

**Austin**

**Independent School District**

**Grades 6-11**

***Secondary School***  
**INFORMATION**  
**GUIDE**

**AISD**

***2012-13***

# 2012-13

## The Purpose of the Secondary School Information Guide

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

The Guide has three sections:

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

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

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

# AISD

# Secondary School Information Guide Grades 6-11



**Austin Independent School District**

# 2012-2013

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## **AISD MISSION STATEMENT**

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



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# SECTION I:

## General Information for Secondary School Students and Parents



# AISD

### AISD Disclaimer:

The contents of the Secondary School Information Guide are relevant to AISD Policy (Legal and Local), Regulation and Practice as of January 2012. 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.

# General Information for Secondary School Students and Parents

## Success in Secondary School

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

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

### Academic and Career Planning in AISD

Academic and career planning is an ongoing process for students in AISD. Counselors present guidance and career-planning activities to students in grades 5-11. Each student develops an Individual Academic and Career Plan (IACP) annually.

The IACP is a planning process created by the student, in conjunction with the counselor and parent(s) to note current career interests, postsecondary goals, and courses they plan to take to meet graduation requirements.

In 5th grade students utilize the Movin' on to Your Future IACP booklet and the Career Walk Game to make the connection with personal interests and careers.

In 6th grade students will use, Connecting to Your Future, to make the transition between skills obtained in school and skills needed to be successful in a career.

In 7th grade students will use Forming Your Future to make the link of career interests and personal values. Students also explore the transition to high school by looking at typical high school courses.

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

In grades 9-12 students utilize the web-based program, Naviance.

■ 9th grade students will complete a career cluster survey, skills assessment and self-assessment which will plot their interests, as well as completing the learning style inventory.

■ 10th grade students will research 3 careers based on the results of their interest inventory. College searches will be completed as well.

■ 11th grade students will research colleges and universities based on their interest inventory results, and career search results.

■ 12th grade students will research majors of study at their favorite colleges, which is based on their work from the preceding grades. Students in 12th grade will also complete a resume for use either in the workplace or for application to a place of higher education.

■ 9th -11th grade students will also complete and/or update their four-year academic plan.

### Parents Can Help

Parents play an influential role in helping their son or daughter plan, prepare and develop an IACP. Parents should:

■ Review this guide and materials they receive at school and discuss them with their student.

■ Learn graduation plan requirements and be sure that the student meets them.

■ Encourage students to take foreign language courses and other courses needed for the Texas Education Agency Recommended or Distinguished Achievement Graduation Programs as soon as possible.

■ Make sure students select courses that help them meet their educational and career goals.

■ Encourage students to take Advanced Placement courses and dual credit courses to earn college credit while still in high school.

■ Help students to learn about colleges and careers that interest them.

■ Review the results of your students work on Naviance Family Connection. Contact your student's counselor or ADVANCE College/Career Advisor for more information on this program. (<http://www.austinisd.org/academics/scholarship/naviance.phtml>)

Students who are involved in after school (extracurricular) activities are often more successful in school. AISD offers clubs, teams and other opportunities for learning academic and social skills, making friends and developing leadership skills. Encourage your student to be involved in at least one extracurricular activity.

### High School Transcripts

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

Current and former students may request a copy of their high school transcript by submitting a request to the registrar's office at their current high school or their last school of attendance. Requests must be submitted in writing. Approximate cost is \$2.00 per transcript. Please provide complete mailing information (institution/individual, street address, city, state, and zip code). Allow 24-48 hours during non-peak registration periods for processing request.

### Extracurricular Activities and University Interscholastic League (UIL)

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

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

High school athletes need to be aware of the National Collegiate Athletic Association (NCAA) academic guidelines and requirements throughout their high school career (9-12) if they plan to participate in college sports. Beginning in the junior year, important information needs to be submitted to the NCAA Eligibility Center. For more information visit the NCAA website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org), or contact your coach, counselor or registrar for specific information.

### **Suspension of Eligibility for Extracurricular Activities**

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

Refer to AISD policy FM (local) on the AISD website at [www.austinisd.org](http://www.austinisd.org).

## **Taking Responsibility**

### **Personal Conduct**

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

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

## **Achieving Success**

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

### **Grading System**

Grading and reporting student progress is intended to help increase student achievement. An effective grading system allows educators to clearly communicate student progress toward pre-defined curriculum standards in a way that is equitable, accurate, and useful. The full text of the AISD grading policy is available on each campus and on the District's website. Policy and District expectations are summarized below.

- As the instructional leader of the school, the principal has the ultimate responsibility to enforce fair and consistent grading procedures that are consistent with District policies and developed by the secondary campus department in each school.

- Teachers will develop, through collaboration with their secondary campus department, a clearly defined grading procedure consistent with District policies.

- Each teacher will distribute a copy of the grading procedure to students and parents at the beginning of each school year or semester and to all new students and parents thereafter.

- Through collaboration with the campus principal, secondary campus department will determine the redo and reassessment guidelines to provide a reasonable opportunity to a student who earns a failing grade.

- Teachers will accept and award at least partial credit for late work turned in within three consecutive school days of the due date. Because of differences in short-term assignments, teachers have the option of giving students an alternative assignment that will be due within the same time frame as the original assignment. Students will be made aware of the deadline established by the teacher.

- Through collaboration with the campus principal, each elementary grade-level team or secondary campus department will

determine the redo and reassessment guidelines to provide a reasonable opportunity to a student who earns a failing grade.

- A student will not be permitted to retake a course for a higher grade once the student has met the minimum passing standard of the course. However, with principal, counselor, and parental approval, a student may retake a course for instructional purposes only on a pass/fail basis. The repeated course will not count toward state graduation credit. [See EHDB(REGULATION), EHDC(REGULATION), and FD(REGULATION)]

- When a student transfers from one school to another within the District, the sending school must complete the withdrawal form that includes information from the current grading period.

- Parents may request conferences with teachers, counselors, and/or administrators concerning their child's academic progress.

- Teachers will use professional discretion in awarding credit for assignments missed due to extended absences and/or extenuating circumstances. Teachers may provide reassessment options.

- The parents and the school share responsibility for helping students succeed. Each school will provide alternative programs for students having difficulties, including individualized instruction, tutorial support, and mentoring.

*Note: The contents of the Secondary School Information Guide are relevant to AISD Policy (Legal and Local), Regulation and Practice as of January 2012. 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.*

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

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

Report cards provide clear and concise information about a student's academic performance and promote communication among teachers, students, and parents about the student's personal development, conduct and work habits. The report card also provides information for employers, colleges and other post-secondary institutions. Numerical scores for each secondary course are based on performance on examinations, essays, papers, presentations, performances, projects, or other measures appropriate to the subject matter. Scores may also be given for class work, homework, and class participation. Grades reflect academic achievement only and are not based on discipline, attendance, number of times tardy, or participation in extracurricular activities or other non-academic criteria.

- The middle school report card reports a numerical average each six weeks for each course. At the end of the year, the six-weeks' grades are averaged to give the student a course average. The report card also includes the number of absences a student has accumulated. Absences are semester based for semester courses; absences are year based for yearlong courses.

- The high school report card includes the numerical average for the grading period, each six-weeks, plus the number of absences a student has accumulated. Absences are semester based. The final report card includes a summary of each of the six-week periods and semester grades, as well as, total absences. In a semester course the three six weeks grades and the final examination grade are averaged to give a final numerical average for each semester course. In a yearlong course the two semester grades are averaged to give a final numerical average for each course.

- The report card reflects progress for a point in time. The cumulative grade point average is reflective of all completed high school credit courses, including grades earned in high school courses prior to grade 9, through the given reporting semester.

- Six weeks grades for courses in progress are NOT included in the cumulative grade point average. The high school report card reflects the cumulative grade point average.

- Grade point average for first time 9th graders will not be calculated until the end of the school year when the End of Course exam grade is available.

### AISD Grading Scale

AISD's grading scale is a three tier system. The three tier scale was phased-in beginning with the incoming 9th grade class of 2007-2008, with full implementation in school year 2010-2011. Effective school year 2010-2011, all grade point averages for students in grades 9-12 will be factored using the three tier scale. See Appendix A.

### Honor Roll Status

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

#### Middle School GPA:

First Honor Roll     3.875 and above  
 Second Honor Roll   3.3333 to 3.8749  
 Third Honor Roll     2.833 to 3.3332

#### High School GPA:

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

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

### Pass/Fail Courses

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

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

- A student must request pass/fail status in a course no later than the last instructional day of the first six weeks of the semester. Pass/fail status must be submitted each semester. Once a student enrolls in a course on a pass/fail basis, the request to take the course on a pass/fail basis may not be rescinded.

- Written approval of the principal or designee, the teacher, and the parent must be acquired prior to placement in a course on a pass/fail basis.

- The pass/fail option is available to high school students only.

- The grades in a course taken on a pass/fail basis will be recorded numerically for each six weeks grading period and for the final exam, but the final course grade will be recorded as a "P" or an "F".

- Transfer grades of "P" or "F": Credits transferred from other school districts with an assigned grade of "P" or "F" shall remain a "P" or "F". The grade will not be included in the computation of the student's grade point average (GPA) and will count towards state and District graduation credit requirements, as determined by the sending district.

### Standardized Testing

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

For all other students, the following state-mandated tests apply:

#### Grade 6:

- STAAR (State of Texas Assessment of Academic Readiness), STAAR-M or STAAR-Alt: Math and Reading
- TELPAS for LEP students not exited from ESL

#### Grade 7:

- STAAR, STAAR-M or STAAR-Alt: Math, Reading and Writing
- TELPAS for LEP students not exited from ESL

#### Grade 8:

- STAAR, STAAR-M or STAAR-Alt: Math, Reading, Social Studies and Science
- TELPAS for LEP students not exited from ESL

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

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

In spring of 2012 students entering **9th grade** for the first time during the 2011-2012 school year will take as many state-mandated End-of-Course assessments as courses in which they are enrolled. There are STAAR End-of-Course assessments in the following subjects: English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Physics, Chemistry, World Geography, World History, US History.

Modified EOC assessments will be provided for special education core courses required for the minimum graduation plan only.

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

#### **Grade 11:**

- Exit Level TAKS, TAKS-Accommodated, TAKS-M or STAAR-Alt: English Language Arts, Math, Social Studies and Science
- TELPAS for LEP students not exited from ESL
- Preliminary Scholastic Aptitude Test (PSAT)
- ACT or SAT: recommended

#### **Grade 12:**

- Exit Level TAKS for retested students
- TELPAS for LEP students not exited from ESL
- ACT or SAT: recommended

### **College Readiness Standard - Is your child ready?**

#### *What is the College Readiness Standard?*

Colleges and universities in Texas have determined that students are not ready for college level classes if they did not pass the TAKS test with a 2200 on the math and reading sections, with at least a 3 on the essay. If your child did not pass this standard on TAKS, they still have several opportunities to prove they are college ready.

A student can meet the college readiness standard in several ways. The chart below outlines the state mandated college readiness scores.

- TAKS 2200 or higher/ 3 on Composition
- SAT Combined Critical Reading and Math of 1070 or higher with at least 500 on both
- ACT Composite 23 with at least a 19 in English and Math

Scores can be mixed and matched. An example would be if a student has a 2220 on the math TAKS, a 2100 on Reading, a 500 on the SAT verbal and a 450 on the SAT math, the 2220 on the math TAKS and the 500 on the SAT verbal would be used to meet the college readiness standard.

Austin Community College will be administering the ASSET or Compass exams at all AISD High Schools for FREE. This is another test that will determine if your child is College Ready for most public universities.

#### *Why should it matter to me?*

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

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

Austin ISD would like to encourage your student to use the free test preparation available from Austin Community College [http://www.austinc.edu/support/assessment/sample\\_assessment.php](http://www.austinc.edu/support/assessment/sample_assessment.php) so that your student will be college ready. Students who do not pass the test have thirty days to study before they can re-take the test. Remind your child to take advantage of this FREE test prep opportunity! Many of our high schools offer free tutoring programs for test preparation during the school day or before and after school. Students should ask their school counselor for assistance in meeting the College Readiness Standard.

#### **Graduation Ceremonies**

To participate in graduation ceremonies, students are required to complete all graduation course requirements and pass English/Language Arts, math, science and social studies TAKS exit test or other required examinations. For students entering 9th grade for the first time during the 2011-2012 school year, students must meet acceptable standards as set by the state Commissioner of Education on STAAR End-of-Course assessments. Contact your school counselor for specific information.

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

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

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

*Students Success Initiative:* Enacted by the 76th Texas Legislature (1999), the Student

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

Students in grades 3-8 who fail any state-required assessment may be required to complete accelerated instruction in the subject not passed as a condition of promotion. If a campus or grade placement committee requires accelerated instruction, the student shall not be promoted unless the student completes the required accelerated instruction.

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

Promotion, grade-level advancement, and course credit shall be based on mastery of the curriculum. Grade-level advancement for students in grades 9-12 shall be determined by course credits and the number of years completed in high school (EIE local).

#### **Grade Classification**

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

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

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

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

Additionally, the following considerations are adhered to for determination of credit totals for promotion and grade-level placement.

- Denied credit(s) are not included when factoring credit totals;

- Credit totals are based on all awarded credits, including local credits and repeated credits.

#### **Early Graduates**

A parent is entitled to request, with the expectation that the request will not be unreasonably denied, that the student be permitted to graduate from high school earlier than the student would normally graduate, if the student completes all required courses and exit-level assessment requirements for graduation. Students seeking graduation in fewer than 4 years

should see their school counselor or registrar to obtain an early graduation intent form. Early graduation scholarship application forms require a social security number. Prior to grade level reclassification to grade 12 the student must:

- Meet the minimum credit requirements for grade level reclassification;

- Show evidence of course completion probability for their intended graduation plan

- Submit a completed early graduation intent form with required signatures.

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

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

Students entering the District from an accredited public, private, or parochial school shall provide evidence of prior schooling outside the District and shall be placed initially at the grade level reached elsewhere. For students in grades 9-12, grade level initial placement will be based upon the number of current credits earned in the sending district and the student's original year of entry to 9th grade. "Accredited" is defined as accreditation by the Texas Education Agency (TEA), an equivalent agency from another state, or an accrediting association recognized by the Commissioner of Education [FD (Local and Regulation)].

