AP BIOLOGY

**TEA #A3010200**                      **4137.P000.A&B**  
**GRADE PLACEMENT: 10–12**      **CREDIT: 1**  
*PREREQUISITE: One unit Biology and one unit Chemistry (Chemistry may be taken concurrently with AP Biology.)*

AP Biology is a college-level study of the chemical and structural organization of cells, energy transformation, cell reproduction, genetics and evolutionary processes. Laboratory and independent investigative skills are developed through statistical evaluation of data and use of technical scientific readings and research reports. This course prepares students for the Advanced Placement (AP) examination in this subject. Please consult your science teacher or counselor for more information.

## INTEGRATED PHYSICS AND CHEMISTRY

**TEA #03060201**                      **4321.R000.A&B**  
**GRADE PLACEMENT: 9–10**      **CREDIT: 1**  
*PREREQUISITE: None*

Students study energy states related to mechanical, heat, sound, light, magnetic, and electrical phenomena. They also explore the properties of matter, chemical changes, and solutions. Students develop skills in observing, recording and interpreting data. Practical applications and career opportunities are explored. Texas law requires 40% field and laboratory experience during the course.

## INTEGRATED PHYSICS AND CHEMISTRY (Pre-AP)

**TEA #03060201**                      **4321.H000.A&B**  
**GRADE PLACEMENT: 9–10**      **CREDIT: 1**  
*PREREQUISITE: Algebra I*

Students study energy states related to mechanical, heat, sound, light, magnetic, and electrical phenomena. They also explore the properties of matter, chemical changes, and solutions through laboratory and research processes. Students will develop skills in analysis, synthesis, and statistical evaluation of data.

A strong emphasis is placed on field and laboratory experiences. A

research component is also included in all honors-level courses. Texas law requires 40% field and laboratory experience during the course.

## GEOLOGY, METEOROLOGY, AND OCEANOGRAPHY

**TEA #03060000**                      **4231.R000.A&B**  
**GRADE PLACEMENT: 10–12**      **CREDIT: 1**

*PREREQUISITE: Biology; Integrated Physics and Chemistry or Chemistry Recommended.*

This is an advanced science course. Topics will include formation and history of the Earth; results of environmental changes; plate tectonics; the origin and composition of minerals and rocks; chemical analysis of the rock cycle including processes and products of weathering; natural energy resources; watershed interactions; characteristics and environmental changes in oceans; atmospheric changes; and the role of energy in weather and climate. The course will include lab and field experiences integrated with technology throughout. Students will complete an original research project. This is an elective and does not meet the core course requirement for graduation. Texas law requires 40% field and laboratory experience during the course.

## GEOLOGY, METEOROLOGY, AND OCEANOGRAPHY (weighted)

**TEA #03060000**                      **4231.H000.A&B**  
**GRADE PLACEMENT: 10–12**      **CREDIT: 1**

*PREREQUISITE: Biology; Integrated Physics and Chemistry or Chemistry Recommended.*

This is an advanced science course. Topics will include formation and history of the Earth; results of environmental changes; plate tectonics; the origin and composition of minerals and rocks; chemical analysis of the rock cycle including processes and products of weathering; natural energy resources; watershed interactions; characteristics and environmental changes in oceans; atmospheric changes; and the role of energy in weather and climate. The course will include lab and field experiences integrated with technology throughout. Students will complete an original research project. This is an elective and does not meet the core course requirement for graduation. Texas law requires 40% field and laboratory experience during the course.

## ASTRONOMY

**TEA #03060100**                      **4239.R000.A&B**  
**GRADE PLACEMENT: 10–12**      **CREDIT: 1**

*PREREQUISITE: Biology; Integrated Physics and Chemistry or Chemistry Recommended.*

This is an advanced science course. Students study astronomy from a historical perspective where the importance of astronomy to both ancient and modern people is stressed. Students are expected to have a background in chemistry, physics and mathematics. Topics include the solar system; star systems; galaxies; spectroscopy; cosmology; space probes and the Hubble telescope. Students operate telescopes, investigate the sun and planets, integrate technology through computer simulations and CCD image analysis of the sky, attend one or more evening observation sessions, and complete a research project on one of the primary topics. This is an elective and does not meet the core course requirement for graduation. Texas law requires 40% field and laboratory experience during the course.

**AQUATIC SCIENCE**

**TEA #03030000**

**4233.R000.A&B**

**GRADE PLACEMENT: 10–12**

**CREDIT: 1**

*PREREQUISITE: Biology; Integrated Physics and Chemistry or Chemistry Recommended.*

This is an advanced interdisciplinary science course organized around the study of selected aquatic ecosystems. Topics include coastal ecosystems such as saltwater marshes, mangrove swamps, barrier islands, oyster reefs, and polychaete reefs; open ocean ecosystems including hydrothermal vents; arctic ecosystems; and the Gulf Stream. Within each unit, students investigate how physical, chemical, and biological components of each ecosystem interact and how humans affect these components. Students conduct individual research projects on related topics of their choice. Field trips are an integral part of the course. This is an elective and does not meet the core course requirement for graduation. Texas law requires 40% field and laboratory experience during the course.

**ANATOMY AND PHYSIOLOGY OF HUMAN SYSTEMS (weighted)**

**TEA #12112130**

**4135.H000.A&B**

**GRADE PLACEMENT: 11–12**

**CREDIT: 1**

*PREREQUISITE: Biology and one other science course; Chemistry recommended.*

This course includes the in-depth study of cells and tissues; it focuses on the human circulatory, digestive, muscular, respiratory, and skeletal systems and introduces anatomical terminology. Field and laboratory experiences and a research component are required. This course is not a substitute for the required 0.5 credit of Health. See also, Health Science Technology. This is an elective and does not meet the core course requirement for graduation. Texas law requires 40% field and laboratory experience during the course.

**ENVIRONMENTAL SYSTEMS**

**TEA #03020000**

**4230.R000.A&B**

**GRADE PLACEMENT: 10–12**

**CREDIT: 1**

*PREREQUISITE: Biology; Integrated Physics and Chemistry or Chemistry Recommended.*

This course includes the biological and physical relationships of organisms to their environment. Laboratory and field studies are used to study problems related to population, air, water and soil pollution, natural resources, and energy resources. This is an elective and does not meet the core course requirement for graduation.

**AP ENVIRONMENTAL SCIENCE**

**TEA #A3020000**

**4237.P000.A&B**

**GRADE PLACEMENT: 10–12**

**CREDIT: 1**

*PREREQUISITE: Algebra I; two years of high school science including Biology and one year of Chemistry.*

Units of study include: interdependence of earth systems, environmental quality, human population dynamics, renewable and nonrenewable resources, global changes and their consequences, and the environment and society. The course prepares students for the Advanced Placement examination. Please consult your science teacher or counselor for more information. This is an elective and does not meet the core course requirement for graduation.

**CHEMISTRY**

**TEA #03040000**

**4323.R000.A&B**

**GRADE PLACEMENT: 10–12**

**CREDIT: 1**

*PREREQUISITE: Algebra I*

Chemistry includes a descriptive study of matter and energy, atomic structure, chemical formulas, equations, bonding, kinetic theory, gas laws, nuclear chemistry, and their mathematical relationships. This laboratory-based course emphasizes the practical applications of chemistry. Texas law requires 40% field and laboratory experience during the course.

**CHEMISTRY (Pre-AP)**

**TEA #03040000**

**4323.H000.A&B**

**GRADE PLACEMENT: 10–12**

**CREDIT: 1**

*PREREQUISITE: Algebra I; Concurrent enrollment in Algebra II*

Pre-AP Chemistry includes the in-depth study of the measurement of matter and energy, atomic structure, chemical formulas, equations, bonding, kinetic theory, matter and gas laws. The course emphasizes field and laboratory experiences. A research component is also required. Texas law requires 40% field and laboratory experience during the course.

**AP CHEMISTRY**

**TEA #A3040000**

**4334.P000.A&B**

**GRADE PLACEMENT: 10–12**

**CREDIT: 1**

*PREREQUISITE: Chemistry, Algebra II and Pre-calculus recommended*

AP Chemistry is a college level study of organic chemistry, thermodynamics, electrochemistry, macromolecules, colloids, and properties of solutions. It emphasizes mathematical quantification, statistical evaluation of data and independent investigative skills. This course helps to prepare students for the Advanced Placement (AP) examination. Please consult your science teacher or counselor for more information.

**PHYSICS**

**TEA #03050000**

**4424.R000.A&B**

**GRADE PLACEMENT: 10–12**

**CREDIT: 1**

*PREREQUISITE: Algebra I: Geometry*

Physics includes a descriptive analysis of equilibrium, motion, momentum, energy, forces, waves, thermodynamics, and quantum phenomena. It emphasizes practical applications, problem solving, critical thinking, and conceptual knowledge. Texas law requires 40% field and laboratory experience during the course.

**PHYSICS (Pre-AP)**

**TEA #03050000**

**4424.H000.A&B**

**GRADE PLACEMENT: 10–12**

**CREDIT: 1**

*PREREQUISITE: Completion of or concurrent enrollment in Pre-calculus.*

This is an advanced science course that includes the in-depth development of all topics presented in Physics plus curvilinear, rectilinear, and circular motion. It emphasizes the mathematical quantification, scientific reasoning, and statistical evaluation of data. Field and laboratory experiences and a research component are included. Texas law requires 40% field and laboratory experience during the course.

### AP PHYSICS B

TEA #A3050001 4437.P000.A&B

GRADE PLACEMENT: 10–12 CREDIT: 1

PREREQUISITE: *Physics and concurrent enrollment in Pre-calculus; AP Physics recommended.*

AP Physics B is a college-level study of mechanics; including forces and energy, conservation laws, oscillating motion; wave and particle phenomena including light and sound, quantum theory; fluid dynamics; laws of thermodynamics including concepts of temperature and heat; kinetic theory; electricity and magnetism and associated fields, circuits and measuring devices. It emphasizes mathematical quantification, statistical evaluation of data and independent investigative skills. This course helps to prepare students for the Advanced Placement (AP) examination in this subject. Please consult your science teacher or counselor for more information.