A student entering the District from non-accredited public, private, or parochial school, including home schools, shall be placed initially at the discretion of the principal, pending assessment appropriate to the student's grade level, validation of credits, or results of credit-by-examination tests [FD (Local)]. Student or parent shall request credit validation at the time of registration. If the student chooses not to request credit validation, the student will enroll in the course. Entering students will secure information from the school registrar or counselor regarding validation of credit through credit by examination. [EEJA (LOCAL and REGULATION)]

If extenuating circumstances exist and/or the grade placement seems unsuitable, the following steps will be taken as soon as possible to determine proper placement:

- Administering the appropriate placement tests in reading and mathematics;

- Allowing time for teacher observation and documentation;

- Collection of samples of the student's daily work;

- Conducting a conference with teachers and parents.

**Transfer of Courses and Grades**

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

Foreign transcripts and supplemental documents should be translated in English and presented to the campus registrar with the original foreign transcript. Upon request from the high school registrar or counselor, a course syllabus may be required. AISD graduating scales and GPA standards will be applied to course credits and grades transferring from out-of-district institutions.

Validation of course credit from non-accredited institutions, including homeschool institutions, is optional, but once a credit is validated the credit cannot be rescinded. The method for validating course credit is through credit by examination.

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

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

A high school student entering the District from a nonaccredited school, including homeschool programs, will be given the opportunity to validate credit(s) earned in the sending school, at no cost to the student or parent through credit by examination (CBE). CBE is required for each course requested. Students may not rescind a request for validated credits once the exam has been completed. Credits earned through credit by examination are transcribed (posted on the student's record) as regular weighted courses on a 4.0 scale. See Appendix A for an explanation of grading scales.

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

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

- Secondary students wishing to transfer credits into AISD from out of district schools, whose enrollment date into an AISD school is PRIOR to the school receiving accreditation status, must validate credits as outlined in Policy [FD (LOCAL), FD (REGULATION), and EEJA (REGULATION)].

- Secondary students whose enrollment date into an AISD school is AFTER the date a school receives accreditation status from an accrediting institution (or within the AISD school year the newly accredited school receives accreditation status), are NOT required to validate credits completed prior to the school receiving accredited status.

**Letter Grades**

When students transfer to AISD from a school that gives letter grades, a uniform grading system for translating letter grades is used in all secondary schools. This system also applies to credits completed through the Early College Start Programs (Dual Credit).

The alpha to numeric chart is:

<b>A</b>	<i>Excellent</i>	<i>A+</i>	<i>99</i>
		<i>A</i>	<i>96</i>
		<i>A-</i>	<i>92</i>
<b>B</b>	<i>Good</i>	<i>B+</i>	<i>89</i>
		<i>B</i>	<i>86</i>
		<i>B-</i>	<i>82</i>
<b>C</b>	<i>Fair</i>	<i>C+</i>	<i>79</i>
		<i>C</i>	<i>76</i>
		<i>C-</i>	<i>72</i>
<b>D</b>			<i>70</i>
<b>F</b>	<i>Failing</i>	<i>(below 70)</i>	<i>60</i>

Exception: Upon receipt of an alpha-to-numeric conversion scale from the sending district, the sending district's grading scale is used in lieu of AISD's conversion chart.

See Appendix A for AISD grading scales.

## Making Changes

### Course Change Procedures

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

- For a semester or yearlong course, a student may not withdraw from a course after the fourth week of instruction. However, to meet individual student needs, the principal may use his or her discretion to approve a course change.

- A student who withdraws from a course before the deadlines stated above will have the grade from the dropped course applied to the grade average for the new course. It is highly recommended that a student transfer from one course to another in the same discipline.

- A middle school student may withdraw from a high school credit course by the end of the fourth week of the fourth six weeks of the course. The final semester report card must reflect the new course to which the student transferred.

- For UIL eligibility, a student can withdraw with no penalty regardless of the grade in a course at the end of the fourth week of the first six weeks and remain eligible. A student who withdraws with a passing grade at any time and maintains the minimum number of required course enrollments remains eligible.

- Receiving teachers will describe the knowledge and skills essential for success in the course and will suggest ways to learn them. A student who requests and receives a course change assumes responsibility for the content of the entire course on the final examination.

### Course Corrections

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

### Transfers to Other Schools

AISD expects students, based on their residence address, to attend their assigned schools. However, under certain circumstances, a student may need or wish to

transfer to another campus. To obtain a transfer, the parent must secure a transfer form from the student's school office, complete it, and submit it to the Office of Student Services. Once transferred, a student may not return to his or her original school during the school year unless both principals agree. See Policy FDB. Transfer students and their parents assume responsibility for satisfactory attendance, discipline, achievement, transportation, and cooperation with the school staff while at the transfer school. If these responsibilities are not met, a transfer may be revoked. If a transfer is revoked, the student may not subsequently request a transfer back to the same school.

### NCLB Options and Diversity Choice to Other Schools

If a student chooses to attend another school through NCLB or Diversity Choice, that school becomes the student's home school through the highest grade in the school. (Note: Once an elementary or middle school student completes the highest grade in the choice school, he/she is to attend the next level school as assigned by his/her residential address.)

### Transfers from Other Schools Outside of AISD

After a semester or full year of enrollment in another Texas public school district or charter school, credits earned in other Texas public institutions will be accepted for transfer of credit. Grades earned in secondary institutions outside of AISD that are accepted for transfer of credit will be awarded grade points based on AISD's grading scale. For additional information refer to: Appendix A, the section on Transfer of Courses and Grades, page 13 of this publication, and the section on Letter Grades, page 14 of this publication.

Students enrolling in the district from non-accredited institutions should read the section on Transfer of Credit from Non-accredited Institutions and Home School Programs in this publication.

AISD has no authority as to how other districts will accept credits earned prior to withdrawal for enrollment in schools outside of AISD.

## Advanced Academic Courses and Programs

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

The Pre-AP program is a level of challenging courses designed to teach students strong study skills and learning strategies. Pre-AP courses are offered in grades 6-10 and are taught by teachers with specialized training. Pre-AP courses emphasize critical thinking, reading, research, and writing, and as appropriate, advanced performance expectations. Pre-AP courses carry weighted grade points.

### Advanced Placement (AP)

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

### Weighted Grade Points for Advanced Academic Courses

All high school advanced academic courses carry weighted grade points, including Pre-AP, Advanced Placement (AP), International Baccalaureate (IB) courses, which follow outlines and expectations set forth by the respective academic organization.

Weighted courses require additional time, student initiative, and high academic skills. A student who fails one of these courses will be placed on academic probation for the following six weeks. If the student fails again while on academic probation, he or she will be subject to removal from the course. The parent and principal make the final removal decision.

Dual credit and some college articulated courses also receive weighted grade points. A list of Advanced Academic courses is shown in Appendix D of this guide. See also Appendix A for grading scales and grade point conversion of weighted grades. A list of college articulated courses is shown in Appendix E.

### ACC-AISD Connection

Seniors in high school are encouraged to get involved with the ACC-AISD Connection.

Getting involved in the ACC–AISD Connection is an opportunity for a senior to go through the college admission process with Austin Community College, while enrolled as an AISD student. This four-step program involves the college application process, orientation and optional tour of the campuses, placement testing, and academic and financial aid advising by a college counselor. Once a senior completes this ACC–AISD Connection, he/she is accepted into ACC and does not have to reapply, even if he/she does not attend in the summer or fall semester.

There are many advantages of a senior taking part in this program.

- Students who attend a four-year college can take summer courses at ACC to get ahead on credits at their respective university.
- Students have support and guidance from their counselor and ADVANCE Advisor navigating through the complex college admission process.
- Students who complete the ACC–AISD Connection Program will receive both their diploma and an ACC Letter of Acceptance at graduation.
- Due to less expensive tuition, fees and other college costs, students will find that enrolling in and completing courses at ACC will save money when transferring those courses to a four-year university.
- ACC–AISD Connection begins in the fall semester of the senior year. Parents have the option to waive their students from participating in this program.

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

Note: If a student is in the Early College Start Program and already takes courses at ACC, he/she may be allowed to skip certain parts of the process and still be a part of the ACC–AISD Connection.

### Early College Start

Juniors and Seniors may enroll in college concurrently with high school to extend learning or accumulate college hours. Courses may be taken as dual credit which

counts toward high school graduation requirements, or as concurrent enrollment which does not count toward high school graduation requirements. Dual credit may meet criteria for the Distinguished Achievement Program. Courses approved for Dual Credit are found listed in Appendix B of the guide.

The Early College Start Program requirements are:

- Student has completed their sophomore year of high school;
- Limited to a maximum of two (2) college-level courses per semester (fall, spring, summer);
- Meet with an AISD counselor and an ACC advisor prior to enrolling in classes;
- Complete the Early College Start form and obtain the necessary approvals.
- Meet all ACC admissions requirements prior to enrolling in classes
- Be recommended by the high school principal or designee and have parental permission.
- Students are required to purchase course textbooks and a parking permit, if applicable. ACC waives tuition and fees for dual credit and co-enrollment courses.

### Career and Technical College Articulated Courses

Certain content-enhanced career and technical high school courses have been found to be substantially equal to certain introductory-level college courses. A student completing these courses must achieve a grade of “B” or above to receive articulated credit. Completion of the high school course or courses required to equal a college course with a “B” or above also counts as a Distinguished Achievement Program (DAP) measure. All courses eligible for college credit are identified on the high school transcript with the special explanation course code “A”. This code helps participating colleges identify courses taught for award of articulated college credit. Completion of these college-level courses provides a way to start a college technical major in high school and continue in a community or technical college. The result is a certificate or associate degree in a career field. A list of articulated courses with Austin Community College, Texas State University, Texas State Technical College, McLennan Community College, and the University of Colorado at Colorado Springs is shown in Appendix E.

### International Baccalaureate Program

The International Baccalaureate (IB) program offered only at L.C. Anderson High School and open to all District students, is an internationally recognized curriculum that offers eleventh and twelfth grade students an opportunity to earn an IB Diploma, which is recognized by universities worldwide. To earn the IB Diploma, students complete courses and test in six IB subjects (one of which is a second conversational language – Spanish, French, or German). Students write an extended essay based on independent research guided by a faculty mentor, complete 150 hours of creative, action and service activities (CAS), and participate in a critical thinking course called Theory of Knowledge. This advanced comprehensive program of study offers an integrated approach to learning across the disciplines with an emphasis on meeting the challenges of living and working in a global, technological society. Students who take IB courses without completing the entire program may earn IB certificates by testing in selected IB courses.

The IB Middle Years Programme, offered at Martin and Murchison Middle Schools, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. The programme consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study their native language, a second language, humanities, sciences, mathematics, arts, physical education and technology.

### Magnet Programs

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

- (1) previous report card grades;
- (2) test results;
- (3) an essay or letter; and
- (4) teacher recommendations.

Contact the specific program for complete information and an application.

# Special Schools and Programs

## Gifted and Talented (GT) Services

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

## Gonzalo Garza Independence High School

Gonzalo Garza Independence High School is an open enrollment/choice school designed to meet the needs of students who:

- Have experienced unusual life circumstances that have created barriers to graduation;
- Have dropped out or are likely to drop out of regular high school programs;
- Wish to pursue a high school education as part of a comprehensive program that provides integrated health and social services and prepares students for post-secondary options; and
- Will profit from and thrive in a non-traditional approach to learning characterized by integrated, interdisciplinary curriculum that is problem and project based and enhanced by access to technology.

Students may enroll in Garza High School at any time during the school year, provided there is space available. The school day is divided into four instructional blocks beginning at 9:00 am and ending at 3:30 pm. Students may choose appropriate courses based on their individual needs. Students must adhere to the school's "Code of Honor" and meet local and state requirements for graduation. Third year students who have earned ten credits or more are preferred for admission. For further information, contact Gonzalo Garza Independence High School at 414-8614.

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

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

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

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

## Virtual Education Programs

**The Virtual School Program (VSP)** is a non-traditional, home-based academic program that is available to high school seniors. The goal of the program is to provide academic opportunities for students who are unable to participate in a traditional classroom setting most often because they are parents and/or must work full-time for economic reasons. Virtual School students earn academic course credits to graduate from high school. VSP utilizes the same NovaNet on-line curriculum as the DELTA Program.

## Virtual Education for Teen Parents

**(VETP)** is a non-traditional, home-based program for pregnant and parenting teens grades 9-11. The program allows teens the option to earn academic credits while securing appropriate child-care services. VETP utilizes the same NovaNet on-line curriculum as the DELTA and VSP Programs.

Students apply for admission to VSP and VETP, and upon acceptance, an academic plan is developed. VSP and VETP students spend 2-4 hours daily completing self-paced lessons at home on an Internet-ready laptop assigned to them. Specially trained VSP and VETP teachers meet with students twice per week for a total of 5 hours. Like DELTA, these programs

are open-entry/open-exit programs. Contact your high school counselor or registrar for additional information.

## Texas Virtual School Network (TxVSN)

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

TxVSN provides students in grades 8-12 with a variety of courses that supplement the instructional programs of public school districts. A TxVSN course will provide a quality online instruction opportunity for AISD students. The courses are facilitated by online Texas certified teachers for the course subject area and grade level. Only full-time students may enroll through TxVSN for a maximum of two regular, dual, or acceleration courses per semester. The courses taken through TxVSN are free if it is a part of the student's graduation plan. For additional information, visit the website at [www.txvsn.org](http://www.txvsn.org), call the Virtual School office at 414-0148, or contact your school's counselor.

## Homebound Program

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

## Pregnancy Related Services (PRS)

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

**GO Project**

The AISD GO Project is a community-based program aimed at students ages 19-21 who have significant disabilities. The GO project enables students to move beyond a high school setting and finish their educational program in a college or work environment. (Students must have completed all credit requirements for graduation before being accepted into the GO Project as well as completing the application process.) The program promotes developing skills for adult living as well as creating relationships between same age peers. The GO Project coordinator should be contacted at Rosedale (414-3617) for information about the GO Project and the application process.

**Rosedale School**

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

**Clifton Career Development School (CDS)**

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

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

**Work/Study Classes**

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

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

**Supported Employment**

Supported Employment assists students with developmental disabilities in securing paid

employment. Supported Employment provides assessments, job training and on site job coaching as needed for the employee and employer.

The goals for Supported Employment are:

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

**Services for Students with Special Needs****English Language Learners (ELLs)/ Limited English Proficient (LEP)****English as a Second Language (ESL)**

The Middle School language arts curriculum provides English as a Second Language (ESL) for English language learners (ELLs), who are recent immigrants, (0-3 years in U.S. schools) so that students develop their abilities to listen, speak, read, and write in English. ESL Reading is recommended for ELLs who need additional support in reading on grade level in English. Both classes are designed to develop the English language proficiency needed to succeed in all-English classes including language arts, math, science, and social studies.

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

The state graduation plan requires speakers of other languages to take English I for Speakers of Other Languages, English II for Speakers of

Other Languages, English III and English IV. A Sheltered English course is recommended for ELLs who, after being in the United States for two or three years, are transitioning into regular English courses but have not learned enough English to perform at the same levels as their native English speaking peers.

For recent immigrant students who have been in a United States school for fewer than three years, sheltered courses in Algebra, World Geography, and Biology are recommended. When possible, teachers provide native language support in the content.

**Participation of LEP/ELL Students in STAAR/EOC**

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

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

- Grades 3 -8 Mathematics and EOC Algebra I, Geometry, Algebra II
- Grades 5 & 8 Science and EOC Biology, Chemistry and Physics
- Grades 8 Social Studies and EOC World Geography, World History, U.S. History.

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

**Participation of LEP/ELL Students in TELPAS**

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

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

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

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

ELLs who receive special education services have special education needs related to a disability as well as needs related to second language learning. It is important for ARD committees and LPACs to work together to ensure that instruction is tailored to meet each student's linguistic and special education needs. ARD committees and LPACs should keep in mind that LEP-exempt students receiving special education services who participate in LAT administrations may also be eligible for other accommodations in addition to the linguistic accommodations that are determined to be appropriate.

### **Students with Disabilities—Section 504**

The Rehabilitation Act of 1973, commonly referred to as “Section 504,” is a non-discrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to ensure that students with disabilities have educational opportunities and benefits equal to those provided to other students.

An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits them in a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks. See the school counselor for more information about services for qualifying students.

### **Students with Dyslexia and Related Disorders**

Students with dyslexia have difficulty with reading, writing and/or spelling. Each campus has a teacher who is trained to evaluate, instruct, and monitor qualified students. Schools serve students with dyslexia or related disorders in a variety of ways determined by a 504 committee. Services may include specialized instruction, classroom accommodations, and assistive technology. See the school counselor for more information.

### **Special Education**

Special education and related services are specifically designed instructional services developed to support students with disabilities within the general curriculum. The intent of the support services is to enable all

students with disabilities to make progress in the general curriculum, to participate in extracurricular and nonacademic activities, and to be educated and participate with non-disabled peers in the public school system.

AISD is committed to meeting the needs of students who have cognitive, physical, emotional or learning differences. Each campus utilizes a child study team that meets to discuss and recommend intervention strategies through general education programming. Students who are referred for special education support and services must participate in an evaluation process with formal notice and consent of parents. If evaluation information shows eligibility for special education support and services, an Admission, Review and Dismissal (ARD) Committee develops an appropriate educational program for each student.

#### **An ARD Committee includes:**

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

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

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

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

***AISD policies are updated regularly. Please check the AISD website for online policy and up-to-date policy information—[www.austinisd.org](http://www.austinisd.org)***



# SECTION II:

## Middle School

### Information and Course Descriptions



# AISD

#### AISD Disclaimer:

The contents of the Secondary School Information Guide are relevant to AISD Policy (Legal and Local), Regulation and Practice as of January 2012. 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.

# Middle School Information

## MIDDLE LEVEL EDUCATION MISSION: OUR LOFTIEST ASPIRATION

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

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

### Middle Level Education Strategies

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

Austin Independent School District's middle schools serve students in grades six to eight (ages 11-14). Austin ISD middle schools are designed to meet the needs of young adolescents. Most middle schools are organized in "teams" of teachers and students. Each student is assigned to a team of four core-area teachers and others who work closely with the team and its students. Teaming allows better communication and support, as well as more individual attention for all students.

### Curriculum at a Glance

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

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

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

### Middle School Advanced Math Courses

At each middle school grade level, students have the opportunity to take advanced courses in mathematics. Sixth and seventh graders may enroll in Advanced Mathematics courses where all middle school math TEKS are taught in two years. Successful completion of Advanced Math 6 and Advanced Math 7 will prepare students to take Algebra I in grade 8. Each of these courses require students to grasp math

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

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

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

NOTE: A middle school student may withdraw from a high school credit course by the end of the fourth week of the fourth six weeks of the course. The final semester report card must reflect the new course to which the student transferred. Once a high school credit course is completed at the middle school level, the course will post to the high school transcript.

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

### Preparing Your Schedule

Sixth grade students should consider where they would like to be by eighth grade and for high school. Therefore, when choosing elective courses, sixth and seventh grade students should consider what it requires to accomplish their goals. For instance, if students are interested in taking advanced band, choir, or theatre arts, in eighth grade, students should select the beginning course in sixth grade and the intermediate course in seventh grade. A course that is required before another course can be taken is called a "prerequisite course." Although many beginning courses are available to 7th and 8th grade students, students should determine whether courses they would like to take in 7th and 8th grade require any previous courses.

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

### National Honor Society for Middle School

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

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

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

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

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

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

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

- Takes criticism willingly and accepts recommendations graciously;
- Consistently exemplifies desirable qualities or behavior (cheerfulness, friendliness, poise, stability);
- Upholds principles of morality and ethics;
- Cooperates by complying with school regulations concerning property, programs, office, halls and the like;
- Demonstrates the highest standards of honesty and reliability;
- Regularly shows courtesy, concern, and respect for others;
- Observes instructions and rules, is punctual and faithful both inside and outside of the classroom;
- Has powers of concentration, self-discipline, and sustained attention as shown by perseverance and application to studies;
- Manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and showing unwillingness to profit by the mistakes of others; and
- Actively helps rid the school of bad influences or environment.

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

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

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

### Standards for National Junior Honor Society include:

- All local selection guidelines for NJHS must conform to the national guidelines;
- Each campus will have a five-member faculty council with a chapter adviser. The adviser will exercise the duties outlined in the Constitution published by the national office of NJHS;
- Guidelines will be fairly and consistently applied and any changes in guidelines will be publicized prior to implementation;
- All schools will publicize the selection process and make the information available to parents, students, and faculty members upon request. The selection criteria will be publicized in the District's Secondary School Information Guide (SSIG) annually;
- Students in grades 7 and 8 are eligible for membership. Students in grade 6 are eligible for candidacy during the spring of their sixth grade year;
- Membership criteria for scholarship will be an average established by the faculty council;
- Each campus will use the Student Activity Information Form suggested by the national office;
- Faculty evaluation forms will be used, and the evaluator will sign each form. The evaluator must be prepared to support any below average rating with substantiating data based on sound professional judgment and action. Faculty advisers will conduct informal interviews with faculty members regarding below-average ratings that appear to be unique;
- A point system will be utilized for faculty evaluations and the points will only be applied to the criteria of leadership, service, and character. Schools will use a point system of 1-5 (5=excellent; 4=good; 3=average; 2=fair; and 1=unacceptable). Faculty evaluations will be processed by the student's current teachers individually rating the student. For admission to NJHS a student must have a total of 126 points (out of 140 possible points) and meet the scholarship requirement. For admission to NJHS a student must have a total of 126 points (out of 140 possible points) and meet the scholarship requirements; and
- All middle schools will follow the national guidelines for NJHS membership.

# Middle School Required Course Descriptions

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

Students will be placed in Pre-AP classes based on TAKS results or parent signature on choice sheets. Students identified as G/T must be registered for Pre-AP classes in the area(s) in which they have been identified in order to maintain G/T designation and receive G/T services.

Pre-AP classes include strategies that students will need if they choose to enroll in AP courses at the high school level. Pre-AP classes are more advanced.

### ENGLISH/LANGUAGE ARTS AND READING

6th TEA #03200510	011026R 011026H (Pre-AP) 011026V (Basic) 011026W (Applied)
7th TEA #03200520	011027R 011027H (Pre-AP) 011027V (Basic) 011027W (Applied)
8th TEA #03200530	011028R 011028H (Pre-AP) 011028V (Basic) 011028W (Applied)

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

In 2011-2012, the State of Texas Assessments of Academic Readiness (STAAR) and will replace TAKS for grades 3-8 reading. Mandated by House Bill 3 in the 2009 legislative process, the grades 3-8 STAAR reading assessments must be linked from grade-to-grade to the performance expectations for the English III End-of-Course assessments. Students who fail the grades 3-8 STAAR reading assessments are required to receive remediation.

### ENGLISH AS A SECOND LANGUAGE (ESL) ENGLISH FOR NON-ENGLISH SPEAKERS

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

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

### MATHEMATICS

6th TEA #02820000	013026R 013026H (Pre-AP) 013026V (Basic) 013026W (Applied)
7th TEA #03103000	013027R 013027H (Pre-AP) 013027V (Basic) 013027W (Applied)
8th TEA #03103100	013028R 013028H (Pre-AP) 013028V (Basic) 013028W (Applied)

Throughout mathematics in Grades 6-8 students 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.

In 2011-2012, the State of Texas Assessments of Academic Readiness (STAAR) and will replace TAKS for grades 3-8 mathematics. Mandated by House Bill 3 in the 2009 legislative process, the grades 3-8 STAAR mathematics assessments must be linked from grade-to-grade to the performance expectations for the Algebra II End-of-Course assessments. Students who fail the grades 3-8 STAAR mathematics assessments are required to receive remediation.

### ALGEBRA I (Pre-AP)

8th TEA #03100500	013313H
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(1.0 High school credit earned)  
Some eighth grade students may choose to take Algebra I, which is a high school credit

course. Only students who have mastered the material taught in mathematics in grades 6-8 should take this course. Students who complete any high school mathematics courses in grades 7 and/or 8 may use the credit earned to satisfy the requirement of four units of mathematics in grades 9-12. Grades earned in high school courses taken in middle school are included in the high school GPA. NOTE: Entering freshmen must take four years of high school mathematics courses to include Algebra I, Geometry and Algebra II. The Math Modeling with Applications course, if taken, must occur before Algebra II.

### SCIENCE

6th TEA #03060600	014126R 014126H (Pre-AP) 014126W (Applied)
7th TEA #03060700	014127R 014127H (Pre-AP) 014127W (Applied)
8th TEA #03060800	014128R 014128H (Pre-AP) 014128W (Applied)

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

### SOCIAL STUDIES

6th TEA #02660060	014926R 014926H (Pre-AP) 014926W (Applied)
7th TEA #03343000	014927R 014927H (Pre-AP) 014927W (Applied)
8th TEA #03343100	014928R 014928H (Pre-AP) 014928W (Applied)

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

### KEYBOARDING PROFICIENCY

Beginning 2005-06, keyboarding proficiency is required at the middle school level. The expectation is that students will be proficient in keyboarding before entering grade 9.

To assist students in meeting this expectation, the following opportunities are available:

- Passing keyboarding or Touch System Data Entry at the middle school during the school year (grade 7 and 8).

- Passing keyboarding or Touch System Data Entry during summer school before grade 9, if offered as a part of the summer school program

- Demonstrating proficiency on a district-developed keyboarding equivalency assessment at middle school.

- Passing the keyboarding credit by exam with 90% proficiency.

### **TOUCH SYSTEM DATA ENTRY**

**6th, 7th or 8th TEA #13011300  
018401R Credit: 1/2**

**6th, 7th or 8th TEA #13011300  
018400R Credit: 0**

Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data entry for production of business documents, and will develop psychomotor skills through drill practice and reinforcement of correct keyboarding techniques. Students will be provided instruction on how to create, format, and edit personal and business documents, including letters, reports, memos, and outlines. The course includes skill development in proofreading, spelling, and punctuation. Students will learn skills using software for word processing, visual presentation, and spreadsheet application while learning file management skills. By the end of the semester, all students are expected to key a minimum of 20 nwpm with 80% accuracy. Students who do not want to earn 0.5 high school credit may complete the course for no credit.

### **MIDDLE SCHOOL PHYSICAL EDUCATION**

IMPORTANT:

- All middle school students must take at least four semesters of Physical Education or Physical Education Substitutions.

- Athletics, Dance or JROTC are Physical Education Substitutions that will satisfy the 4-semester requirement if taught by a Physical Educator or Dance Instructor during school hours.

- Students must take at least one semester of General Physical Education or Physical Education Substitution per each grade level.

- Functional Fitness may only be taken

once during Middle School.

- An approved Off-Campus PE Equivalent Program may also substitute for the Physical Education requirement for 7th and 8th grade.

- All students will be assessed on their physical fitness using the FITNESSGRAM assessment based on their Health Classification.

### **6th Grade PE**

**TEA #02850000 016016R (Semester)**

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

### **6th Grade Functional Fitness**

**TEA #84200004 016003R (Semester)**

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

### **7th Grade PE**

**TEA #03823000 016017R (Semester)**

Students in 7th grade physical education will apply similar concepts from one sport or movement setting to another. Students will learn how to observe another individual's performance and notice key elements for success. At this grade level, students are expected to participate in physical activity both in and out of school while maintaining a healthy level of fitness as their bodies grow and change. Their knowledge of safety and the ability to manage their own behavior is reinforced. Instruction is directed toward encouraging the incorporation of physical activity into a daily routine and less toward fundamental skill development. The 7th grade physical activity focus is: Bowling, Circuit Training, Disc Golf, Floorball, Outdoor Education, Softball, Ultimate Frisbee and Fitness skills.

### **8th Grade PE**

**TEA #03823000 016018R (Semester)**

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

### **7th/ 8th Grade Functional Fitness**

**TEA #84200004 016003R**

**(Spring Semester only)**

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

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

### **LOCALLY DEVELOPED PHYSICAL EDUCATION COURSES SERVING STUDENTS WITH DISABILITIES**

Basic and adaptive PE students must take a total of 4 semesters. Students must take at least one semester of Physical Education at each grade level. Additional classes may be taken.