### AP PHYSICS C

TEA #A3050002 4438.P000.A&B

GRADE PLACEMENT: 10–12 CREDIT: 1

PREREQUISITE: *Completion of AP Physics and concurrent enrollment in calculus.*

AP Physics C is a college-level calculus-based intensive study of mechanics, electricity, and magnetism. Topics include static and dynamic equilibrium, linear and rotational kinematics, oscillations, gravitation, electrostatics, magnetostatics, electric circuits, and electromagnetism. This course helps to prepare students for the Advanced Placement (AP) examination in this subject. Please consult your science teacher or counselor for more information.

### LABORATORY MANAGEMENT (Local)

TEA #84800028 4431.R000.A&B

GRADE PLACEMENT: 10–12 CREDIT: 1/2–1

PREREQUISITE: *Two units of science and teacher 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 an elective and does not meet the core course requirement for graduation.

### SCIENTIFIC RESEARCH AND DESIGN

TEA #12112120 8069.R000.A&B

GRADE PLACEMENT: 11–12 CREDIT: 1

PREREQUISITE: *Biology and Chemistry*

This course is designed to extend student knowledge and develop skills used in conducting long-term, original research projects that lead to publishable results. Students model professional scientists working in research laboratories. Wherever possible, students are placed in actual research laboratories to carry out all or part of the research project. Students will be afforded the opportunity to use appropriate technologies at all levels of the research project including experimentation, data analysis, and presentation. Students completing projects in this course will present their findings to an audience for external review. This is an elective and does not meet the core course requirement for graduation. Texas law requires 40% field and laboratory experience during the course.

### SCIENTIFIC RESEARCH & DESIGN—CHEM-BRIDGE

TEA #12112120 8069.N000.A/B

GRADE PLACEMENT: 11 - 12 CREDIT: 1

PREREQUISITE: *Concurrent enrollment in Algebra II (Pre-Calculus preferred), completion of a Pre-AP Chemistry with a grade of A or B, written recommendation from the Pre-AP teacher.*

Current high schools offering this program are Travis and LBJ. Chem-Bridge (The Program) is designed to explore the use of an electronically chemistry course in a high school setting. This is a dual-credit course with the University of Texas Chemical Education Group. The program allows high school students to earn three hours of college chemistry credit upon satisfactory completion of the course, while earning concurrent high school credit for an advanced science class that serves as an Advanced Measure under the Texas Education Agency Distinguished Achievement Program. This course is designed to extend student knowledge and develop skills used in conducting long-term, original research projects that lead to publishable results. Students will have the opportunity to use appropriate technologies at all levels of the research project including experimentation, data analysis, and presentation. Students completing projects in this course will present their findings to an audience for external review. This is an elective and does not meet a science core course requirement.

### BIOTECHNOLOGY (weighted)

TEA #N1120002 8126.H000.A&B

GRADE PLACEMENT: 11–12 CREDIT: 1

PREREQUISITE: *Biology, Algebra I and Chemistry*

This course is an introduction to biotechnology. It includes career exploration, the history of biotechnology, the use of DNA/RNA technologies, molecular biology, bioethics and safe laboratory practices. The course includes laboratory exercises and field trips to facilities using biotechnologies. This course is an elective and does not meet the core course requirement for graduation. This course can be taken for articulated or dual credit.

### MEDICAL MICROBIOLOGY (weighted)

TEA #12112140 4234.H000.X

GRADE PLACEMENT: 11–12 CREDIT: 1/2

PREREQUISITE: *Biology and Chemistry (Anatomy and Physiology recommended)*

This course is designed to teach students basic principles in Medical Microbiology including the relationship between microbes and health maintenance. Laboratory experiences prepare students to identify morphological characteristics of infectious diseases, diagnose diseases, and identify beneficial microbes that colonize the human body. Other laboratory skills include classification of microorganisms using a dichotomous key, evaluation of the effectiveness of anti-microbial agents and understanding of the body's immune system as a mechanism for defense against infection. This is an elective and does not meet the core course requirement for graduation. Texas law requires 40% field and laboratory experience during the course.

**PATHOPHYSIOLOGY (weighted)**

TEA #12112150 4232.H000.X

GRADE PLACEMENT: 11–12 CREDIT: 1/2

PREREQUISITE: *Biology and Chemistry (Anatomy and Physiology recommended)*

This course is designed to teach students general procedures used in pathology, including techniques in diagnosis such as the identification of changes resulting from mutations in neoplasm and stages in the progression of disease. Other topics include the analysis of pathogenic organisms using appropriate technologies and the identification of factors that contribute to disease. Students study a variety of human diseases, mechanisms for prevention and control of disease progression, congenital disorders, childhood diseases, public health programs, and the effect of diseases on body systems. This is an elective and does not meet the core course requirement for graduation. Texas law requires 40% field and laboratory experience during the course.

**PRINCIPLES OF TECHNOLOGY I (weighted)**

TEA #12382820 7233.H000.A&B

GRADE PLACEMENT: 10 CREDIT: 1

PREREQUISITE: *Algebra I and one science credit*

This is a yearlong course in applied physics. Through a combination of hands-on, inquiry-based experiments, discussion, videos and demonstrations, students will learn how mechanical, fluid, thermal and electrical systems function with respect to force, resistance, energy and power. This course meets state mandated graduation requirements for science credit. Texas law requires 40% field and laboratory experience during the course.

**TAKS SCIENCE PREPARATORY COURSE**

9002.R000.A&B

This is a locally developed course for local credit. The student will review the Science objectives needed to successfully master the exit level TAKS Science test. These objectives will cover the demonstration of an understanding of the nature of science, organization of living systems, the interdependence between organism and the environment, structures and properties of matter, and the understanding of motion, forces, and energy. Students must master the Science TAKS test as a requirement for graduation.

**Locally Developed Science Courses Serving Students with Disabilities**

**BASIC BIOLOGY**

TEA #93010200 4123.V000.A&B

GRADE PLACEMENT: 9–12 CREDIT: 1

PREREQUISITE: *Placement by ARD*

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.

**BASIC INTEGRATED PHYSICS AND CHEMISTRY**

TEA #93060201 4321.V000.A&B

GRADE PLACEMENT: 9–12 CREDIT: 1

PREREQUISITE: *Placement by ARD*

Basic Integrated Physics and Chemistry is a course that uses lab and activity-based learning to introduce the observation and understanding of chemical and physical laws, concepts and properties. Students will use a variety of activities to investigate the practical applications of concepts of motion, machines, heat, sound and light, electricity and magnetism.

**Basic Environmental Systems BASIC SCIENCE**

TEA #93020000 4230.V000.A&B

GRADE PLACEMENT: 9–12 CREDIT: 1

PREREQUISITE: *Placement by ARD*

This course reviews various aspects of physical science and life science and focuses specifically on earth science aspects including minerals and rocks, natural energy resources, their use and conservation, water and oceans, weather and climate, and astronomy. Emphasis will be placed on current events and real world applications.

**Applied Biology APPLIED SCIENCE I**

TEA #93010200 4123.W000.A&B

GRADE PLACEMENT: 9–12 CREDIT: 1

PREREQUISITE: *Placement by ARD*

The Applied 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 student's roles and responsibilities in the care and operation of both facilities. Activities are "hands-on" experiences with an emphasis on cooperative learning strategies. I: Activity-based science related to the home and school community.

**Applied Integrated Physics and Chemistry APPLIED SCIENCE II**

TEA #93060201 4321.W000.A&B

GRADE PLACEMENT: 9–12 CREDIT: 1

PREREQUISITE: *Placement by ARD*

The Applied 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 student's roles and responsibilities in the care and operation of both facilities. Activities are "hands-on" experiences with an emphasis on cooperative learning strategies. II: Independent living science development.

**Applied Environmental Systems APPLIED SCIENCE III**

TEA #93020000 4230.W000.A&B

GRADE PLACEMENT: 9-12 CREDIT: 1

PREREQUISITE: *Placement by ARD*

The Applied 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 student's roles and responsibilities in the care and operation of both facilities. Activities are "hands-on" experiences with an emphasis on cooperative learning strategies. III: Activity-based science related to community and employability.

## HEALTH EDUCATION

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### HEALTH EDUCATION

**TEA #03810100**                      **6931.R000.X**  
**GRADE PLACEMENT: 9–12**      **CREDIT: 1/2**

*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.

### ADVANCED HEALTH EDUCATION

**TEA #03810200**                      **6932.R000.X**  
**GRADE PLACEMENT: 10–12**      **CREDIT: 1/2**

*PREREQUISITE: Health Education*

Advanced Health Education includes a minimum of three of the following topics: masculinity and femininity, diseases and their control, first aid, and current health issues. It may not be repeated for credit.

### Locally Developed Health Courses Serving Students with Disabilities

#### BASIC HEALTH

**TEA #93810100**                      **6931.V000.X**  
**GRADE PLACEMENT: 9**              **CREDIT: 1/2**

*PREREQUISITE: Placement by ARD*

This course is a study in health awareness. Particular attention is given to growth, reproduction and development, exercise, diet and nutrition, leisure activities, personal development and strategies to use in addressing personal health and hygiene issues, and social skill development. The study of disease and life choices related to prevention of disease will be addressed within the course. Students learn to make health lifestyle decisions. Application related to current events, access to health and social services within the community, wellness strategies, mental health awareness and substance abuse would be identified and examined.

#### PERSONAL HEALTH/HYGIENE I

**TEA #93810100**                      **6931.W000.X**  
**GRADE PLACEMENT: 9–12**      **CREDIT: 1/2**

*PREREQUISITE: Placement by ARD*

The Personal Health/Hygiene 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.

I: Personal health and hygiene practices related to self.

II: Personal health and hygiene practices related to home, school, and community.

#### PERSONAL HEALTH/HYGIENE II

**TEA #93810200**                      **6932.W000.X**  
**GRADE PLACEMENT: 9–12**      **CREDIT: 1/2**

*PREREQUISITE: Placement by ARD*

The Personal Health/Hygiene 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.