PREREQUISITE: Placement by ARD committee

### **FUNCTIONAL FITNESS**

**TEA #92850004 016003V (Basic)**

**TEA #92850000 016003W (Adaptive)**

### **PHYSICAL EDUCATION**

**6th TEA #9285000**

**016016V (Basic)**

**016016W (Adaptive)**

**7th TEA #93823000**

**016017V (Basic)**

**016017W (Adaptive)**

**8th TEA #93823000**

**016018V (Basic)**

**016018W (Adaptive)**

**PHYSICAL EDUCATION  
SUBSTITUTIONS FOR MIDDLE  
SCHOOL**

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

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

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

**1. ATHLETICS COURSES**

*GRADE PLACEMENT: 7th and 8th grades*  
*PREREQUISITE: Approval by the Athletic Coach*

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

<b>7th</b>	<b>TEA #03823000</b>	<b>016217R</b>
	<b>(Semester)</b>	
<b>8th</b>	<b>TEA #03823000</b>	<b>016218R</b>
	<b>(Semester)</b>	

**2. DANCE COURSES**

<b>6th</b>	<b>TEA #02850000</b>	<b>016116R</b>
	<b>(Semester)</b>	
<b>7th</b>	<b>TEA #03823000</b>	<b>016117R</b>
	<b>(Semester)</b>	
<b>8th</b>	<b>TEA #03823000</b>	<b>016118R</b>
	<b>(Semester)</b>	

Refer to page 25 for more details regarding Dance courses.

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

*GRADE PLACEMENT: 7th and 8th grade*  
The Off-Campus Physical Education Equivalent Program is an athletic/training program that students may participate in using a commercial or private agency approved by the District.

■ The Off-Campus Physical Education Equivalent Program packets may be obtained through the counselor's office or on the AISD website ([www.austinisd.org](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 written assignments, given by the Agency, for verification of learned Texas Essential Knowledge and Skills for Physical Education. A numerical grade will be issued from the written assignments; it will then be factored into the students' grade.

■ AISD is not responsible for providing transportation to the approved agencies.

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

■ The student must participate in the substitute activity that is in congruence with the Physical Education TEKS (TAC) Chapter 74.

■ The student is required to participate at least 5 hours per week during the entire school semester.

■ Students certified to participate at this level will not be dismissed from any part of the regular school day.

<b>CATEGORY 2</b>	<b>TEA #83823000</b>
<b>7TH</b>	<b>016033R</b>
<b>8TH</b>	<b>016035R</b>

**FINE ARTS**

One semester of Fine Arts is required; students may choose yearlong option if they want to take the other semester as an elective

**ART (BEGINNING)**

<b>6th</b>	<b>TEA #02880000</b>	<b>015016R (Semester)</b>	<b>015026R (Year)</b>
<b>7th</b>	<b>TEA #03403001</b>	<b>015117R (Semester)</b>	<b>015127R (Year)</b>
<b>8th</b>	<b>TEA #03503002</b>	<b>015218R (Semester)</b>	<b>015228R (Year)</b>

**ART (INTERMEDIATE)**

<b>7th</b>	<b>TEA #03403001</b>	<b>015117R (Semester)</b>	<b>015127R (Year)</b>
<b>8th</b>	<b>TEA #03403002</b>	<b>015218R (Semester)</b>	<b>015228R (Year)</b>

*PREREQUISITE: Art (Beginning Semester or Year)*

**ART (ADVANCED)**

<b>8th</b>	<b>TEA #03403002</b>	<b>015218R (Semester)</b>	<b>015228R (Year)</b>
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*PREREQUISITE: Art (Intermediate Semester or Year) and Instructor approval*

Art courses provide comprehensive learning in visual knowledge and skills. An exploratory and experimental approach is used emphasizing individual growth and freedom of expression and response. Students work with a variety of processes and materials such as painting and drawing, sculpture and ceramics, printmaking, fibers, jewelry, and electronic media. Students perceive the world about them; interpret their emotions, feelings and insights through a variety of media; study works of art and learn to appreciate a variety of art forms; evaluate their own art and the works of other artists.

**BAND (BEGINNING)**

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

**BAND (INTERMEDIATE)**

<b>7th</b>	<b>TEA #03154101</b>	<b>015327R (Year)</b>
<b>8th</b>	<b>TEA #03154503</b>	<b>015328R (Year)</b>

**BAND (ADVANCED)**

**8th TEA #03154503 015328R (Year)**  
*PREREQUISITE: Directors approval required for placement in all levels.*

Band is offered at three levels of instruction. Students are introduced to the fundamentals of band instruments. Students are required to furnish their own instruments. However, some instruments may be available for use. Rapidly progressing students may be transferred to a more advanced band level as scheduling permits. Out-of-school rehearsals and performances are required.

**CHOIR (BEGINNING)**

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

**CHOIR (INTERMEDIATE)**

<b>7th</b>	<b>TEA #03154301</b>	<b>015617R (Semester)</b>
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015627R (Year)

8th TEA #03154504

015618R (Semester)

015628R (Year)

**CHOIR (ADVANCED)**

8th TEA #03154504

015628R (Year)

*PREREQUISITE: Director's approval required for placement in all levels.*

Choir classes are designed at three levels for students whose interests lead them toward a sequential, continuing study of choral music. This course is a performance oriented course and teaches unison, two, three and four-part choral literature. Musicianship is developed through the study of vocal techniques, sight-reading skills, and music listening. Out-of-school rehearsals and public performances are required.

**DANCE (BEGINNING)**

6th TEA #02850000

016116R (Semester)

7th TEA #03823000

016117R (Semester)

8th TEA #03823000

016118R (Semester)

**DANCE (INTERMEDIATE)**

7th TEA #03823000

016117R (Semester)

8th TEA #03823000

016118R (Semester)

**DANCE (ADVANCED)**

8th TEA #03823000

016118R (Semester)

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

**INSTRUMENTAL / VOCAL ENSEMBLE**

7th TEA #03154401

015517R (Semester)

015527R (Year)

8th TEA #03154506

015518R (Semester)

015528R (Year)

*PREREQUISITE: Director's approval required for placement in all levels.*

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

**ORCHESTRA (BEGINNING)**

6th TEA #02930000

015426R (Year)

7th TEA #03154201

015427R (Year)

8th TEA #03154505

015428R (Year)

**ORCHESTRA (INTERMEDIATE)**

7th TEA #03154201

015427R (Year)

8th TEA #03154505

015428R (Year)

**ORCHESTRA (ADVANCED)**

8th TEA #03154505

015428R (Year)

*PREREQUISITE: Director's approval required for placement in all levels.*

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

**THEATRE ARTS (BEGINNING)**

6th TEA #02900000

011616R (Semester)

011626R (Year)

7th TEA #03253001

011617R (Semester)

011627R (Year)

8th TEA #03253002

011618R (Semester)

011628R (Year)

**THEATRE ARTS (INTERMEDIATE)**

7th TEA #03253001

011617R (Semester)

011627R (Year)

8th TEA #03253002

011618R (Semester)

011628R (Year)

**THEATRE ARTS (ADVANCED)**

8th TEA #03253002

011618R (Semester)

011628R (Year)

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

**THEATRE PRODUCTION (BEGINNING)**

6th TEA #02900000

011606R (Semester)

011636R (Year)

7th TEA #03253001

011607R (Semester)

011637R (Year)

8th TEA #03253002

011608R (Semester)

011638R (Year)

**THEATRE PRODUCTION (INTERMEDIATE)**

7th TEA #03253001

011607R (Semester)

011637R (Year)

8th TEA #03253002

011608R (Semester)

011638R (Year)

**THEATRE PRODUCTION (ADVANCED)**

8th TEA #03253002

011608R (Semester)

011638R (Year)

This course is offered in three levels. It emphasizes the technical aspect of theatre production, preparation for plays, set design and lighting. Several productions are presented during the year. Out-of-school rehearsals and performances are required.

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

### AVID

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

### AVID PREP SKILLS

**Grade level: 6 -8 TEA#85000004  
017217R (Year)**

**Grade level: 6 -8 TEA#85000005  
017218R (Year)  
017219R (Year)**

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

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

### BUSINESS CAREERS

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

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

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

### CHILD DEVELOPMENT AND EDUCATION AND TRAINING CAREERS

**6th, 7th or 8th TEA #12700400  
018408R (Semester)**

**6th, 7th or 8th TEA #12700400  
018409R (Year)**

*Prerequisite: Skills for Living*

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

### COMMUNICATION APPLICATIONS

**8th TEA #03241400  
011525R (Semester)**

CREDIT: 1/2

Students identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations. Completion of this course is a high school graduation requirement.

### COMPUTER TECHNOLOGY

**6th TEA #02670060  
011106R (Semester)**

**7th TEA #03580100  
018817R (Semester)**

**8th TEA #03580120  
018818R (Semester)  
018828R (Year)**

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

### CONSTRUCTION AND MANUFACTURING CAREERS

**6th, 7th or 8th TEA #12700400  
018428R (Semester)**

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

*PREREQUISITE: Technology Education, Technology Careers or Teacher Approval*

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

### CULINARY ARTS AND HOSPITALITY CAREERS

**6th, 7th or 8th TEA #12700400  
018406R (Semester)**

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

*Prerequisite: Skills for Living*

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

### ENERGY, POWER AND TRANSPORTATION CAREERS

**7th or 8th TEA #12700400**

**018432R (Semester)  
7th or 8th TEA #12700400  
018433R (Year)**

*Prerequisite: Technology Education, Technology Careers or Teacher Approval*

This course is designed to investigate the types of activities performed in the energy, power, and transportation industry. Through laboratory experiences and research, students will explore the skills and technologies of these industries. Content includes the application of technology; the design of products and services; emerging

and innovative technology; safety and maintenance; codes, laws and standards; as well as related career opportunities. Expenses may be incurred for projects.

### EXPLORING CAREERS

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

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

### FASHION DESIGN AND INTERIOR DESIGN CAREERS

**6th, 7th or 8th TEA #12700400**  
**018410R (Semester)**  
**6th, 7th or 8th TEA #12700400**  
**018411R (Year)**

*Prerequisite: Skills for Living*

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

### GATEWAY TO TECHNOLOGY

**6th, 7th or 8th TEA #N1237200**  
**018852R (Year) DM/AR Credit 1/2**  
**018853R (Year) DM/AR Credit 0**  
**018854R (Semester) DM/AR Credit 1/2**  
**018855R (Semester) DM/AR Credit 0**  
**018856R (Semester) ME/EE Credit 1/2**  
**018857R (Semester) ME/EE Credit 0**  
**018858R (Year) ME/EE Credit 1/2**  
**018859R (Year) ME/EE Credit 0**  
**018860R (Semester) AR Credit 0**  
**018861R (Year) FL/ST Credit 1/2**  
**018862R (Year) FL/ST Credit 0**

**018863R (Semester) FL/ST Credit 1/2**  
**018864R (Semester) FL/ST Credit 0**  
**018865R (Semester) FLS Credit 0**  
**018866R (Semester) EE Credit 0**

Gateway To Technology's cutting-edge program addresses the interest and energy of middle school students, while incorporating national standards in math, science and technology. GTT is "activity oriented" to show students how technology is used in engineering to solve everyday problems. The five instructional units excite and motivate students to use their imaginations and teach them to be creative and innovative, while gaining the skills they need to develop, produce and use products and services. The five units are: Design & Modeling; Magic of Electrons/Automation and Robotics; The Science of Technology; Energy and the Environment; Flight & Space. This program is offered at Ann Richards School for Young Women Leaders, Bailey, Bedichek, and Small.

### GRAPHIC DESIGN CAREERS

**6th, 7th or 8th TEA #12700300**  
**018434R (Semester)**  
**6th, 7th or 8th TEA #12700300**  
**018435R (Year)**

*Prerequisite: Technology Education, Technology Careers or Teacher approval*

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

### HEALTH EDUCATION

**8th TEA #0381010**  
**016931R (Semester)**

*CREDIT: 1/2*

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

### INFORMATION TECHNOLOGY CAREERS I

**6th, 7th or 8th TEA #12700400**  
**018420R (Semester)**  
**6th, 7th or 8th TEA #12700400**  
**018421R (Year)**

*Prerequisite: Technology Education, Technology Careers or Teacher Approval*

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

### INFORMATION TECHNOLOGY CAREERS II

**7th or 8th TEA #12700400**  
**018422R (Semester)**  
**7th or 8th TEA #12700400**  
**018423R (Year)**

*Prerequisite: Information Technology Careers I*

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

### TOUCH SYSTEM DATA ENTRY (KEYBOARDING)

**6th, 7th or 8th TEA #13011300**  
**018400R (Semester) Credit 0**  
**6th, 7th or 8th TEA #13011300**  
**018401R (Semester) Credit 1/2**

Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data entry for production

of business documents, and will develop psychomotor skills through drill practice and reinforcement of correct keyboarding techniques. Students will be provided instruction on how to create, format, and edit personal and business documents, including letters, reports, memos, and outlines. The course includes skill development in proofreading, spelling, and punctuation. Students will learn skills using software for word processing, visual presentation, and spreadsheet application while learning file management skills. By the end of the semester, all students are expected to key a minimum of 20 nwpm with 80% accuracy.

### LANGUAGE DISCOVERY

**6th, 7th or 8th TEA #02950000**  
**012016R (Semester)**  
**012026R (Year)**

In most cases students will explore a variety of foreign languages. Students are introduced to the world of languages and learn how English is related to other languages and how it has evolved from them. The emphasis is on the culture of the language being studied and on basic communication. More attention is given to the languages currently taught in AISD high schools: American Sign Language (ASL), Chinese, French, German, Japanese, Latin, and Spanish. In some cases sixth-grade students may continue their study of a specific language, usually Spanish, begun in the elementary schools. Similarly, special courses of Spanish may be offered for students who are native speakers of that language.

### LANGUAGES OTHER THAN ENGLISH 7TH GRADE

**French IA TEA #03410100**  
**012013R (Year)**

**Chinese IA TEA #03490100**  
**012460R (Year)**

**German IA TEA #03420100**  
**012113R (Year)**

**Japanese IA TEA #03120100**  
**012513R (Year)**

**Latin IA TEA #03430100**  
**012213R (Year)**

**Spanish IA TEA #03440100**  
**012313R (Year)**

**Spanish for Spanish Speakers IA**  
**TEA #03440110**  
**012313E (Year)**

Courses offer sequential language instruction in speaking, listening, reading, and writing. Students also learn about the culture of the country or countries where the language is spoken. Spanish for Spanish Speakers should be offered on campuses where there are significant numbers of native speakers of

that language. Students must complete part A in 7th grade and part B in 8th grade to earn 1 high school credit which will satisfy the first year of Languages Other Than English (LOTE) requirement in AISD graduation plans. Students who complete only one part will earn .5 credit that will count toward state elective graduation credit, appear on the transcript and will be included in the high school grade point average. Students are expected to complete both semesters of the same LOTE course. Students who do not complete the full 1.0 credit during middle school will experience scheduling issues in high school.