III: Personal health and hygiene related to employability (health insurance, accessing services).

IV: Personal health and hygiene related to job performance (personal health services available).

## Computer Science And Technology Applications

### COMPUTER SCIENCE I (weighted)

TEA #03580200 3803.H000.A&B  
 GRADE PLACEMENT: 9–12 CREDIT: 1

*PREREQUISITE: Keyboarding or demonstrated keyboarding proficiency; Algebra I is recommended as either a prerequisite or as a concurrent course.*

Computer Science involves the understanding of programming language concepts and how they are applied to problem solving. This course helps students understand how software is written which increases the ability to learn application software through understanding basic concepts. Students learn common algorithms and how to analyze algorithm efficiency, ease of implementation, and maintenance in terms of execution speed and computer memory requirements.

### AP COMPUTER SCIENCE II

TEA #A3580200 3804.P000.A&B  
 GRADE PLACEMENT: 10–12 CREDIT: 1

*PREREQUISITE: Computer Science I*

Students apply computer skills to relevant applications such as: text processing, simulation, modeling, data management and graphics. They continue study of abstract data types (trees), algorithm analysis of searches and sorts. Students produce a complex project which may include learning another language, or intensive preparation for the Computer Science AP exam (Test AB). College credit is available for this course through Tech Prep or Dual Credit.

### DESKTOP PUBLISHING

TEA #03580400 8750.R000.A&B  
 GRADE PLACEMENT: 9–12 CREDIT: 1

*PREREQUISITE: Keyboarding or demonstrated keyboarding proficiency.*

Desktop Publishing combines the skills of electronic design, editing, and production of a product using a variety of hardware and software tools. This project-based course focuses on real-world audiences as customers. Students use a collection of software and design techniques to create a variety of formatted products.

### DIGITAL GRAPHICS AND ANIMATION

TEA #03580500 8752.R000.A&B  
 GRADE: 9–12 CREDIT: 1

*PREREQUISITE: Keyboarding or demonstrated keyboarding proficiency.*

Digital Graphics and Animation is an introductory course in design, typography, and imaging techniques. The course includes topics such as digital composition, color, imaging, editing, and animation. The student will use the computer's set of tools to produce and edit digital designs as well as to incorporate design principles when capturing digital images with tools like scanners and cameras. Animation, both 2-D and 3-D, will be introduced in this course.

### FILMMAKING/MULTIMEDIA

TEA #03580600 8756.R000.A&B  
 GRADE PLACEMENT: 9–12 CREDIT: 1

*PREREQUISITE: Keyboarding or demonstrated keyboarding proficiency.*

Multimedia is a laboratory-based course designed to provide an overview of and experience in multimedia technology. Sounds, images, graphics, and video are the informational projects from which student will construct media-rich knowledge structures. Students will use technology tools to build linear and non-linear interactive products.

### VIDEO TECHNOLOGY

TEA #03580700 8755.R000.A&B  
 GRADE PLACEMENT: 9–12 CREDIT: 1

*PREREQUISITE: Keyboarding or demonstrated keyboarding proficiency.*

Video Technology is an instructional, analytic, and artistic approach to video production. Students learn video basics as well as participate in pre-production, production, and postproduction stages of video creation, distribution, and evaluation of the product.

### WEB MASTERING

TEA #03580800 9223.R000.A&B  
 GRADE PLACEMENT: 9–12 CREDIT: 1

*PREREQUISITE: Keyboarding or demonstrated keyboarding proficiency.*

Web Mastering is project-based course focusing on use of the World Wide Web. This course focuses on scripting, developing searching strategies, publishing skills, and serving information on a web server. Ultimately, students, within an ethical framework, will be the webmasters for the class, school, or district, participating in a real global community of learners of collaborators.

### INDEPENDENT STUDY IN TECHNOLOGY APPLICATIONS (weighted)

TEA #03580900 9224.H000.A&B  
 GRADE PLACEMENT: 10–12 CREDIT: 1

*PREREQUISITE: Successful completion of another technology applications*

course. The Independent Study course provide opportunities for students desiring to continue in the acquisition of multimedia, telecommunications, or programming skills sets, build portfolios, solve problems, and create products for school and community.

NOTE: The following courses will also satisfy the Computer Technology Applications requirement on all three graduation programs.

*Business Computer Information Systems I or II  
 Telecommunications and Networking  
 Communication Graphics  
 Business Computer Programming I and II  
 Business Image Management and Multimedia  
 Technology Systems  
 Computer Multimedia and Animation Technology*

**Locally Developed Technology Application  
Courses Serving Students with Disabilities**

**BASIC COMPUTER SKILLS**

**TEA #93580200**                      **3808.V000.A&B**

**GRADE PLACEMENT: 9–12**      **CREDIT: 1**

*PREREQUISITE: Placement by ARD*

This course is designed to teach introductory technology-related terms, concepts and data input strategies.

**APPLIED COMPUTER SKILLS**

**TEA #93580200**                      **3803.W000.A&B**

**GRADE PLACEMENT: 9–12**      **CREDIT: 1**

*PREREQUISITE: Placement by ARD*

This course is designed to teach introductory technology-related terms, concepts, and data input strategies to include alternative access devices.

## Social Studies and Economics

### WORLD GEOGRAPHY STUDIES

TEA #03320100 4513.R000.A&B  
 GRADE PLACEMENT: 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; South, East, and Southeast Asia.

### WORLD GEOGRAPHY STUDIES (Pre-AP)

TEA #03320100 4513.H000.A&B  
 GRADE PLACEMENT: 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.

### AP HUMAN GEOGRAPHY

TEA #A3360100 4523.P000.X  
 GRADE PLACEMENT: 11–12 CREDIT: 1/2

PREREQUISITE: 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 environment consequences. Students also learn about the tools and methods geographers use in their science and practice.

### WORLD HISTORY STUDIES

TEA #03340400 4623.R000.A&B  
 GRADE PLACEMENT: 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.A&B  
 GRADE PLACEMENT: 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.

### AP EUROPEAN HISTORY

TEA #A3340200 4635.P000.A&B  
 GRADE PLACEMENT: 11–12 CREDIT: 1

PREREQUISITE: 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 WORLD HISTORY

TEA #A3370100 4623.P000.A&B  
 GRADE PLACEMENT: 10–12 CREDIT: 1

PREREQUISITE: 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.

### UNITED STATES HISTORY

TEA #03340100 4733.R000.A&B  
 GRADE PLACEMENT: 11 CREDIT: 1

PREREQUISITE: World Geography and 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.

### AP UNITED STATES HISTORY

TEA #A3340100 4733.P000.A&B  
 GRADE PLACEMENT: 11 CREDIT: 1

PREREQUISITE: World Geography Pre-AP and World History Pre-AP

AP U.S. History is a college-level survey of U.S. history from the 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.

### UNITED STATES GOVERNMENT

TEA #03330100 4841.R000.X  
 GRADE PLACEMENT: 12 CREDIT: 1/2

PREREQUISITE: 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.

### **AP U.S. GOVERNMENT AND POLITICS**

**TEA #A3330100** **4841.P000.X**

**GRADE PLACEMENT: 12** **CREDIT: 1/2**

*PREREQUISITE: 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.

### **PSYCHOLOGY**

**TEA #03350100** **4938.R000.X**

**GRADE PLACEMENT: 11–12** **CREDIT: 1/2**

*PREREQUISITE: Grade 11 classification*

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.

### **AP PSYCHOLOGY**

**TEA #A3350100** **4938.P000.X**

**GRADE PLACEMENT: 11–12** **CREDIT: 1/2**

*PREREQUISITE: 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 and emotion; personality disorders; and related topics. AP students prepare to take the Advanced Placement examination in May for possible college credit.

### **SOCIOLOGY**

**TEA #03370100** **4931.R000.X**

**GRADE PLACEMENT: 11–12** **CREDIT: 1/2**

*PREREQUISITE: Grade 11 classification*

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.

## Special Topics in Social Studies

Special Topics in Social Studies courses approved for weighted credit include:

### CONSTITUTIONAL LAW (weighted)

TEA #03380002 4932.H100.X  
**GRADE PLACEMENT: 11–12 CREDIT: 1/2**

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.

### CONTEMPORARY ISSUES (weighted)

TEA #03380002 4932.H200.X  
**GRADE PLACEMENT: 11–12 CREDIT: 1/2**

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.

### WORLD BELIEF SYSTEMS (weighted)

TEA #03380002 4932.H300.X  
**GRADE PLACEMENT: 11–12 CREDIT: 1/2**

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.

### SOCIAL STUDIES RESEARCH METHODS

TEA #03380003 4935.R000.X  
**GRADE PLACEMENT: 11–12 Credit: 1/2–2**

*PREREQUISITE: 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.

### SOCIAL STUDIES ADVANCED STUDIES (weighted)

TEA #03380001 4942.H000.X  
**GRADE PLACEMENT: 11–12 CREDIT: 1/2–2**

*PREREQUISITE: Grade 11 classification*

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.

## ECONOMICS/FREE ENTERPRISE

TEA #03310300 4939.R000.X  
**GRADE PLACEMENT: 12 CREDIT: 1/2**

*PREREQUISITE: 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, and international trade, and other topics. Through discussions of current economic issues, students deepen their understanding of the U.S. economy.

### AP MACROECONOMICS

TEA #A3310200 4946.P000.X  
**GRADE PLACEMENT: 12 CREDIT: 1/2**

*PREREQUISITE: AP U.S. History*

AP Macroeconomics is a college-level 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 PLACEMENT: 12 CREDIT: 1/2**

*PREREQUISITE: 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 COMPARATIVE GOVERNMENT AND POLITICS

TEA #A3330200 4946.P000.X  
**GRADE PLACEMENT: 12 CREDIT: 1/2**

*PREREQUISITE: 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.

## TAKS SOCIAL STUDIES PREPARATORY COURSE

TEA # 9004.R000.A&B

This is a locally developed course for local credit. The students will review the Social Studies objectives needed to successfully master the exit level TAKS Social Studies test. The students will review and demonstrate an understanding of issues and events in US history, geographic influences on historical issues and events, economic and social influences, political influences on history. The student will learn to use critical thinking skills to analyze social studies information.