(Note: In some limited situations, students who have demonstrated a special ability in languages may be able to take an accelerated Language Other Than English, which covers the curriculum at the same rate as the high school course (1 year middle school = 1 year high school.)

### LANGUAGES OTHER THAN ENGLISH 8TH GRADE

**French IB TEA #03410100**  
**012014R (Year)**

**Chinese IB TEA #03490100**  
**012461R (Year)**

**German IB TEA #03420100**  
**012114R (Year)**

**Japanese IB TEA #03120100**  
**012514R (Year)**

**Latin IB TEA #03430100**  
**012214R (Year)**

**Spanish IB TEA #03440100**  
**012315R (Year)**

**Spanish for Spanish Speakers IB**  
**TEA #03440110**  
**012315E (Year)**

Courses offer sequential language instruction in speaking, listening, reading, and writing. Students also learn about the culture of the country or countries where the language is spoken.

Spanish for Spanish speakers should be offered on campuses where there are significant numbers of speakers of that language. Students must complete part A in 7th grade and part B in 8th grade to earn 1 high school credit which will satisfy the first year of Languages Other Than English (LOTE) requirement in AISD graduation plans. Students who complete only one year will earn .5 credit that will count toward state elective graduation credit, appear on the transcript and will be included in the high school grade point average. Students are expected to complete both semesters of the same LOTE course. Students who do not complete the full 1.0 credit during middle

school will experience scheduling issues in high school.

### MULTIMEDIA AND ANIMATION CAREERS I

**6th, 7th or 8th TEA #12700400**  
**018416R (Semester)**

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

*Prerequisite: Technology Education, Technology Careers or Teacher Approval*

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

### MULTIMEDIA AND ANIMATION CAREERS II

**7th or 8th TEA #12700400**

**018418R (Semester)**

**7th or 8th TEA #12700400**

**018419R (Year)**

*Prerequisite: Careers in Multimedia and Animation I*

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

### PUBLICATIONS ENGLISH

**7th TEA #84000006**  
**011817R (Semester)**

**TEA #84000007**

**011827R (Year)**

**8th TEA #84000008**  
**011818R (Semester)**

**TEA #84000009**

**011828R (Year)**

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

extensive writing. Principles of desktop publishing may also be included. Some schools include sixth graders in the program.

### ARTISTIC/IMAGINATIVE WRITING

7th or 8th TEA #83221200

011041R (Semester)

011042R (Year)

This course provides experience in writing in several genres. Students engage in the writing 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.

### READING

7th TEA #03273420

011317R (Semester)

011327R (Year)

8th TEA #03273430

011418R (Semester)

011428R (Year)

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

### ROBOTICS CAREERS

6th, 7th or 8th TEA #12700400

018430R (Semester)

6th, 7th or 8th TEA #12700400

018431R (Year)

*Prerequisite: Technology Education, Technology Careers or Teacher Approval*

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

### SKILLS FOR LIVING

6th, 7th or 8th TEA #12700400

018404R (Semester)

6th, 7th or 8th TEA #12700400

018405R (Year)

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

### SPEECH

7th TEA #03243620

011517R (Semester)

011527R (Year)

8th TEA # 03243630

011518R (Semester)

011528R (Year)

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

### TECHNOLOGY CAREERS

6th, 7th or 8th TEA #12700400

018426R (Semester)

6th, 7th or 8th TEA #12700400

018427R (Year)

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

### WEB DESIGN CAREERS I

6th, 7th or 8th TEA #12700400

018412R (Semester)

6th, 7th or 8th TEA #12700400

018413R (Year)

*Prerequisite: Technology Education, Technology Careers or Teacher Approval*

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

### WEB DESIGN CAREERS II

7th or 8th TEA #12700400

018414R (Semester)

7th or 8th TEA #12700400

018415R (Year)

*Prerequisite: Careers in Web Design I*

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



# SECTION III:

## High School

### Information and Graduation Requirements



# AIISD

**AIISD Disclaimer:**

The contents of the Secondary School Information Guide are relevant to AIISD Policy (Legal and Local), Regulation and Practice as of January 2012. 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 Information and Graduation Requirements

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

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

All students entering grade 9 are required to enroll in the Recommended High School Program or Distinguished Achievement Program. Permission to enroll in the Minimum Graduation Plan will be granted only when a student, the student's parent or guardian, the counselor and the principal agree in writing, signed by each party, that the student should be permitted to take courses under the MHSP. The AISD Permission to Graduate form on the Minimum Graduation Plan may be obtained from your school counselor. Refer to the permission form for eligibility requirements.

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

## College and Career Programs of Study

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

Programs of Study include a sequence of courses (3 or more) within a cluster. Each Program of Study will have a series of three or more courses that will move a student from a beginning introductory course to two or more increasingly advanced courses. All Programs of Study start with the Recommended High School Graduation Program as a foundation and focus on the use of electives in a coherent sequence to build student skills in an area of interest. The selection of a program of study is based upon individual interest and aptitude.

Following are the clusters available in AISD.

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

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

## Graduation Programs

AISD expects students to take at least the Texas Education Agency (TEA) Recommended High School Program, which requires a minimum of 26 credits for graduation, or the Distinguished Achievement High School Program which requires 26 credits including three years of Language Other than English, plus advanced measures. All students must take required English, mathematics, science and social studies courses in the year they enter high school, and they must continue those courses annually until all requirements are met. Students must graduate on one of the graduation programs available to them when they enter Grade 9. Outlined below are the various graduation programs available to students based on the year that they enter high school (Grade 9).

Students entering Grade 9 in the fall of 2007, 2008 and 2009 can graduate under the following three High School Programs:

- 1) Minimum High School Program with Austin ISD Modification Exhibit 1.
- 2) Recommended High School Program (as approved by the State Board of Education in 2007) Exhibit 2.
- 3) Distinguished Achievement High School Program (as approved by the State Board of Education in 2007) Exhibit 3.

Recommended High School Program and Distinguished High School Program graduation requirements changed for students entering Grade 9 in the fall of 2010 and thereafter. Each graduation program exhibit outlines course requirements specific to the given graduation program:

- 1) Minimum High School Program with Austin ISD Modification Exhibit 4.
- 2) Recommended High School Program with Austin ISD Modification Exhibit 5.
- 3) Distinguished Achievement High School Program with Austin ISD Modification Exhibit 6.

Refer to the EIF Exhibits in District Policy (LOCAL) found on the AISD website at [www.austinisd.org](http://www.austinisd.org).

## Austin ISD Graduation Plans

**Students who enter 9th grade in the fall of 2007, 2008 and 2009** must demonstrate proficiency for one of the graduation program requirements outlined in Exhibits 1-3. The State Board of Education requires that each student successfully complete four courses in the areas of English Language Arts, Mathematics, Science and Social Studies for a total of twenty-six (26) credits.

Minimum High School Program (Exhibit 1) Entering 9th Graders in 2007, 2008 and 2009		4X4 Recommended High School Program (Exhibit 2) Entering 9th Graders in 2007, 2008 and 2009		4X4 Distinguished High School Program (Exhibit 3)* Entering 9th Graders in 2007, 2008 and 2009	
<p><b>English Language Arts +</b></p> <ul style="list-style-type: none"> <li>■ English I, II and III</li> <li>■ English I and II for Speakers of Other Languages may be substituted for English I and II for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.</li> <li>■ The fourth credit of English may be selected from any of the following:                             <ul style="list-style-type: none"> <li>-English IV</li> <li>-Research/Technical Writing</li> <li>-Creative/Imaginative Writing</li> <li>-Practical Writing Skills</li> <li>-Literary Genres</li> <li>-Business English (CTE)</li> <li>-Journalism</li> <li>-AP English Language &amp; Composition</li> <li>-AP English Literature and Composition</li> </ul> </li> </ul> <p>Prior to 2010:</p> <ul style="list-style-type: none"> <li>-Business Communication (CTE)</li> </ul>	<p>credits <b>4.0</b></p>	<p><b>English Language Arts +</b></p> <ul style="list-style-type: none"> <li>■ English I, II, III, and IV</li> <li>■ English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate level of English language proficiency.</li> </ul>	<p>credits <b>4.0</b></p>	<p><b>English Language Arts +</b></p> <ul style="list-style-type: none"> <li>■ English I, II, III, and IV</li> <li>■ English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate level of English language proficiency.</li> </ul>	<p>credits <b>4.0</b></p>
<p><b>Mathematics +</b></p> <ul style="list-style-type: none"> <li>■ Algebra I</li> <li>■ Geometry</li> <li>■ The third credit may be selected from any of the following:                             <ul style="list-style-type: none"> <li>-Mathematical Models with Applications</li> <li>-Mathematical Applications in Agriculture, Food, and Natural Resources (CTE)</li> <li>-Algebra II</li> <li>-Precalculus</li> <li>-Independent Study in Mathematics</li> <li>-Advanced Quantitative Reasoning</li> <li>-AP Statistics</li> <li>-AP Calculus AB</li> <li>-AP Calculus BC</li> <li>-AP Computer Science</li> <li>-IB Mathematical Studies Standard Level</li> <li>-IB Mathematics Standard Level</li> <li>-IB Mathematics Higher Level</li> <li>-IB Further Mathematics Standard level</li> <li>-Engineering Mathematics (CTE)</li> <li>-Statistics and Risk Management (CTE)</li> </ul> </li> </ul> <p><i>Note: Students must take one full credit of the same course.</i></p>	<p><b>3.0</b></p>	<p><b>Mathematics +</b></p> <ul style="list-style-type: none"> <li>■ Algebra I</li> <li>■ Geometry</li> <li>■ Algebra II</li> <li>■ The additional credit may be selected from either of the following and must be successfully completed prior to Algebra II:                             <ul style="list-style-type: none"> <li>-Mathematical Models with Applications</li> <li>-Mathematical Applications in Agriculture, Food, and Natural Resources (CTE)</li> </ul> </li> <li>■ The fourth credit may be selected from the following after successful completion of Algebra I, Geometry, and Algebra II:                             <ul style="list-style-type: none"> <li>-Precalculus</li> <li>-Independent Study in Mathematics</li> <li>-Advanced Quantitative Reasoning</li> <li>-AP Statistics</li> <li>-AP Calculus AB</li> <li>-AP Calculus BC</li> <li>-AP Computer Science</li> <li>-IB Mathematical Studies Standard level</li> <li>-IB Mathematics Standard Level</li> <li>-IB Mathematics Higher Level</li> <li>-IB Further Mathematics Standard Level</li> <li>-Engineering Mathematics (CTE)</li> <li>-Statistics and Risk Management (CTE)</li> </ul> </li> </ul> <p><i>Note: Students must take one full credit of the same course</i></p>	<p><b>4.0</b></p>	<p><b>Mathematics +</b></p> <ul style="list-style-type: none"> <li>■ Algebra I</li> <li>■ Geometry</li> <li>■ Algebra II</li> <li>■ The fourth credit may be selected from any of the following after successful completion of Algebra I, Geometry, and Algebra II:                             <ul style="list-style-type: none"> <li>-Precalculus</li> <li>-Independent Study in Mathematics</li> <li>-Advanced Quantitative Reasoning</li> <li>-AP Statistics</li> <li>-AP Calculus AB</li> <li>-AP Calculus BC</li> <li>-AP Computer Science</li> <li>-IB Mathematical Studies Standard level</li> <li>-IB Mathematics Standard Level</li> <li>-IB Mathematics Higher Level</li> <li>-IB Further Mathematics Standard Level</li> <li>-Engineering Mathematics (CTE)</li> <li>-Statistics and Risk Management (CTE)</li> </ul> </li> </ul> <p><i>Note: Students must take one full credit of the same course.</i></p>	<p><b>4.0</b></p>

+ College Board Advanced Placement, dual credit, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

\* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

<b>Minimum High School Program (Exhibit 1)</b> Entering 9th Graders in 2007, 2008 and 2009	<b>4X4 Recommended High School Program (Exhibit 2)</b> Entering 9th Graders in 2007, 2008 and 2009	<b>4X4 Distinguished High School Program (Exhibit 3)*</b> Entering 9th Graders in 2007, 2008 and 2009
<p><b>Science +</b></p> <ul style="list-style-type: none"> <li>■ Biology</li> <li>■ Integrated Physics and Chemistry (IPC)</li> </ul> <p>May substitute Chemistry or Physics for IPC but must use the other as academic elective credit.</p> <p><i>Note: Students must take one full credit of the same course.</i></p>	<p>credits <b>2.0</b></p> <p><b>Science +</b></p> <ul style="list-style-type: none"> <li>■ One credit must be a biology credit (Biology, AP Biology, or IB Biology).</li> <li>■ Students must choose two credits from the following areas:                             <ul style="list-style-type: none"> <li>-Integrated Physics &amp; Chemistry (if taken prior to 2010)</li> <li>-Chemistry, AP Chemistry or IB Chemistry</li> <li>-Physics, AP Physics, IB Physics, or Principles of Technology I.</li> </ul> </li> <li>-Note: IPC cannot be taken as the final or fourth year of science, but must be taken before the senior year of high school.</li> <li>■ IPC, if taken prior to SY 2010-2011, did not need to be completed prior to Chemistry or Physics. For example: Biology, Chemistry or Physics, IPC and a fourth course from the list. <i>If IPC is taken in 2010-11, then the student must complete physics and chemistry. IPC taken in 2010-11 and thereafter, must be completed prior to taking Chemistry and Physics.</i></li> <li>■ If IPC is not taken, then the fourth credit may be selected from any of the following laboratory-based courses:                             <ul style="list-style-type: none"> <li>-Aquatic Science</li> <li>-Astronomy</li> <li>-Earth and Space Science</li> <li>-Environmental Systems</li> <li>-AP Biology</li> <li>-AP Chemistry</li> <li>-AP Physics B</li> <li>-AP Physics C</li> <li>-AP Environmental Science</li> <li>-IB Biology</li> <li>-IB Chemistry</li> <li>-IB Physics</li> <li>-IB Environmental Systems</li> <li>-Scientific Research and Design (CTE)</li> <li>-Anatomy and Physiology (CTE)</li> <li>-Engineering Design and Problem Solving (CTE)</li> <li>-Medical Microbiology (CTE)</li> <li>-Pathophysiology (CTE)</li> <li>-Advanced Animal Science (CTE)</li> <li>-Advanced Biotechnology (CTE)</li> <li>-Advanced Plant and Soil Science (CTE)</li> <li>-Food Science (CTE)</li> <li>-Forensic Science (CTE)</li> </ul> </li> </ul> <p>Prior to 2010:</p> <ul style="list-style-type: none"> <li>■ Additional fourth science courses included:                             <ul style="list-style-type: none"> <li>-Anatomy and Physiology of Human Systems</li> <li>-Principles of Technology II</li> <li>-GMO</li> </ul> </li> </ul> <p><i>Note: Students must take one full credit of the same course.</i></p>	<p>credits <b>4.0</b></p> <p><b>Science +</b></p> <ul style="list-style-type: none"> <li>■ Biology, AP Biology, or IB Biology</li> <li>■ Chemistry, AP Chemistry, or IB Chemistry</li> <li>■ Physics, AP Physics, or IB Physics</li> <li>■ After successful completion of a biology course, a chemistry course, and a physics course, the fourth credit may be selected from any of the following laboratory-based courses: (the third and fourth credit may be taken concurrently):                             <ul style="list-style-type: none"> <li>-Aquatic Science</li> <li>-Astronomy</li> <li>-Earth and Space Science</li> <li>-Environmental Systems</li> <li>-AP Biology</li> <li>-AP Chemistry</li> <li>-AP Physics B</li> <li>-AP Physics C</li> <li>-AP Environmental Science</li> <li>-IB Biology</li> <li>-IB Chemistry</li> <li>-IB Physics</li> <li>-IB Environmental Systems</li> <li>-Scientific Research and Design (CTE)</li> <li>-Anatomy and Physiology (CTE)</li> <li>-Engineering Design and Problem Solving (CTE)</li> <li>-Medical Microbiology (CTE)</li> <li>-Pathophysiology (CTE)</li> <li>-Advanced Animal Science (CTE)</li> <li>-Advanced Biotechnology (CTE)</li> <li>-Advanced Plant and Soil Science (CTE)</li> <li>-Food Science (CTE)</li> <li>-Forensic Science (CTE)</li> </ul> </li> </ul> <p>Prior to 2010:</p> <ul style="list-style-type: none"> <li>-Anatomy and Physiology of Human Systems</li> <li>-GMO</li> </ul> <p><i>Note: Students must take one full credit of the same course.</i></p>
<p><b>Social Studies +</b></p> <ul style="list-style-type: none"> <li>■ One credit from either of the following courses:                             <ul style="list-style-type: none"> <li>-World Geography Studies (one credit)</li> <li>-World History Studies (one credit)</li> </ul> </li> <li>■ U.S. History Studies Since Reconstruction (one credit)</li> <li>■ U.S. Government (.5 credit)</li> </ul>	<p><b>2.5</b></p> <p><b>Social Studies +</b></p> <ul style="list-style-type: none"> <li>■ World Geography Studies (one credit)</li> <li>■ World History Studies (one credit)</li> <li>■ U.S. History Studies Since Reconstruction (one credit)</li> <li>■ U.S. Government (.5 credit)</li> </ul>	<p><b>3.5</b></p> <p><b>Social Studies +</b></p> <ul style="list-style-type: none"> <li>■ World Geography Studies (one credit)</li> <li>■ World History Studies (one credit)</li> <li>■ U.S. History Studies Since Reconstruction (one credit)</li> <li>■ U.S. Government (.5 credit)</li> </ul>

+ College Board Advanced Placement, dual credit, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

\* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

<b>Minimum High School Program (Exhibit 1)</b> Entering 9th Graders in 2007, 2008 and 2009		<b>4X4 Recommended High School Program (Exhibit 2)</b> Entering 9th Graders in 2007, 2008 and 2009		<b>4X4 Distinguished High School Program (Exhibit 3)*</b> Entering 9th Graders in 2007, 2008 and 2009	
<b>Economics with emphasis on free enterprise system and its benefits</b>	credits <b>0.5</b>	<b>Economics with emphasis on free enterprise system and its benefits</b>	credits <b>0.5</b>	<b>Economics with emphasis on free enterprise system and its benefits</b>	credits <b>0.5</b>
<b>Speech</b> Either: ■ Communications Applications ■ Professional Communications (CTE)	<b>0.5</b>	<b>Speech</b> Either: ■ Communications Applications ■ Professional Communications (CTE)	<b>0.5</b>	<b>Speech</b> Either: ■ Communications Applications ■ Professional Communications (CTE)	<b>0.5</b>
<b>General Physical Education</b> ■ Must include Foundations of Personal Fitness (0.5 credits) ■ Remaining 1.0 credit may be from any combination of the following : -Adventure/Outdoor Education (0.5 credit) -Aerobics and Conditioning (1.0 credit) -Team or Individual Sports (1.0 credit) -Aerobic Dance (1.0 credit)  <b>Physical Education Substitutions</b> ■ In accordance with AISD policy, up to 1.5 credits for any one of the General P.E. courses listed above may be earned through participation in any of the following: -Drill Team (1.0 state credit and 0.5 additional AISD credit) -Marching Band (Fall only) (1.0 state credit and 0.5 additional AISD credit) -Cheerleading (1.0 state credit and 0.5 additional AISD credit) -Career & Technical Education work-based training course successfully completed prior to 2011-2012 school year (2-3 credit). <i>See Appendix F for listing of courses prior to 2010 and Appendix G for a listing of courses for 2010.</i> ■ All allowed substitution activities must include at least 100 minutes per 5 day week of moderate to vigorous physical activity ■ Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions. ■ Students may substitute certain physical activities for required credits of P.E., including the .5 credit for Foundations of Personal Fitness ■ In accordance with AISD policy, credit may be earned for any of the General P.E. courses listed above through participation in: -Athletics (up to 4 credits) -JROTC (up to 1.0 state credit and 0.5 Military Science course) -Appropriate private/commercially-sponsored physical activity programs conducted on or off campus (up to 4 credits for Category 1 and up to 1.5 credits for Category 2)	<b>1.5</b>	<b>General Physical Education</b> ■ See Exhibit 1 at left	<b>1.5</b>	<b>General Physical Education</b> ■ See Exhibit 1 at left	<b>1.5</b>
<i>Note: A student taking, Cheerleading, Marching Band, or Drill Team may earn only 1 state PE credit. In order to fulfill the remaining 0.5 AISD PE credit requirement, a student may take one of these courses again for a local 0.5 credit (local credit does not count towards state graduation requirement). Students opting to fulfill the 0.5 additional AISD PE credit through local course participation must still meet minimum state elective graduation credit requirements. A student may also take Foundations of Personal Fitness or any other approved PE substitution for 0.5 state elective credit, which will count towards graduation requirements. A student who remains in Dance classes must take Foundations of Personal Fitness or an approved PE substitution to fulfill their PE credit requirement.</i>		+ College Board Advanced Placement, dual credit, and International Baccalaureate courses may be substituted for requirements in appropriate areas. * Distinguished Achievement Program requirements also include student achievement of four advanced measures.			

<b>Minimum High School Program (Exhibit 1)</b> Entering 9th Graders in 2007, 2008 and 2009	<b>4X4 Recommended High School Program (Exhibit 2)</b> Entering 9th Graders in 2007, 2008 and 2009	<b>4X4 Distinguished High School Program (Exhibit 3)*</b> Entering 9th Graders in 2007, 2008 and 2009
<p><b>Technology Applications</b>                      Prior to the 2010-2011 school year, students may satisfy this requirement by taking one full credit of any of the following:</p> <p>(1) Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics Animation, Multimedia, Video Technology, Web Mastering; or Independent Study in Technology Applications.</p> <p>(2) Business Computer Information Systems I and II, Business Computer Programming, Telecommunications and Networking or Business Image Management and Multimedia.</p> <p>(3) Computer Applications, Technology Systems (modular computer laboratory- based), Communication Graphics (modular computer laboratory- based), or Computer Multimedia and Animation Technology.</p> <p>Beginning in the 2010-2011 school year and thereafter, please refer to the Career and Technical Education courses that satisfy technology requirements for all 3 graduation programs. (Appendix H)</p>	<p>credits <b>1.0</b></p> <p><b>Technology Applications</b>                      Prior to the 2010-2011 school year, students may satisfy this requirement by taking one full credit of any of the following:</p> <p>(1) Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics/ Animation, Multimedia, Video Technology, Web Mastering, or Independent Study in Technology Applications, and for students entering ninth grade in the 2004-05 school year or thereafter, state approved technology application innovative courses.</p> <p>(2) Business Computer Information Systems I or II, Business Computer Programming, Telecommunications and Networking or Business Image Management and Multimedia;</p> <p>(3) Computer Applications, Technology Systems (modular computer laboratory- based), Communication Graphics (modular computer laboratory-based), or Computer Multimedia and Animation Technology.</p> <p>An AISD student participating in a coherent sequence of Career and Technical Education courses may demonstrate proficiency and earn credit through credit by examination.</p> <p>Media Technology Sequence:                      1st Course – Intro to Media Tech                      2nd Course – Media Tech I                      CBE for Video Tech course credit</p> <p>Transcribed Courses:                      Intro to Media Tech I                      Media Tech I                      Video Tech (Tech Apps required)</p> <p>Computer Networking Sequence:                      1st Course – Basic Computer Tech                      2nd Course – Internetworking Tech I                      CBE for Telecommunications course credit</p> <p>Transcribed Courses:                      Basic Computer Tech                      Internetworking Tech I                      Computer Apps (Tech Apps required)</p> <p>Project Lead The Way Sequence:                      1st Course – Intro to Engineering Design                      2nd Course – Principles of Engineering</p> <p>Transcribed Courses:                      Intro to Engineering Design                      Principles of Engineering                      Computer Apps or Principles of Information Technology                      (Tech Apps required)</p> <p>Beginning in the 2010-2011 school year and thereafter, please refer to the Career and Technical Education courses that satisfy technology requirements for all 3 graduation programs. (Appendix H)</p>	<p>credits <b>1.0</b></p> <p><b>Technology Applications</b>                      Prior to the 2010-2011 school year, students may satisfy this requirement by taking one full credit of any of the following:</p> <p>(1) Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics/ Animation, Multimedia, Video Technology, Web Mastering, or Independent Study in Technology Applications, and for students entering ninth grade in the 2004-05 school year or thereafter, state approved technology application innovative courses.</p> <p>(2) Business Computer Information Systems I or II, Business Computer Programming, Telecommunications and Networking or Business Image Management and Multimedia;</p> <p>(3) Computer Applications, Technology Systems (modular computer laboratory- based), Communication Graphics (modular computer laboratory-based), or Computer Multimedia and Animation Technology.</p> <p>An AISD student participating in a coherent sequence of Career and Technical Education courses may demonstrate proficiency and earn credit through credit by examination.</p> <p>Media Technology Sequence:                      1st Course – Intro to Media Tech                      2nd Course – Media Tech I                      CBE for Video Tech course credit</p> <p>Transcribed Courses:                      Intro to Media Tech I                      Media Tech I                      Video Tech (Tech Apps required)</p> <p>Computer Networking Sequence:                      1st Course – Basic Computer Tech                      2nd Course – Internetworking Tech I                      CBE for Telecommunications course credit</p> <p>Transcribed Courses:                      Basic Computer Tech                      Internetworking Tech I                      Computer Apps (Tech Apps required)</p> <p>Project Lead The Way Sequence:                      1st Course – Intro to Engineering Design                      2nd Course – Principles of Engineering</p> <p>Transcribed Courses:                      Intro to Engineering Design                      Principles of Engineering                      Computer Apps or Principles of Information Technology                      (Tech Apps required)</p> <p>Beginning in the 2010-2011 school year and thereafter, please refer to the Career and Technical Education courses that satisfy technology requirements for all 3 graduation programs. (Appendix H)</p>

+ College Board Advanced Placement, dual credit, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

\* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

<b>Minimum High School Program (Exhibit 1)</b>		<b>4X4 Recommended High School Program (Exhibit 2)</b>		<b>4X4 Distinguished High School Program (Exhibit 3)*</b>	
Entering 9th Graders in 2007, 2008 and 2009		Entering 9th Graders in 2007, 2008 and 2009		Entering 9th Graders in 2007, 2008 and 2009	
<b>Elective Courses +</b> From any of these: ■ The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) ■ State-approved innovative courses ■ JROTC (1-4 credits) ■ Driver Education (.5 credit) ■ A maximum of 3 credits of Reading I, II or III may be offered by districts for state graduation elective credit for identified students.	credits <b>4.5</b>	<b>Elective Courses +</b> From any of these: ■ The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) ■ State-approved innovative courses ■ JROTC (1-4 credits) ■ Driver Education (.5 credit) ■ A maximum of 3 credits of Reading I, II or III may be offered by districts for state graduation elective credit for identified students.	credits <b>3.5</b>	<b>Elective Courses +</b> From any of these: ■ The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) ■ State-approved innovative courses ■ JROTC (1-4 credits) ■ Driver Education (.5 credit) ■ A maximum of 3 credits of Reading I, II or III may be offered by districts for state graduation elective credit for identified students.	credits <b>2.5</b>
<b>Health Education</b> Prior to 2010: ■ .5 credit of Health Education <i>or</i> ■ 1 credit of Introduction to Health Science <i>or</i> ■ 1 credit of Health Science Technology I  Starting in 2010: ■ .5 credit of Health Education <i>or</i> ■ 1 credit of Principles of Health Science <i>or</i> ■ 1 credit of Health Science	<b>0.5</b>	<b>Health Education</b> Prior to 2010: ■ .5 credit of Health Education <i>or</i> ■ 1 credit of Introduction to Health Science <i>or</i> ■ 1 credit of Health Science Technology I  Starting in 2010: ■ .5 credit of Health Education <i>or</i> ■ 1 credit of Principles of Health Science <i>or</i> ■ 1 credit of Health Science	<b>0.5</b>	<b>Health Education</b> Prior to 2010: ■ .5 credit of Health Education <i>or</i> ■ 1 credit of Introduction to Health Science <i>or</i> ■ 1 credit of Health Science Technology I  Starting in 2010: ■ .5 credit of Health Education <i>or</i> ■ 1 credit of Principles of Health Science <i>or</i> ■ 1 credit of Health Science	<b>0.5</b>
<b>Fine Arts +</b> ■ Art, Level I, II, III, or IV ■ Dance, Level I, II, III, or IV ■ Music, Level I, II, III, or IV ■ Theatre, Level I, II, III or IV; ■ Principles and Elements of Floral Design (CTE)  <i>Note: Students must take one full credit of the same course.</i>	<b>1.0</b>	<b>Fine Arts +</b> ■ Art, Level I, II, III, or IV ■ Dance, Level I, II, III, or IV ■ Music, Level I, II, III, or IV ■ Theatre, Level I, II, III or IV; ■ Principles and Elements of Floral Design (CTE)  <i>Note: Students must take one full credit of the same course.</i>	<b>1.0</b>	<b>Fine Arts +</b> ■ Art, Level I, II, III, or IV ■ Dance, Level I, II, III, or IV ■ Music, Level I, II, III, or IV ■ Theatre, Level I, II, III or IV; ■ Principles and Elements of Floral Design (CTE)  <i>Note: Students must take one full credit of the same course.</i>	<b>1.0</b>
<b>Academic Elective</b> One credit from the following: ■ World History Studies ■ World Geography Studies ■ Any science course approved by SBOE (If substituting Chemistry or Physics for IPC, must use the other as academic elective credit.)	<b>1.0</b>	<b>Languages Other than English</b> Must consist of two levels of the same language.	<b>2.0</b>	<b>Languages Other than English</b> Must consist of three levels of the same language.	<b>3.0</b>
<b>Total Credits for Minimum High School Program</b>	<b>22</b>	<b>Total Credits for Recommended High School Program</b>	<b>26</b>	<b>Total Credits for Distinguished High School Program</b>	<b>26</b>