### Locally Developed Social Studies Courses Serving Students with Disabilities

#### BASIC WORLD GEOGRAPHY

TEA #93320100 4513.V000.A&B  
GRADE PLACEMENT: 9 CREDIT: 1

PREREQUISITE: Placement by ARD

Basic World Geography 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; South, East, and Southeast Asia.

#### BASIC WORLD HISTORY

TEA #93340400 4623.V000.A&B  
GRADE PLACEMENT: 10 CREDIT: 1

PREREQUISITE: Placement by ARD

Basic World History 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.

#### BASIC U.S. HISTORY

TEA #93340100 4733.V000.A&B  
GRADE PLACEMENT: 11 CREDIT: 1

PREREQUISITE: Placement by ARD

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.

#### BASIC GOVERNMENT

TEA #93330100 4841.V000.X  
GRADE PLACEMENT: 12 CREDIT: 1/2

PREREQUISITE: Placement by ARD

Basic 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 in the lives of U.S. citizens.

## APPLIED GOVERNMENT

TEA #93330100 4841.W000.X

GRADE PLACEMENT 9-11 CREDIT: 1/2

PREREQUISITE: Placement by ARD

This is a course that identifies purposes of having rules, identifies authority figures in the home, school, and community. Students will also be involved in the customs of citizenship and in celebrations that represent American beliefs and principles.

## BASIC ECONOMICS/FREE ENTERPRISE

TEA #93310300 4939.V000.X

GRADE PLACEMENT: 12 CREDIT: 1/2

PREREQUISITE: Placement by ARD

The Basic Economics course investigates the structure and function of the United States economic/free enterprise system as it relates to consumers and world economics. This examination includes the monetary system, free enterprise roles and responsibilities, international relationships, taxation procedures and processes, consumer responsibilities and the understanding of the benefits and abuses of credit.

## CONSUMER ECONOMICS

TEA #93310300 4939.W000.X

GRADE PLACEMENT 9-12 CREDIT: 1/2

PREREQUISITE: Placement by ARD

This course will assist students to gain insight into the basic survival principles involved with earning, spending, saving and investing. Students will develop a basic understanding of the United States monetary system and uses of money. Personal financial planning and management skills will be developed. Roles and responsibilities of consumers in the free enterprise system will also be addressed, as well as basic consumer awareness, consumer rights, and protection against fraud.

## APPLIED WORLD GEOGRAPHY

TEA #93340100 4733.W000.A&B

TEA #93320100 4513.W000.A&B

GRADE PLACEMENT: 9-12 CREDIT: 1

PREREQUISITE: Placement by ARD

Community Citizenship is a course that defines the rights, privileges and responsibilities of students within their school, community and employment settings. Concepts include voting, laws, and consequences of unlawful behavior, honesty, integrity, community volunteerism, rules and regulations. Students are instructed on how to be productive and safe in a variety of community situations, including employment. Students will become familiar with the basic concepts of personal responsibility related to employability and being a productive, contributing member of a business, community and/or organization.

I: Home, school and community citizenship

**APPLIED WORLD HISTORY**

**TEA # 93320100**

**4513.W000.A&B**

**TEA # 93340400**

**4623.W000.A&B**

**GRADE PLACEMENT: 9-12**

**CREDIT: 1**

*PREREQUISITE: Placement by ARD*

Community Citizenship is a course that defines the rights, privileges and responsibilities of students within their school, community and employment settings. Concepts include voting, laws, and consequences of unlawful behavior, honesty, integrity, community volunteerism, rules and regulations. Students are instructed on how to be productive and safe in a variety of community situations, including employment. Students will become familiar with the basic concepts of personal responsibility related to employability and being a productive, contributing member of a business, community and/or organization.

II: Community citizenship.

**APPLIED US HISTORY**

**TEA #93340400**

**4623.W000.A&B**

**TEA #93340100**

**4733.W000.A&B**

**GRADE PLACEMENT: 9–12**

**CREDIT: 1**

*PREREQUISITE: Placement by ARD*

Community Citizenship is a course that defines the rights, privileges and responsibilities of students within their school, community and employment settings. Concepts include voting, laws, and consequences of unlawful behavior, honesty, integrity, community volunteerism, rules and regulations. Students are instructed on how to be productive and safe in a variety of community situations, including employment. Students will become familiar with the basic concepts of personal responsibility related to employability and being a productive, contributing member of a business, community and/or organization.

III: Citizenship within employment (emphasis on being part of the organization).

## Physical Education

### IMPORTANT:

- One and one-half (1.5) units of physical education are required for graduation and no more than two units (2.0) of Physical Education credit may be counted towards state graduation credit. Additional credits may be taken for local credit only.
- Students must take the Foundations of Personal Fitness as their first physical education course in high school unless satisfying the Physical Education credit requirement through a Physical Education substitution: PE Equivalent Activities or PE Waiver Activities.
- Students may only take one-half (.5) unit of Physical Education per semester.
- Students must select two of the following courses: Aerobics I or II, Individual Sports I or II, and/or Team Sports I or II after completing Foundations of Personal Fitness.
- These courses can only be taken once.
- All students must be assessed on their physical fitness based on their Health Classification.

### FOUNDATIONS OF PERSONAL FITNESS

TEA #0382010                      6011.R000.X

GRADE PLACEMENT: 9–12      CREDIT: 1/2

*PREREQUISITE: This course is a prerequisite for all other physical education courses.*

Foundations of Personal Fitness 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. 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 STRENGTH CONDITIONING I

TEA #03840103                      6012.R000.X

GRADE PLACEMENT: 9–12      CREDIT: 1/2

*PREREQUISITE: Foundations of Personal Fitness*

Students in Aerobic Activities I are exposed to a variety of exercises that promote health and fitness through basic aerobics, bench aerobics, circuit training, exercise bands, exercise balls and aerobic games. A major expectation of this course is for the student to design a personal fitness program based on the above aerobic activities.

### AEROBIC and STRENGTH CONDITIONING II

TEA #03850113                      6012.R100.X

GRADE PLACEMENT: 9–12      CREDIT: 1/2

*PREREQUISITE: Foundations of Personal Fitness*

Students in Aerobic Activities II are exposed to a variety of exercises that promote health and fitness through circuit training, jump rope, Pilates, basic yoga, walk/jog activities and various aerobic games. A major expectation of this course is for the student to continue aerobic activities and to design a personal fitness program based on the above aerobic activities.

### INDIVIDUAL SPORTS I

TEA #03850104                      6021.R000.X

GRADE PLACEMENT: 9–12      CREDIT: 1/2

*PREREQUISITE: Foundations of Personal Fitness*

Students enrolled in Individual Sports I are expected to improve their health and fitness and develop competency in badminton, golf, weight training and table tennis. Like the other high school physical education courses, Individual Sports I focuses on incorporating physical activity into a lifestyle beyond high school and the continuation of health and fitness through these individual sport activities.

### INDIVIDUAL SPORTS II

TEA #03850114                      6021.R100.X

GRADE PLACEMENT: 9–12      CREDIT: 1/2

*PREREQUISITE: Foundations of Personal Fitness*

Students enrolled in Individual Sports II are expected to improve their health and fitness and develop competency in bowling, track and field, tennis and disc golf. Like the other high school physical education courses, Individual Sports II focuses on incorporating physical activity into a lifestyle beyond high school and the continuation of health and fitness through these individual sport activities.

### TEAM SPORTS I

TEA #03860105                      6022.R000.X

GRADE PLACEMENT: 9–12      CREDIT: 1/2

*PREREQUISITE: Foundations of Personal Fitness*

Students enrolled in Team Sports I are expected to improve their health and fitness and develop an appreciation for teamwork and fair play through Basketball, Flag Football, Ultimate Frisbee and Team Handball. Like the other high school physical education courses, Team Sports I focuses on incorporating physical activity into a lifestyle beyond high school and the continuation of health and fitness through these individual sport activities.

### TEAM SPORTS II

TEA #03860115                      6022.R100.X

GRADE PLACEMENT: 9–12      CREDIT: 1/2

*PREREQUISITE: Foundations of Personal Fitness*

Students enrolled in Team Sports II are expected to improve their health and fitness and develop an appreciation for teamwork and fair play through Softball, Volleyball, Soccer and Floor Hockey. Like the other high school physical education courses, Team Sports II focuses on incorporating physical activity into a lifestyle beyond high school and the continuation of health and fitness through these individual sport activities.

### Locally Developed Physical Education Courses Serving Students with Disabilities

One and one-half (1.5) units of adapted physical education are required for graduation and no more than two units (2.0) of Physical Education credit may be counted towards state graduation credit. Additional classes may be taken for local credit only.  
*PREREQUISITE: Placement by ARD committee*

**ADAPTED PHYSICAL EDUCATION FOUNDATIONS OF PERSONAL FITNESS**  
 TEA #93820101                      6011.W000.X

**ADAPTED PHYSICAL EDUCATION AEROBIC ACTIVITIES**  
 TEA #93840103                      6012.W000.X

**ADAPTED PHYSICAL EDUCATION INDIVIDUAL SPORTS**  
 TEA #93840104                      6021.W000.X

**ADAPTED PHYSICAL EDUCATION TEAM SPORTS**  
 TEA #93840105                      6022.W000.X

**ADAPTED PHYSICAL EDUCATION OUTDOOR**  
 TEA #93830102                      6023.W000.X

### Physical Education Substitutions

Physical Education substitutions allow a student to use approved physical activities to meet the state physical education graduation requirement. An approved substitution earns a physical education credit or waives the physical education requirement. There are two types of physical education substitutes:

1. Physical Education Equivalent Activities
2. Physical Education Waiver Activities

Descriptions of the various Physical Education substitutions are listed on the following pages.

### HIGH SCHOOL PHYSICAL EDUCATION SUBSTITUTIONS

#### 1. Physical Education Equivalent Activities

Students taking the following equivalent activities will earn .5 Physical Education credit. Athletics during any semester, Drill Team and Cheerleading during the fall semester only (if the student is not enrolled in Dance I-IV) and the Off-Campus Physical Education Equivalent Program during any semester.

### PHYSICAL EDUCATION EQUIVALENTS

TEA #03820501                      (1st time taken)  
 TEA #03820502                      (2nd time taken)  
 TEA #03820503                      (3rd time taken)  
 TEA #03820504                      (4th time taken)  
**GRADE PLACEMENT: 9–12**                      **CREDIT: 1/2**  
*PREREQUISITE: Approved by the Athletic Coach*

**Athletic Courses** – These athletic courses are Physical Education Equivalent activities that may be used to substitute ½ unit of Physical Education credit per semester. These courses may be taken up to four times provided that different TEA numbers are used to meet the Physical Education state graduation requirements. Additional Equivalent classes may be taken for local credit only.

<b>Wrestling</b>	<b>6901.R000.X</b>
<b>Baseball</b>	<b>6911.R000.X</b>
<b>Basketball</b>	<b>6912.R000.X</b>
<b>Track and Field (spring only)</b>	<b>6913.R000.X</b>
<b>Cross Country (fall only)</b>	<b>6914.R000.X</b>
<b>Volleyball</b>	<b>6915.R000.X</b>
<b>Golf</b>	<b>6916.R000.X</b>
<b>Swimming</b>	<b>6918.R000.X</b>
<b>Tennis</b>	<b>6919.R000.X</b>
<b>Football</b>	<b>6923.R000.X</b>
<b>Soccer</b>	<b>6924.R000.X</b>
<b>Softball</b>	<b>6925.R000.X</b>

#### Cheerleading and Drill Team

*(if the student is not enrolled in Dance I-IV)*  
 These are courses that are Physical Education Equivalent activities that may be used to substitute ½ unit of Physical Education credit for the fall semester only. These courses may be taken up to four times provided that different TEA numbers are used to meet the Physical Education graduation requirements.

**GRADE PLACEMENT: 9–12**                      **CREDIT: 1/2**  
**Fall semester only**  
**Cheerleading**                      **6921.R000.X**  
**Drill Team**                      **6922.R000.X**

#### OFF-CAMPUS PHYSICAL EDUCATION EQUIVALENT PROGRAM

The Off-Campus Physical Education Equivalent Program is an athletic/training program that students may participate in using a commercial or private agency that has been 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](http://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 journal assignments, given by the Agency, for verification of learned Texas Essential Knowledge and Skills for Physical Education.
- AISD is not responsible for providing transportation to the approved agencies.

**Category 1: Athletic/Training Program National or Professional ranking or Olympic competition.**

- 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 who trains for 15 or more hours per week during the school semester is 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 1 – Off-Campus Physical Education Equivalent Program**

<b>TEA #03850101</b>	<b>6951.R010.X (1st time taken)</b>
<b>TEA #03850102</b>	<b>6951.R020.X (2nd time taken)</b>
<b>TEA #03850103</b>	<b>6951.R030.X (3rd time taken)</b>
<b>TEA #03850104</b>	<b>6951.R040.X (4th time taken)</b>

Category 2: A private or commercially-sponsored physical activity or training program.

Examples of certified activities are the following: swimming, diving, dancing, rowing, rock climbing, fencing, equestrian riding, ice hockey, ice-skating, gymnastics, cycling, martial arts, weight lifting, lacrosse, and high level league activities that offer "select" teams.

- 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.

**Category 2 – Off-Campus Physical Education Equivalent Program**

<b>TEA #03820101</b>	<b>6952.R010.X (1st time taken)</b>
<b>TEA #03820102</b>	<b>6952.R020.X (2nd time taken)</b>
<b>TEA #03820103</b>	<b>6952.R030.X (3rd time taken)</b>
<b>TEA #03820104</b>	<b>6952.R040.X (4th time taken)</b>

**2. Physical Education Waiver Activities**

Students utilizing this option do not receive PE credit on their transcript but receive the academic credit on their transcript and the PE obligation is reduced one-half credit each time they complete a semester's work in the PE waiver activity. Students selecting this option will be required to take an additional 1.5 units of elective credit to fulfill the total number of graduation credits required. Activities in this option include:

- Band I-IV* - Participating in Marching Band activities:  
Fall semester only
- Dance I-IV* (if taught by a certified Dance Teacher)
- JROTC* - Military Science
- Approved 2-3 credit work based career and technology course (CATE courses)*. Students must complete both semesters of the yearlong CATE course to waive their P.E. requirement.

Please refer to the specific activity for more information. For a complete list of CATE courses that satisfy Physical Education credit see Appendix E.

## Fine Arts

NOTE: Art I is the prerequisite for any Art Course in AISD with the exception of AP Art Courses.

### ART I

**TEA #03500100** **5001.R000.A&B**  
**GRADE PLACEMENT: 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/filmmaking) but structured to provide students a strong foundation in design, drawing, and vocabulary.

### Level II Art

courses 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 visual perception, art expression, art appreciation/history, and art judgment are critical components of all courses.

NOTE: Before a student can advance to a Level II Art Course, they must complete Art I.

### DRAWING II

**TEA #03500500** **5022.R000.A&B**  
**GRADE PLACEMENT: 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 II

**TEA #03500600** **5042.R000.A&B**  
**GRADE PLACEMENT: 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 II

**TEA #03500700** **5007.R000.A&B**  
**GRADE PLACEMENT: 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 II

**TEA #03500800** **5008.R000.A&B**  
**GRADE PLACEMENT: 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 II

**TEA #03500900** **5009.R000.A&B**  
**GRADE PLACEMENT: 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 II

**TEA #03501000** **5010.R000.A&B**  
**GRADE PLACEMENT: 10–12** **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 II

**TEA #03501100** **5011.R000.A&B**  
**GRADE PLACEMENT: 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 II

**TEA #03501200** **5012.R000.A&B**  
**GRADE PLACEMENT: 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.

### ELECTRONIC MEDIA II

**TEA #03503300** **5120.R000.A&B**  
**GRADE PLACEMENT: 10–12** **CREDIT: 1**

*PREREQUISITE: Art I*

Students use design elements and principles with technological skills while designing and creating original artwork on computers. Exploration, research and imaging combined with conceptual techniques provide a foundation in electronic 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 to explore visual perception, art expression, art appreciation/history, and art judgment are critical components of all courses.

In addition to the regular curriculum, students may enroll in weighted art courses (formerly called “honors” courses), which require the completion of extra work as described in the Fine Arts Curriculum Framework.

NOTE: Before a student can advance to a Level III Art Course, they must complete any Art II Course with the exception of AP Art Courses.

### DRAWING III

**TEA #03501300**                      **5023.R000.A&B**  
**(weighted)**                              **5023.H000.A&B**  
**GRADE PLACEMENT: 11-12**      **CREDIT: 1**

*PREREQUISITE: Drawing II*

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 III

**TEA #03501400**                      **5043.R000.A&B**  
**(weighted)**                              **5043.H000.A&B**  
**GRADE PLACEMENT: 11-12**      **CREDIT: 1**

*PREREQUISITE: Painting II*

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 III

**TEA #03501500**                      **5015.R000.A&B**  
**(weighted)**                              **5015.H000.A&B**  
**GRADE PLACEMENT: 11-12**      **CREDIT: 1**

*PREREQUISITE: Printmaking II*

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 III

**TEA #03501600**                      **5016.R000.A&B**  
**(weighted)**                              **5016.H000.A&B**  
**GRADE PLACEMENT: 11-12**      **CREDIT: 1**

*PREREQUISITE: Fibers II*

Students use a variety of natural and synthetic materials including mixed media. They combine three-dimensional forms with two-dimensional forms.

### CERAMICS III

**TEA #03501800**                      **5018.R000.A&B**  
**(weighted)**                              **5018.H000.A&B**

**GRADE PLACEMENT: 11-12**      **CREDIT: 1**

*PREREQUISITE: Ceramics II*

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 III

**TEA #03501900**                      **5019.R000.A&B**  
**(weighted)**                              **5019.H000.A&B**  
**GRADE PLACEMENT: 11-12**      **CREDIT: 1**

*PREREQUISITE: Sculpture II*

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 III

**TEA #03502000**                      **5020.R000.A&B**  
**(weighted)**                              **5020.H000.A&B**  
**GRADE PLACEMENT: 11-12**      **CREDIT: 1**

*PREREQUISITE: Jewelry II*

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 III

**TEA #03502200**                      **5013.R000.A&B**  
**(weighted)**                              **5013.H000.A&B**  
**GRADE PLACEMENT: 11-12**      **CREDIT: 1**

*PREREQUISITE: Photo/Film II*

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.

### ELECTRONIC MEDIA III

**TEA #03503400**                      **5239.R000.A&B**  
**(weighted)**                              **5239.H000.A&B**  
**GRADE PLACEMENT: 11-12**      **CREDIT: 1**

*PREREQUISITE: Electronic Media II*

Students continue to explore the creative aspects of computers by scanning and manipulating images to create original artwork. They also study historical aspects of electronic media. Multimedia presentations and areas of personal interest will be investigated and produced.

### GRAPHIC DESIGN III

**TEA #03502100**                      **5032.R000.A&B**  
**(weighted)**                              **5032.H000.A&B**  
**GRADE PLACEMENT: 11-12**      **CREDIT: 1**

*PREREQUISITE: Art II (any)*

Students research design ideas and techniques from the past and analyze designs and methods of reproduction of the present. Students will combine design with typography, technology, photography, and reproduction methods using image manipulation programs and traditional drawing, painting, and layout techniques. Designing visuals for presentation, school and community activities will be explored and produced.

**ART HISTORY III (weighted)**

TEA #03501700

5017.H000.A&amp;B

GRADE PLACEMENT: 11-12

CREDIT: 1

*PREREQUISITE: Art II (any)*

Students study historical aspects of major artworks and artists and learn the importance of specific art works to particular societies. They explore works from selected periods and artists as major sources of motivation and enrichment. They also view visual materials, visit museums and studios, and listen to visiting artists to gain knowledge and appreciation of art and the importance of art careers in society.