+ College Board Advanced Placement, dual credit, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

\* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

**\* Advanced Measures**

Original research/projects may not be used for more than two of the four advanced measures. The measures must focus on demonstrated student performance at the college level or professional level. Student performance on advanced measures must be assessed through an external review process. The student may chose from any of the following options:  
 1. original research/project that is: (a) judged by a panel of professionals in the field that is the focus of the project, or (b) conducted under the direction of mentor(s) and reported to an appropriate audience; and (c) related to the required curriculum set forth in TAC 74.1 (relating to Essential Knowledge and Skills)

2. Test data where a student receives: (a) a score of three or above on the College Board Advanced Placement examination; (b) a score of four or above on an International Baccalaureate examination; or (c) a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score shall count as only one advanced measure regardless of the number of honors received by the student ; or  
 3. college academic courses, including those taken for dual credit, and advanced technical credit course, including locally articulated courses, with a grade of 3.0 or higher.

**Students entering 9th grade in school year 2010-2011 and thereafter** can graduate under one of the graduation programs outlined in Exhibits 4-6. AISD Board of Trustees approved changes to graduation program requirements for the incoming 9th grade class of 2010-2011, as allowed by the State Board of Education.

Minimum High School Program (Exhibit 4) Entering 9th Graders in 2010 and thereafter		4X4 Recommended High School Program (Exhibit 5) Entering 9th Graders in 2010 and thereafter		4X4 Distinguished High School Program* (Exhibit 6) Entering 9th Graders in 2010 and thereafter	
<p><b>English Language Arts +</b></p> <ul style="list-style-type: none"> <li>■ English I, II and III</li> <li>■ English I and II for Speakers of Other Languages may be substituted for English I and II for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.</li> <li>■ The fourth credit of English may be selected from any of the following:                             <ul style="list-style-type: none"> <li>-English IV</li> <li>-Research/Technical Writing</li> <li>-Creative/Imaginative Writing</li> <li>-Practical Writing Skills</li> <li>-Literary Genres</li> <li>-Business English (CTE)</li> <li>-Journalism</li> <li>-AP English Language &amp; Composition</li> <li>-AP English Literature and Composition</li> </ul> </li> </ul>	credits <b>4</b>	<p><b>English Language Arts +</b></p> <ul style="list-style-type: none"> <li>■ English I, II, III, and IV</li> <li>■ English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate level of English language proficiency.</li> </ul>	credits <b>4</b>	<p><b>English Language Arts +</b></p> <ul style="list-style-type: none"> <li>■ English I, II, III, and IV</li> <li>■ English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate level of English language proficiency.</li> </ul>	credits <b>4</b>
<p><b>Mathematics +</b></p> <ul style="list-style-type: none"> <li>■ Algebra I</li> <li>■ Geometry</li> <li>■ The third credit may be selected from any of the following:                             <ul style="list-style-type: none"> <li>-Mathematical Models with Applications</li> <li>-Mathematical Applications in Agriculture, Food, and Natural Resources (CTE)</li> <li>-Algebra II</li> <li>-Precalculus</li> <li>-Independent Study in Mathematics</li> <li>-Advanced Quantitative Reasoning</li> <li>-AP Statistics</li> <li>-AP Calculus AB</li> <li>-AP Calculus BC</li> <li>-AP Computer Science</li> <li>-IB Mathematical Studies Standard Level</li> <li>-IB Mathematics Standard Level</li> <li>-IB Mathematics Higher Level</li> <li>-IB Further Mathematics Standard level</li> <li>-Engineering Mathematics (CTE)</li> <li>-Statistics and Risk Management (CTE)</li> </ul> </li> </ul> <p><i>Note: Students must take one full credit of the same course.</i></p>	<b>3</b>	<p><b>Mathematics +</b></p> <ul style="list-style-type: none"> <li>■ Algebra I</li> <li>■ Geometry</li> <li>■ Algebra II</li> <li>■ The additional credit may be selected from either of the following and must be successfully completed prior to Algebra II:                             <ul style="list-style-type: none"> <li>-Mathematical Models with Applications</li> <li>-Mathematical Applications in Agriculture, Food, and Natural Resources (CTE)</li> <li>■ The fourth credit may be selected from the following after successful completion of Algebra I, Geometry, and Algebra II:                                     <ul style="list-style-type: none"> <li>-Precalculus</li> <li>-Independent Study in Mathematics</li> <li>-Advanced Quantitative Reasoning</li> <li>-AP Statistics</li> <li>-AP Calculus AB</li> <li>-AP Calculus BC</li> <li>-AP Computer Science</li> <li>-IB Mathematical Studies Standard level</li> <li>-IB Mathematics Standard Level</li> <li>-IB Mathematics Higher Level</li> <li>-IB Further Mathematics Standard Level</li> <li>-Engineering Mathematics (CTE)</li> <li>-Statistics and Risk Management (CTE)</li> </ul> </li> </ul> </li> </ul> <p><i>Note: Students must take one full credit of the same course.</i></p>	<b>4</b>	<p><b>Mathematics +</b></p> <ul style="list-style-type: none"> <li>■ Algebra I</li> <li>■ Geometry</li> <li>■ Algebra II</li> <li>■ The fourth credit may be selected from any of the following after successful completion of Algebra I, Geometry, and Algebra II:                             <ul style="list-style-type: none"> <li>-Precalculus</li> <li>-Independent Study in Mathematics</li> <li>-Advanced Quantitative Reasoning</li> <li>-AP Statistics</li> <li>-AP Calculus AB</li> <li>-AP Calculus BC</li> <li>-AP Computer Science</li> <li>-IB Mathematical Studies Standard level</li> <li>-IB Mathematics Standard Level</li> <li>-IB Mathematics Higher Level</li> <li>-IB Further Mathematics Standard Level</li> <li>-Engineering Mathematics (CTE)</li> <li>-Statistics and Risk Management (CTE)</li> </ul> </li> </ul> <p><i>Note: Students must take one full credit of the same course.</i></p>	<b>4</b>

+ College Board Advanced Placement, dual credit, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

\* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

<b>Minimum High School Program (Exhibit 4)</b> Entering 9th Graders in 2010 and thereafter	<b>4X4 Recommended High School Program (Exhibit 5)</b> Entering 9th Graders in 2010 and thereafter	<b>4X4 Distinguished High School Program* (Exhibit 6)</b> Entering 9th Graders in 2010 and thereafter
<p><b>Science +</b></p> <ul style="list-style-type: none"> <li>■ Biology</li> <li>■ Integrated Physics and Chemistry (IPC)</li> </ul> <p>May substitute Chemistry or Physics for IPC but must use the other as academic elective credit.</p> <p><i>Note: Students must take one full credit of the same course.</i></p>	<p style="text-align: right;">credits <b>2</b></p> <p><b>Science +</b></p> <ul style="list-style-type: none"> <li>■ Biology, AP Biology, or IB Biology</li> <li>■ Chemistry, AP Chemistry, or IB Chemistry</li> <li>■ Physics, Principles of Technology, AP Physics, or IB Physics</li> <li>■ The fourth credit may be IPC, but must be successfully completed prior to chemistry and physics.</li> <li>■ If IPC is not taken, then the fourth credit may be selected from any of the following laboratory-based courses:</li> </ul> <ul style="list-style-type: none"> <li>-Aquatic Science</li> <li>-Astronomy</li> <li>-Earth and Space Science</li> <li>-Environmental Systems</li> <li>-AP Biology</li> <li>-AP Chemistry</li> <li>-AP Physics B</li> <li>-AP Physics C</li> <li>-AP Environmental Science</li> <li>-IB Biology</li> <li>-IB Chemistry</li> <li>-IB Physics</li> <li>-IB Environmental Systems</li> <li>-Scientific Research and Design (CTE)</li> <li>-Anatomy and Physiology (CTE)</li> <li>-Engineering Design and Problem Solving (CTE)</li> <li>-Medical Microbiology (CTE)</li> <li>-Pathophysiology (CTE)</li> <li>-Advanced Animal Science (CTE)</li> <li>-Advanced Biotechnology (CTE)</li> <li>-Advanced Plant and Soil Science (CTE)</li> <li>-Food Science (CTE)</li> <li>-Forensic Science (CTE)</li> </ul> <p>■ IPC can not be taken as the final or fourth year of science, and must be taken before the senior year of high school.</p> <p><i>Note: Students must take one full credit of the same course.</i></p>	<p style="text-align: right;">credits <b>4</b></p> <p><b>Science +</b></p> <ul style="list-style-type: none"> <li>■ Biology, AP Biology, or IB Biology</li> <li>■ Chemistry, AP Chemistry, or IB Chemistry</li> <li>■ Physics, AP Physics, or IB Physics</li> <li>■ After successful completion of a biology course, a chemistry course, and a physics course, the fourth credit may be selected from any of the following laboratory-based courses: (the third and fourth credit may be taken concurrently):</li> </ul> <ul style="list-style-type: none"> <li>-Aquatic Science</li> <li>-Astronomy</li> <li>-Earth and Space Science</li> <li>-Environmental Systems</li> <li>-AP Biology</li> <li>-AP Chemistry</li> <li>-AP Physics B</li> <li>-AP Physics C</li> <li>-AP Environmental Science</li> <li>-IB Biology</li> <li>-IB Chemistry</li> <li>-IB Physics</li> <li>-IB Environmental Systems</li> <li>-Scientific Research and Design (CTE)</li> <li>-Anatomy and Physiology (CTE)</li> <li>-Engineering Design and Problem Solving (CTE)</li> <li>-Medical Microbiology (CTE)</li> <li>-Pathophysiology (CTE)</li> <li>-Advanced Animal Science (CTE)</li> <li>-Advanced Biotechnology (CTE)</li> <li>-Advanced Plant and Soil Science (CTE)</li> <li>-Food Science (CTE)</li> <li>-Forensic Science (CTE)</li> </ul> <p><i>Note: Students must take one full credit of the same course.</i></p>
<p><b>Social Studies +</b></p> <ul style="list-style-type: none"> <li>■ One credit from either of the following courses:</li> <li>-World Geography Studies (one credit)</li> <li>-World History Studies (one credit)</li> <li>■ U.S. History Studies Since Reconstruction (one credit)</li> <li>■ U.S. Government (.5 credit)</li> </ul>	<p style="text-align: right;">credits <b>2.5</b></p> <p><b>Social Studies +</b></p> <ul style="list-style-type: none"> <li>■ World Geography Studies (one credit)</li> <li>■ World History Studies (one credit)</li> <li>■ U.S. History Studies Since Reconstruction (one credit)</li> <li>■ U.S. Government (.5 credit)</li> </ul>	<p style="text-align: right;">credits <b>3.5</b></p> <p><b>Social Studies +</b></p> <ul style="list-style-type: none"> <li>■ World Geography Studies (one credit)</li> <li>■ World History Studies (one credit)</li> <li>■ U.S. History Studies Since Reconstruction (one credit)</li> <li>■ U.S. Government (.5 credit)</li> </ul>
<p><b>Economics with emphasis on free enterprise system and its benefits</b></p>	<p style="text-align: right;">credits <b>.5</b></p> <p><b>Economics with emphasis on free enterprise system and its benefits</b></p>	<p style="text-align: right;">credits <b>.5</b></p> <p><b>Economics with emphasis on free enterprise system and its benefits</b></p>

+ College Board Advanced Placement, dual credit, and International Baccalaureate courses may be substituted for requirements in appropriate areas.  
\* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