**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 IV courses require the completion of extra work as described in the Fine Arts Curriculum Framework and these courses receive weighted credit however, there are some Level IV courses in which students may take and receive regular credit.

NOTE: Before a student can advance to a Level IV Art Course, they must complete any Art II Course with the exception of AP Art Courses.

**DRAWING IV (weighted)**

TEA #03502300

5024.H000.A&amp;B

GRADE PLACEMENT: 12

CREDIT: 1

*PREREQUISITE: Drawing III***PAINTING IV (weighted)**

TEA #03502400

5044.H000.A&amp;B

GRADE PLACEMENT: 12

CREDIT: 1

*PREREQUISITE: Painting III***PRINTMAKING IV (weighted)**

TEA #03502500

5245.H000.A&amp;B

GRADE PLACEMENT: 12

CREDIT: 1

*PREREQUISITE: Printmaking III***FIBERS IV (weighted)**

TEA #03502600

5026.H000.A&amp;B

GRADE PLACEMENT: 12

CREDIT: 1

*PREREQUISITE: Fibers III***CERAMICS IV (weighted)**

TEA #03502700

5027.H000.A&amp;B

GRADE PLACEMENT: 12

CREDIT: 1

*PREREQUISITE: Ceramics III***SCULPTURE IV (weighted)**

TEA #03502800

5028.H000.A&amp;B

GRADE PLACEMENT: 12

CREDIT: 1

*PREREQUISITE: Sculpture III***JEWELRY IV (weighted)**

TEA #03502900

5029.H000.A&amp;B

GRADE PLACEMENT: 12

CREDIT: 1

*PREREQUISITE: Jewelry III***PHOTOGRAPHY IV (weighted)**

TEA #03503100

5014.H000.A&amp;B

GRADE PLACEMENT: 12

CREDIT: 1

*PREREQUISITE: Photo/Film III***ELECTRONIC MEDIA IV (weighted)**

TEA #03503500

5257.H000.A&amp;B

GRADE PLACEMENT: 12

CREDIT: 1

*PREREQUISITE: Electronic Media III***AP HISTORY OF ART**

TEA #A3500100

5051.P000.A&amp;B

GRADE PLACEMENT: 11-12

CREDIT: 1

*PREREQUISITE: Approval of Instructor*

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 PORTFOLIO**

TEA #A3500300

5053.P000.A&amp;B

GRADE PLACEMENT: 11-12

CREDIT: 1

*PREREQUISITE: 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 TWO-DIMENSIONAL DESIGN PORTFOLIO**

TEA #A3500400

5054.P000.A&amp;B

GRADE PLACEMENT: 11-12

CREDIT: 1

*PREREQUISITE: 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 THREE-DIMENSIONAL DESIGN PORTFOLIO**

TEA #A3500500

5055.P000.A&amp;B

GRADE PLACEMENT: 11-12

CREDIT: 1

*PREREQUISITE: 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 three-dimensional fiber arts. Work will be divided into three sections of the portfolio including quality, concentration, and breadth.

## THEATRE

### THEATRE ARTS I

**TEA #03250100** **1643.R000.A&B**  
**GRADE PLACEMENT: 9-12** **CREDIT: 1**

*PREREQUISITE: None*

An overview of theatre arts, basic acting techniques, and introduction to stagecraft. First year in the program, regardless of grade level.

### THEATRE ARTS II

**TEA #03250200** **1646.R000.A&B**  
**GRADE PLACEMENT: 10-12** **CREDIT: 1**

*PREREQUISITE: Theatre Arts I and approval of Instructor*

This course emphasizes expressive use of the body and voice. It includes analyzing and interpreting scripts and characters. Second year in the program, regardless of grade level.

### THEATRE ARTS III

**TEA #03250300** **1653.R000.A&B**  
**(weighted)** **1653.H000.A&B**  
**GRADE PLACEMENT: 11-12** **CREDIT: 1**

*PREREQUISITE: Theatre Arts II and approval of Instructor*

This course employs further acting concepts and skills through advanced characterization, classical production style, and career education. Students will be required to complete extra work as described in the Fine Arts Curriculum Framework. Third year in the program, regardless of grade level.

### THEATRE ARTS IV

**TEA #03250400** **1663.R000.A&B**  
**(weighted)** **1663.H000.A&B**  
**GRADE PLACEMENT: 9-12** **CREDIT: 1**

*PREREQUISITE: Theatre Arts III and approval of Instructor*

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. These requirements are described in the Departmental Handbooks, Instructional Planning Guides, Fine Arts Curriculum Framework, and Fine Arts Intranet Website. Fourth year in the program, regardless of grade level.

### TECHNICAL THEATRE I

**TEA #03250500** **1644.R000.A&B**  
**GRADE PLACEMENT: 9-12** **CREDIT: 1**

*PREREQUISITE: None*

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

**TEA #03250600** **1647.R000.A&B**  
**GRADE PLACEMENT: 10-12** **CREDIT: 1**

*PREREQUISITE: Technical Theatre I, and approval of Instructor*

This course includes more exploration of technical theatre including makeup, costume research and design. Second year in the program, regardless of grade level.

### TECHNICAL THEATRE III

**TEA #03251100** **1649.R000.A&B**  
**(weighted)** **1649.H000.A&B**  
**GRADE PLACEMENT: 11-12** **CREDIT: 1**

*PREREQUISITE: Technical Theatre II, and approval of Instructor*

Students have the opportunity to select and specialize in one or more of the following areas: scenery, properties, lighting, sound, makeup, and public relations. In addition to the regular curriculum, students will be required to complete extra work for weighted credit as described in the Fine Arts Curriculum Framework. Third year in the program, regardless of grade level.

### TECHNICAL THEATRE IV

**TEA #03251200** **1650.R000.A&B**  
**(weighted)** **1650.H000.A&B**  
**GRADE PLACEMENT: 9-12** **CREDIT: 1**

*PREREQUISITE: Technical Theatre III, and approval of Instructor*

This course includes an overview of technical theatre and the beginning study of construction and operation of scenery, properties, lighting instruments, makeup, sound, costume research, design, and public relations programs. Upper level students may have the opportunity to serve in leadership positions on technical crews and to apply the creative process through design and practical application of those designs. Students will be required to complete extra work for weighted credit. These requirements are described in the Departmental Handbooks, Instructional Planning Guides, Fine Arts Curriculum Framework, and Fine Arts Intranet Website. Fourth year in the program, regardless of grade level.

### THEATRE PRODUCTION I

**TEA #03250700** **1616.R000.A&B**  
**GRADE PLACEMENT: 9-12** **CREDIT: 1**

*PREREQUISITE: Theatre Arts I or taken concurrently.*

First year in the program, regardless of grade level.

### THEATRE PRODUCTION II

**TEA #03250800** **1617.R000.A&B**

*PREREQUISITE: Theatre Production I, and approval of Instructor.*

Second year in the program, regardless of grade level.

### THEATRE PRODUCTION III

**TEA #-03250900** **1619.R000.A&B**  
**(weighted)** **1619.H000.A&B**

*PREREQUISITE: Theatre Production II, and approval of Instructor.*

Third year in the program, regardless of grade level.

### THEATRE PRODUCTION IV

**TEA #03251000** **1625.R000.A&B**  
**(weighted)** **1625.H000.A&B**

**GRADE PLACEMENT: 9-12** **CREDIT: 1**

*PREREQUISITE: Theatre Production III, and approval of Instructor.*

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. These requirements are described in the Departmental Handbooks, Instructional Planning Guides, Fine Arts Curriculum Framework, and Fine Arts Intranet Website. Fourth year in the program, regardless of grade level.

*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

**TEA #03150100** **5331.R000.A&B**  
First year in the program, regardless of grade level.

### BAND II

**TEA #03150200** **5332.R000.A&B**  
Second year in the program, regardless of grade level.

### BAND III

**TEA #03150300** **5333.R000.A&B**  
**(weighted)** **5333.H000.A&B**  
Third year in the program, regardless of grade level

### BAND IV

**TEA #03150400** **5334.R000.A&B**  
**(weighted)** **5334.H000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1**  
*PREREQUISITE: Directors approval required for placement in all levels.*

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, Instructional Planning Guides, Fine Arts Curriculum Framework, and Fine Arts Intranet Website. Fourth year in the program, regardless of grade level.

### ORCHESTRA I

**TEA #03150500** **5421.R000.A&B**  
First year in the program, regardless of grade level.

### ORCHESTRA II

**TEA #03150600** **5422.R000.A&B**  
Second year in the program, regardless of grade level.

### ORCHESTRA III

**TEA #03150700** **5423.R000.A&B**  
**(weighted)** **5423.H000.A&B**  
Third year in the program, regardless of grade level.

### ORCHESTRA IV

**TEA #03150800** **5424.R000.A&B**  
**(Weighted)** **5424.H000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1**

*PREREQUISITE: Directors approval required for placement in all levels.*

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 Departmental Handbooks, Instructional Planning Guides, Fine Arts Curriculum Framework, and Fine Arts Intranet Website. Fourth year in the program, regardless of grade level.

### STAGE/JAZZ BAND I

**TEA #03151300** **5341.R000.A&B**  
First year in the program, regardless of grade level.

### STAGE/JAZZ BAND II

**TEA #03151400** **5342.R000.A&B**  
Second year in the program, regardless of grade level.

### STAGE/JAZZ BAND III

**TEA #03151500** **5343.R000.A&B**  
Third year in the program, regardless of grade level.

### STAGE/JAZZ BAND IV

**TEA #03151600** **5344.R000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1**  
*PREREQUISITE: Directors approval required for placement in all levels.*

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. Fourth year in the program, regardless of grade level.

### INSTRUMENTAL ENSEMBLE I

**TEA #03151700** **5521.R000.A&B**  
First year in the program, regardless of grade level.

### INSTRUMENTAL ENSEMBLE II

**TEA #03151800** **5522.R000.A&B**  
Second year in the program, regardless of grade level.

### INSTRUMENTAL ENSEMBLE III

**TEA #03151900** **5523.R000.A&B**  
Third year in the program, regardless of grade level.

### INSTRUMENTAL ENSEMBLE IV

**TEA #03152000** **5524.R000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1**  
*PREREQUISITE: Directors approval required for placement in all levels.*

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. Fourth year in the program, regardless of grade level.

### **APPLIED MUSIC I (Instrumental)**

**TEA #03152500** **5931.R000.A&B**

First year in the program, regardless of grade level.

### **APPLIED MUSIC II (Instrumental)**

**TEA #03152600** **5932.R000.A&B**

**GRADE PLACEMENT: 9–12** **CREDIT: 1**

*PREREQUISITE: Applied Music I for Applied Music II*

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. Second year in the program, regardless of grade level.

## **Choral Music**

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### **CHORAL MUSIC I**

**TEA #03150900** **5621.R000.A&B**

First year in the program, regardless of grade level.

### **CHORAL MUSIC II**

**TEA #03151000** **5622.R000.A&B**

Second year in the program, regardless of grade level.

### **CHORAL MUSIC III**

**TEA #03151100** **5623.R000.A&B**

**(weighted)** **5623.H000.A&B**

Third year in the program, regardless of grade level.

### **CHORAL MUSIC IV**

**TEA #03151200** **5624.R000.A&B**

**(weighted)** **5624.H000.A&B**

**GRADE PLACEMENT: 9–12** **CREDIT: 1**

*PREREQUISITE: Directors approval required for placement in all levels.*

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. 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, Instructional Planning Guides, Fine Arts Curriculum Framework, and Fine Arts Intranet Website. Fourth year in the program, regardless of grade level.

### **SMALL VOCAL ENSEMBLE I**

**TEA #03152100** **5731.R000.A&B**

First year in the program, regardless of grade level.

### **SMALL VOCAL ENSEMBLE II**

**TEA #03152200** **5732.R000.A&B**

Second year in the program, regardless of grade level.

### **SMALL VOCAL ENSEMBLE III**

**TEA #03152300** **5733.R000.A&B**

Third year in the program, regardless of grade level.

### **SMALL VOCAL ENSEMBLE IV**

**TEA #03152400** **5734.R000.A&B**

**GRADE PLACEMENT: 9–12** **CREDIT: 1**

*PREREQUISITE: Director's approval required for placement.*

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. Out-of-school rehearsals and performances are required. Fourth year in the program, regardless of grade level.

### **APPLIED MUSIC I (Choral)**

**TEA #03152500** **5781.R000.A&B**

First year in the program, regardless of grade level.

### **APPLIED MUSIC II (Choral)**

**TEA #03152600** **5782.R000.A&B**

**GRADE PLACEMENT: 9–12** **CREDIT: 1**

*PREREQUISITE: Applied Music I for Applied Music II*

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. Second year in the program, regardless of grade level.

## General Music

### MUSIC HISTORY I

TEA #03152900 5971.R000.A&B  
 GRADE PLACEMENT: 9–12 CREDIT: 1

PREREQUISITE: None

This course is an introduction to the ways constructive and critical listening skills can be applied to various kinds of music including classical, ethnic, musical theatre, popular, and jazz. Listening to recordings and attending live local performances outside the school day are important components of this course.

### MUSIC THEORY I

TEA #03152700 5911.R000.A&B  
 GRADE PLACEMENT: 9–12 CREDIT: 1

PREREQUISITE: None

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 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)

TEA #03152800 5912.H000.A&B  
 GRADE PLACEMENT: 9–12 CREDIT: 1

PREREQUISITE: Music Theory I

This course is a more in-depth study of the elements of music including original compositions by students. Technical applications to keyboard and/or guitar are included in the coursework. Students enrolled in this course must have access to an instrument at home for practice and completion of assignments.

### AP MUSIC THEORY

TEA #A1350200 5930.P000.A&B  
 GRADE PLACEMENT: 11–12 CREDIT: 1

PREREQUISITE: Instructor's approval required.

Students will be required to master fundamentals and vocabulary of music involving notation, ear training, sight singing, harmonic and melodic dictation, and form analysis. Fluency in reading musical notation and a strong grounding in music fundamentals is required. Technical applications to keyboard and/or guitar are included in the coursework. Students enrolled in this course must have access to an instrument at home for practice and completion of assignments.

## Dance

NOTE: Dance and/or Drill Team is a possible P.E. substitute.

### DANCE I

TEA #03830100 5951.R000.A&B  
 GRADE PLACEMENT: 9-12 CREDIT: 1

PREREQUISITE: None

Dance I consists of instruction in steps and basic movement involved in jazz, tap, ethnic, and modern dance. Students will have the opportunity to choreograph and present a dance using basic movement. First year in the program, regardless of grade level.

### DANCE II

TEA #03830200 5952.R000.A&B  
 GRADE PLACEMENT: 10-12 CREDIT: 1

PREREQUISITE: Dance I and Instructor's approval.

Students develop skills in various types of dances begun in Dance I. Students learn folk dances that reflect the cultural-historical background of different nationalities that have contributed to our American heritage. Second year in the program, regardless of grade level.

### DANCE III

TEA #03830300 5953.R000.A&B  
 (weighted) 5953.H000.A&B  
 GRADE PLACEMENT: 11-12 CREDIT: 1

PREREQUISITE: Dance II and Instructor's approval.

This course will stress development of the ability of students to work cooperatively with others through various group compositions. Students will utilize the steps and movements learned in Dance I and II. In addition to the regular curriculum, students will be required to complete extra work for weighted credit and will be required to perform recitals, write research papers, and attend extra performances and recitals. Third year in the program, regardless of grade level.

### DANCE IV

TEA #03830400 5954.R000.A&B  
 (weighted) 5954.H000.A&B  
 GRADE PLACEMENT: 12 CREDIT: 1

PREREQUISITE: Dance III and Instructor's approval.

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 may have the opportunity to 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. Fourth year in the program, regardless of grade level.

Note: Weighted Grades may be earned in some Fine Arts courses at Level III and Level IV. All Weighted Credit is earned through completion of a specific set of additional assignments that are given above and beyond the regular class work. These

requirements are described in the Departmental Handbooks, Instructional Planning Guides, Fine Arts Curriculum Framework, and Fine Arts Intranet Website. Each eligible student may make 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.

## Locally Developed Fine Arts Courses Serving Students with Disabilities

### THEATRE ARTS APPRECIATION

**TEA #93250100** **1643.W000.A&B**  
**GRADE PLACEMENT 9–12** **CREDIT: 1**

*PREREQUISITE: Placement by ARD*

Students will be exposed to an overview of Theatre Arts including different types of theatre productions and stagecraft. Opportunities to explore Theatre Arts as a leisure time activity will be a component of this course. Students will also identify locations in the local community to view theatre productions or be involved in theatre productions.

### MUSIC HISTORY APPRECIATION

**TEA #93152900** **5971.W000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1**

*PREREQUISITE: Placement by ARD*

Students will be exposed to various kinds of music including pop, jazz, ethnic, rock, country, and classical and musical theatre. Components of this course consist of listening to recordings and attending local performances while using listening skills. Students will identify interests and preferences based on these acquired experiences.

### CULTURAL ARTS APPRECIATION

**TEA #93500100** **5001.W000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1**

*PREREQUISITE: Placement by ARD*

This introduction to art provides and opportunity to view and participate in art as it relates to different cultures. This course will provide opportunities for students to visit local art shows and galleries, as well as museums and cultural events that display cultural art. Students will also have the opportunity to use different media to create art.

## Languages Other Than English

Spanish for Spanish Speakers courses should be offered at campuses which have significant numbers of native speakers of that language. NOTE: Students who complete Level I of a language in grades 7 and 8 use the credits to satisfy one unit of the Languages Other Than English (LOTE) high school graduation requirement. Grades are included in the high school GPA. Levels II and III may also be completed in middle school in exceptional circumstances.

### LANGUAGES OTHER THAN ENGLISH, LEVEL I

Level I of Languages Other Than English introduces students to the four basic skills of language learning (listening, speaking, reading and writing). Students in Level I also develop appropriate grammatical concepts and learn about the culture and people who speak the target language. Students of classical languages use the skills of listening, speaking, and writing to reinforce the skill of reading.

#### Chinese

**TEA #03490100** **2461.R000.A/B**

#### French

**TEA #03410100** **2013.R000.A&B**

#### German

**TEA #03420100** **2113.R000.A&B**

#### Japanese

**TEA #03120100** **2471.R000.A&B**

#### Latin

**TEA #03430100** **2213.R000.A&B**

#### Spanish

**TEA #03440100** **2313.R000.A&B**

#### Spanish for Spanish Speakers

**TEA #03440110** **2313.E000.A&B**

### LANGUAGES OTHER THAN ENGLISH, LEVEL II

Level II of Languages Other Than English continues skill development in the four basic skill areas. Level II reviews and refines grammatical concepts and increases students' cultural knowledge. Students of classical languages use the skills of listening, speaking, and writing to reinforce the skill of reading.

#### Chinese

**TEA #03490200** **2462.R000.A/B**

#### French

**TEA #03410200** **2023.R000.A&B**

#### German

**TEA #03420200** **2123.R000.A&B**

#### Japanese

**TEA #03120200** **2472.R000.A&B**

#### Latin

**TEA #03430200** **2223.R000.A&B**

#### Spanish

**TEA #03440200** **2323.R000.A&B**

#### Spanish for Spanish Speakers

**TEA #034401220** **2323.E000.A&B**



They will study advanced grammatical concepts and the culture and civilization of the speakers of the target language.

### AP CHINESE IV

**TEA #A3490400** **2464.P000.A/B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1**

This course prepares students for the College Board AP Chinese Language examination, which assesses students' interpersonal communication skills, their abilities to present and interpret language in spoken and written forms, and their functional familiarity with Chinese culture.

### AP FRENCH IV

**TEA #A3410100** **2043.P000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1**

This course prepares students for the College Board AP French Language examination, which consists of multiple-choice questions in reading and listening and free-response questions in writing and speaking. The AP French Language examination evaluates both understanding and the ability to respond to written and spoken French.

### AP GERMAN IV

**TEA #A3420100** **2143.P000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1**

This course prepares students for the College Board AP German Language examination, which consists of multiple choice questions on listening comprehension, vocabulary, structure, and reading comprehension, as well as free-response sections in written and spoken German.

### AP JAPANESE IV

**TEA #A3120400** **2474.P000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1**

The AP Japanese exam will assess students' interpersonal communication skills, their abilities to present and interpret language in spoken and written forms, and their functional familiarity with Japanese culture.

### AP LATIN IV (VERGIL)

**TEA #A3430100** **2243.P000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1**

This course prepares students for the College Board AP Vergil examination, which consists of multiple-choice sections on Latin sight-readings and brief essays on required reading.

### AP SPANISH IV

**TEA #A3440100** **2343.P000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1**

This course prepares students for the College Board AP Spanish Language examination, which consists of multiple choice questions on listening comprehension, vocabulary, structure and reading comprehension, as well as free-response sections in writing and speaking.

### LANGUAGES OTHER THAN ENGLISH, LEVEL V

Level V of Languages Other Than English, like Level IV, prepares students for the College Board Advanced Placement examinations that vary from language to language. Some students may wait until fifth year to take the AP language examination, while others may be taking the AP literature examinations in French and Spanish.

### AP FRENCH V LITERATURE

**TEA #A3410200** **2054.P000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1**

This course prepares students for the College Board AP French Literature examination which consists of multiple-choice questions on literary passages, a written essay on one or more of the required works, and an analysis of a text from the required reading list. This exam measures the ability to understand, analyze and interpret literary texts, as well as the ability to write competent essays in French.

### AP LATIN V LITERATURE

**TEA #A3430200** **2253.P000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1**

This course prepares students for the College Board AP Latin Literature examination, which consists of multiple-choice sections on Latin sight-readings and brief essays on required reading. The authors studied are Catullus and either Cicero or Horace or Ovid.

### AP SPANISH V LITERATURE

**TEA #A3440200** **2356.P000.A&B**  
**GRADE PLACEMENT: 9–12** **CREDIT: 1**

This course prepares students for the College Board AP Spanish Literature 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.

### LANGUAGES OTHER THAN ENGLISH, LEVEL VI

Level VI of Languages Other Than English is an advanced course receiving weighted credit in which all language skills are practiced and enhanced. Discussion is almost entirely in the target language.

#### French (weighted)

**TEA #03410600** **2063.H000.A&B**

#### German (weighted)

**TEA #03420600** **2163.H000.A&B**

#### Japanese (weighted)

**TEA #03120600** **2476.H000.A&B**

#### Latin (weighted)

**TEA #03430600** **2263.H000.A&B**

#### Spanish (weighted)

**TEA #03440600** **2363.H000.A&B**

## American Sign Language

### AMERICAN SIGN LANGUAGE I

TEA #03980100                      2010.R000.A&B  
 GRADE PLACEMENT: 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.

### AMERICAN SIGN LANGUAGE II

TEA #03980200                      2020.R000.A&B  
 GRADE PLACEMENT: 9–12              CREDIT: 1  
 PREREQUISITE: American Sign Language I

American Sign Language II reviews the basic ASL skills and develops more skills in grammar and syntax. Increased attention is given to the deaf culture.

### AMERICAN SIGN LANGUAGE III (weighted)

TEA #03980300                      2030.H000.A&B  
 GRADE PLACEMENT: 9–12              CREDIT: 1  
 PREREQUISITE: American Sign Language II

American Sign Language III includes both receptive and expressive signing, interactive communication, the culture and history of deaf people, and language application.

### AMERICAN SIGN LANGUAGE IV (weighted)

TEA #03980400                      2040.H000.A&B  
 GRADE PLACEMENT: 9–12              CREDIT: 1  
 PREREQUISITE: American Sign Language III

American Sign Language IV continues both receptive and expressive signing, interactive communication, the culture and history of deaf people, and language application.

### CULTURAL AND LINGUISTIC TOPICS

TEA #03990100                      2110.R000.A&B  
 GRADE PLACEMENT: 9–12              CREDIT: ½ - 1  
 PREREQUISITE: None

Latin and Greek Elements in English is a course in which the student gains a better understanding of English word formation and increases his or her vocabulary through the study of certain linguistic aspects of Greek and Latin: prefixes, suffixes and root words. 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.A&B  
 GRADE PLACEMENT: 9–12              CREDIT: ½ - 1  
 PREREQUISITE: None

Exploratory Languages offers a broad overview of languages and cultures, with less stress on grammatical concepts. 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.

## Locally Developed Other Language Courses Serving Students with Disabilities

### APPLIED AMERICAN SIGN LANGUAGE I

TEA #93980100                      2010.W000.A&B  
 GRADE PLACEMENT: 9–12              CREDIT: 1  
 PREREQUISITE: Placement by ARD

This course will explore individual differences in people with an emphasis on disability and different languages. Either American Sign Language is paired with communication symbols to augment communication OR American Sign Language sign language can be used to communicate with individuals that have hearing or speech impairments. Practical application of sign language in the community will also be explored.

## Other Locally Developed Courses Serving Students with Disabilities

### OCCUPATIONAL PREPARATION I

TEA #90000005                      9941.W000.A&B  
 9941.V000.A&B  
 GRADE PLACEMENT: 9–12              CREDIT: 1

PREREQUISITE: Placement by ARD

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 #90000006                      9942.W000.A&B  
 9942.V000.A&B  
 GRADE PLACEMENT: 9–12              CREDIT: 1

PREREQUISITE: Placement by ARD; Occupational Prep. 1

Issues that are introduced to students include: safety, understanding job 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 jobs and the activities that comprise the responsibilities and routines of employment.

### VOCATIONAL EXPERIENCE

TEA #90000008                      9936.V000.A&B  
 GRADE PLACEMENT: 10–12              CREDIT: 1  
 PREREQUISITE: Placement by ARD

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. Investigations are made in the areas of: job skills and interests; the application and interview processes; understanding the job experience; quality employability skills; job performance evaluations; job training; employment policies; procedures, rights and responsibilities; positive, productive work experiences; work

ethic and job attitudes; coworker, supervisor and customer relationships; safety; decision making; fiscal responsibility; corrective feedback or criticism; and teamwork and collaboration. Learning to apply personal skills through successful employment will be enforced. 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.

*NOTE: ARD Committees may elect to substitute full year Vocational Experience for Physical Education credit. Student must successfully Complete the entire year in order to earn one Physical Education credit.*

### **BASIC STUDY SKILLS**

**TEA #93221800**

**1448.V000.X**

**GRADE PLACEMENT: 9–12**

**CREDIT: 1**

*PREREQUISITE: Placement by ARD*

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 self-responsibility 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.

### **Locally Developed Elective Courses Serving Students with Disabilities**

#### **COMMUNITY SKILLS I**

**TEA #93370100**

**4931.W000.A&B**

**GRADE PLACEMENT: 9–12**

**CREDIT: 1**

*PREREQUISITE: Placement by ARD*

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.

I: Community skills in the context of home and school.

#### **COMMUNITY SKILLS II**

**TEA #90000012**

**9937.W000.A&B**

**GRADE PLACEMENT: 9–12**

**CREDIT: 1**

*PREREQUISITE: Placement by ARD*

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.

II: Community skills in the context of volunteerism.

#### **COMMUNITY SKILLS III**

**TEA #90000013**

**9938.W000.A&B**

**GRADE PLACEMENT: 9–12**

**CREDIT: 1**

*PREREQUISITE: Placement by ARD*

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.

III: Community skills in the context of internship.

#### **COMMUNITY SKILLS IV**

**TEA #92731100**

**0471.W000.A&B**

**GRADE PLACEMENT: 9–12**

**CREDIT: 1**

*PREREQUISITE: Placement by ARD*

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.

IV: Community skills in the context of employment.

**LEISURE EDUCATION I****TEA #90000015****9950.W000.A&B****GRADE PLACEMENT: 9–12****CREDIT: 1/2–1***PREREQUISITE: Placement by ARD*

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. Positive interpersonal interaction while involved in recreational activities provides a context for use of recreation and leisure skills. The availability of recreational opportunities that use these skills in the community will be examined.

**LEISURE EDUCATION II****TEA #90000016****9951.W000.A&B****GRADE PLACEMENT: 9–12****CREDIT: 1/2–1***PREREQUISITE: Placement by ARD*

This course introduces skills necessary to prepare 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 #90000017****9952.W000.X****GRADE PLACEMENT: 10–12****CREDIT: 1/2–1***PREREQUISITE: Leisure Education I and II, Placement by ARD*

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****TEA #90000018****9953.W000.X****GRADE PLACEMENT: 11–12****CREDIT: 1/2***PREREQUISITE: Leisure Awareness and Placement by ARD*

This course in leisure education 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. Prepares the student to manage and occupy free time appropriately in a wide variety of school and non-school environments. Includes instruction in commercial games, dance, music, gardening, and arts and crafts.

**Miscellaneous Courses****OFFICE AIDE I****TEA #85000049****(Semester)****GRADE: 9–12****0831.R000.X****LOCAL Credit: \***

*PREREQUISITES: Keyboarding, concurrent enrollment in BCIS I*  
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, proper handling 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****(Semester)****GRADE: 9–12****0832.R000.X****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.

**PEER ASSISTANCE AND LEADERSHIP PAL I****TEA #N1290005****(Semester)****GRADE: 11–12****(Yearlong)****GRADE: 11–12****9343.R000.X****CREDIT: 1/2****9343.R000.A&B****CREDIT: 1**

*PREREQUISITES: Instructor approval, counselor and/or administrator recommendation*

The PAL 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.

**PEER ASSISTANCE AND LEADERSHIP PAL II****TEA #N12900006****(Semester)****GRADE: 11–12****(Yearlong)****GRADE: 11–12****9353.R000.X****CREDIT: 1/2****9353.R000.A&B****CREDIT: 1**

*PREREQUISITES: Peer Assistance and Leadership I*

All sections, descriptions and components of PAL I course apply to PAL II. PAL II students are expected to assume more leadership roles in helping first year PAL 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.