<b>Minimum High School Program (Exhibit 4)</b> Entering 9th Graders in 2010 and thereafter		<b>4X4 Recommended High School Program (Exhibit 5)</b> Entering 9th Graders in 2010 and thereafter		<b>4X4 Distinguished High School Program* (Exhibit 6)</b> Entering 9th Graders in 2010 and thereafter	
<b>Academic Elective</b> One credit from: <ul style="list-style-type: none"> <li>■ World History Studies</li> <li>■ World Geography Studies</li> <li>■ Any science course approved by SBOE (If substituting Chemistry or Physics for IPC, must use the other as academic elective credit.)</li> </ul>	credits <b>1</b>	<b>Languages Other Than English +</b> Must be any 2 levels of same language.	credits <b>2</b>	<b>Languages Other Than English +</b> Must be any 3 levels of same language.	credits <b>3</b>
<b>General Physical Education</b> <ul style="list-style-type: none"> <li>■ Must include Foundations of Personal Fitness (0.5 credits)</li> <li>■ Remaining 1.0 credit may be from any combination of the following :                             <ul style="list-style-type: none"> <li>-Adventure/Outdoor Education (0.5 credit)</li> <li>-Aerobics and Conditioning (1.0 credit)</li> <li>-Team or Individual Sports (1.0 credit)</li> <li>-Aerobic Dance (1.0 credit)</li> </ul> </li> </ul> <b>Physical Education Substitutions</b> <ul style="list-style-type: none"> <li>■ In accordance with AISD policy, up to 1.5 credits for any one of the General P.E. courses listed above may be earned through participation in any of the following:                             <ul style="list-style-type: none"> <li>-Drill Team (1.0 state credit and 0.5 additional AISD credit)</li> <li>-Marching Band (Fall only) (1.0 state credit and 0.5 additional AISD credit)</li> <li>-Cheerleading (1.0 state credit and 0.5 additional AISD credit)</li> <li>-Career &amp; Technical Education work-based training course successfully completed prior to 2011-2012 school year (2-3 credit).</li> </ul> </li> <li><i>See Appendix F for listing of courses prior to 2010 and Appendix G for a listing of courses for 2010.</i></li> <li>■ All allowed substitution activities must include at least 100 minutes per 5 day week of moderate to vigorous physical activity</li> <li>■ Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.</li> <li>■ Students may substitute certain physical activities for required credits of P.E., including the .5 credit for Foundations of Personal Fitness</li> <li>■ In accordance with AISD policy, credit may be earned for any of the General P.E. courses listed above through participation in:                             <ul style="list-style-type: none"> <li>-Athletics (up to 4 credits)</li> <li>-JROTC (up to 1.0 state credit and 0.5 Military Science course)</li> <li>-Appropriate private/commercially-sponsored physical activity programs conducted on or off campus (up to 4 credits for Category 1 and up to 1.5 credits for Category 2)</li> </ul> </li> </ul> <p><i>Note: A student taking, Cheerleading, Marching Band, or Drill Team may earn only 1 state PE credit. In order to fulfill the remaining 0.5 AISD PE credit requirement, a student may take one of these courses again for a local 0.5 credit (local credit does not count towards state graduation requirement). Students opting to fulfill the 0.5 additional AISD PE credit through local course participation must still meet minimum state elective graduation credit requirements. A student may also take Foundations of Personal Fitness or any other approved PE substitution for 0.5 state elective credit, which will count towards graduation requirements. A student who remains in Dance classes must take Foundations of Personal Fitness or an approved PE substitution to fulfill their PE credit requirement.</i></p>	<b>1.5</b>	<b>General Physical Education</b> <ul style="list-style-type: none"> <li>■ See Exhibit 4 at left</li> </ul>	<b>1.5</b>	<b>General Physical Education</b> <ul style="list-style-type: none"> <li>■ See Exhibit 4 at left</li> </ul>	<b>1.5</b>
+ College Board Advanced Placement, dual credit, and International Baccalaureate courses may be substituted for requirements in appropriate areas. * Distinguished Achievement Program requirements also include student achievement of four advanced measures.					

Minimum High School Program (Exhibit 4) Entering 9th Graders in 2010 and thereafter		4X4 Recommended High School Program (Exhibit 5) Entering 9th Graders in 2010 and thereafter		4X4 Distinguished High School Program* (Exhibit 6) Entering 9th Graders in 2010 and thereafter	
<b>Health Education or Principles of Health Science or Health Science</b>	credits .5 1 1	<b>Health Education or Principles of Health Science or Health Science</b>	credits .5 1 1	<b>Health Education or Principles of Health Science or Health Science</b>	credits .5 1 1
<b>Speech</b> Either: ■ Communications Applications ■ Professional Communications (CTE)	.5	<b>Speech</b> Either: ■ Communications Applications ■ Professional Communications (CTE)	.5	<b>Speech</b> Either: ■ Communications Applications ■ Professional Communications (CTE)	.5
<b>Technology Applications</b>	0	<b>Technology Applications</b>	0	<b>Technology Applications</b>	0
<b>Fine Arts +</b> ■ Art, Level I, II, III, or IV ■ Dance, Level I, II, III, or IV ■ Music, Level I, II, III, or IV ■ Theatre, Level I, II, III or IV; ■ Principles and Elements of Floral Design (CTE)  <i>Note: Students must take one full credit of the same course.</i>	1	<b>Fine Arts +</b> ■ Art, Level I, II, III, or IV ■ Dance, Level I, II, III, or IV ■ Music, Level I, II, III, or IV ■ Theatre, Level I, II, III or IV; ■ Principles and Elements of Floral Design (CTE)  <i>Note: Students must take one full credit of the same course.</i>	1	<b>Fine Arts +</b> ■ Art, Level I, II, III, or IV ■ Dance, Level I, II, III, or IV ■ Music, Level I, II, III, or IV ■ Theatre, Level I, II, III or IV; ■ Principles and Elements of Floral Design (CTE)  <i>Note: Students must take one full credit of the same course.</i>	1
<b>Elective Courses +</b> From any of these: ■ The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) ■ State-approved innovative courses ■ JROTC (1-4 credits) ■ Driver Education (.5 credit) ■ A maximum of 3 credits of Reading I, II or III may be offered by districts for state graduation elective credit for identified students.	5.5	<b>Elective Courses +</b> From any of these: ■ The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) ■ State-approved innovative courses ■ JROTC (1-4 credits) ■ Driver Education (.5 credit) ■ A maximum of 3 credits of Reading I, II or III may be offered by districts for state graduation elective credit for identified students.	4.5	<b>Elective Courses +</b> From any of these: ■ The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) ■ State-approved innovative courses ■ JROTC (1-4 credits) ■ Driver Education (.5 credit) ■ A maximum of 3 credits of Reading I, II or III may be offered by districts for state graduation elective credit for identified students.	3.5
<b>Total Credits for Minimum High School Program</b>	22	<b>Total Credits for Recommended High School Program</b>	26	<b>Total Credits for Distinguished High School Program</b>	26

+ College Board Advanced Placement, dual credit, and International Baccalaureate courses may be substituted for requirements in appropriate areas.

\* Distinguished Achievement Program requirements also include student achievement of four advanced measures.

**Advanced Measures**

Original research/projects may not be used for more than two of the four advanced measures. The measures must focus on demonstrated student performance at the college level or professional level. Student performance on advanced measures must be assessed through an external review process. The student may chose from any of the following options:

1. original research/project that is: (a) judged by a panel of professionals in the field that is the focus of the project, or (b) conducted under the direction of mentor(s) and reported to an appropriate audience; and (c) related to the required curriculum set forth in TAC 74.1 (relating to Essential Knowledge and Skills)

2. Test data where a student receives: (a) a score of three or above on the College Board Advanced Placement examination; (b) a score of four or above on an International Baccalaureate examination; or (c) a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, as part of the National Hispanic Recognition Program (NHRP) of the College Board or as part of the National Achievement Scholarship Program of the National Merit Scholarship Corporation. The PSAT/NMSQT score shall count as only one advanced measure regardless of the number of honors received by the student ; or

3. college academic courses, including those taken for dual credit, and advanced technical credit course, including locally articulated courses, with a grade of 3.0 or higher.

**Graduation Requirements for Entering Freshmen in 2012-2013**

**TO BE ANNOUNCED  
LATE SPRING/EARLY SUMMER 2012**

The State Board of Education will have new graduation requirements for entering freshman in school year 2012-2013. Information has not been released prior to the printing of this publication. Please refer to the Austin ISD website (<http://www.austinisd.org/>) in late spring or early summer for additional information. New graduation charts will be released on the Secondary School Information Guide web page located on the Quicklinks.

The proposed graduation requirement revisions are located on the Texas Education Agency website:  
**<http://www.tea.state.tx.us/graduation.aspx>**

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

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

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

1) The student has satisfactorily completed the state's or district's (whichever is greater) recommended or distinguished curriculum and credit requirements with accommodations as recommended by ARD for graduation applicable to students in general education, including satisfactory performance on the exit-level assessment instrument; or

2) The student has satisfactorily completed the state's or district's (whichever is greater) minimum curriculum and credit requirements with accommodations as recommended by ARD for graduation applicable to students in general education. ARD has determined if satisfactory performance on the required state assessments is necessary for graduation.

3) A student receiving special education services may also graduate and receive a regular high school diploma when the student's ARD committee has determined that the student has successfully completed:

A. The state's or district's (whichever is greater) minimum credit requirements for students without disabilities with modifications.

B. The student's Individualized Educational Plan (IEP) and met one of the following conditions:

1. Full time employment, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the district.
2. Demonstrated mastery of specific employability skills and self-help skills which do not require direct ongoing educational support of the district; or

3. Access to services that are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program.

C. Participated in the most appropriate state assessment as determined by ARD, and ARD has determined if satisfactory performance on state assessments is necessary for graduation.

4) A student receiving special education services may also graduate and receive a regular high school diploma upon the ARD committee determining that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.

*Information regarding Senate Bill 673:*

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

**Required Exit Level Tests for Graduates of 2012, 2013, and 2014**

Students must complete all graduation requirements for the TEA Minimum, Recommended, or Distinguished High School Graduation Programs, and pass certain tests, such as the TAKS (Texas Assessment of Knowledge and Skills) exit level tests. (With written parental permission students can graduate under the Minimum plan).

The state of Texas requires every public school district to assess students' mastery of state curriculum standards, the Texas Essential Knowledge and Skills (TEKS). The exit level test is designed for the 11th grade. Every student must pass the 4 TAKS (Texas Assessment of Knowledge and Skills) tests as one of the requirements for graduation (as listed above). The tests assess English/language arts, mathematics, science and social studies, requires knowledge of Algebra and Geometry, Biology and Integrated Chemistry and Physics, English III, and early American and United States History.

**Required Tests for Graduates 2015 and beyond**

STAAR (End of Course tests) will be required for students entering the 9th grade in fall 2011. Students will take the tests at the end of the Spring semester in the courses listed below.

- English I, English II, English III
- Algebra I, Geometry, Algebra II
- Biology, Chemistry, Physics
- World Geography, World History, U.S. History

To graduate, a student must achieve a cumulative score at least equal to the product of the number of assessments taken in that content area and the scale score that indicates satisfactory (passing) performance.

For students on minimum graduation plan—

- Cumulative score is based on the number of courses taken for which an end-of-course assessment exists
- Cumulative score requirement may vary by subject area

In addition to meeting cumulative score requirement in each of four core content areas, students on the recommended high school program have to perform satisfactorily on –

- Algebra II assessment
- English III assessment

In addition to meeting cumulative score requirement in each of four core content areas, students on the distinguished achievement program have to perform satisfactorily on the college-readiness component of –

- Algebra II assessment
- English III assessment

Student's score on the assessment must be worth 15% of student's final grade for that course.

For STAAR EOC assessments, passing standards are to be set in spring 2012.

**Semester and Final Examinations**

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

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

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

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

NOTE: A middle school student may withdraw from a high school level course prior to the end of the fourth week of the fourth six weeks of the course to avoid posting the course to the student's high school academic record. The final semester report card must reflect the new course to which the student transferred. Once a high school credit course is complete at the middle school level, the course will post to the high school transcript.

**Correspondence/Distance Learning Courses** offer students the freedom to choose when to take a course and under what conditions. Distance learning course opportunities are available throughout the year. Students enroll through the University of Texas ([www.utexas.edu/ce/k16/](http://www.utexas.edu/ce/k16/)) or Texas

Tech ([www.depts.ttu.edu/ode/k-12](http://www.depts.ttu.edu/ode/k-12)). There is a fee to enroll for each course. See your counselor or registrar for information and enrollment procedures.

A student receiving high school credit through a correspondence or distance learning course will take the corresponding STAAR EOC exam and the score on the EOC exam will count for 15% of the final course grade.

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

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

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

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

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

Credit by exam for acceleration is offered at no cost during a testing window at secondary campuses in the fall and three days in June through the Office of Systemwide Testing. Specific dates and information may be obtained through your counselor or registrar. The District uses Texas Education Agency-approved examinations from the University of Texas or Texas Tech

University for students in grades 6-12. A list of available examinations may be obtained from the school counselors, university

centers, or the Office of Systemwide Testing. Counselors or registrars will submit required applications and appropriate forms for credit by examination testing to the Office of Systemwide Testing by scheduled deadlines. Registration forms will require a parent/guardian signature. A counselor's signature must be secured as verification that the student's records indicate testing for acceleration or prior instruction in a course. It is the responsibility of the school staff to provide the parent and or student with a copy of the study guide for the courses(s) requested. Study guides for grades 9-12 courses are online at the UT Distance Education website: <http://www.utexas.edu/ce/k16/> and on the Texas Tech website: <http://www.depts.ttu.edu/ode/>.

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

Failing scores on credit by examination are not recorded on the transcript. A passing credit by examination grade cannot be yearlong averaged with a failing credit by examination grade for award of credit. Passing grades earned through credit by examination may be yearlong averaged with grades earned in the classroom, traditional setting, or credit recovery programs. Students gaining credit by passing credit by exam for a course must also take the STAAR End-of-Course assessment for that subject in order to meet graduation requirements. The EOC score will not count for 15% of the grade, but will count toward the required cumulative score for graduation.

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

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

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

***Credit by exam without prior instruction (acceleration):***

District students who have mastery in a subject but have not received prior instruction in the subject area or grade level may take credit by examination for acceleration to gain credit for those subjects or grade levels. Students who score 90 percent or above on a District-approved test for acceleration may receive credit for the course.

***Credit by exam with prior instruction:***

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

Prior instruction as defined by the District shall include:

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

Previous administrations of credit by examination do not constitute prior instruction. Students enrolling from nonaccredited programs may be scheduled for courses in the next sequence level of the subject area in which they are being tested. Students desiring validation of high school credits must complete all tests for credit by examination within eighteen weeks of enrollment.

Students in grades 6-12 at secondary schools who score 70 percent or above on a

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

***Dual credit***

High school and college credit can be earned at the same time by taking college courses while still in high school. Some dual credit courses may be offered on high school campuses or through Distance Learning. For detailed information about the qualifications and enrollment in dual credit opportunities through ACC's Early College Start Program, consult your school counselor. Upon completion of a course taken through the Early College Start Program, an ACC transcript must be submitted to the registrar's office for the purpose of validating credit. A list of pre-approved dual credit courses offered at ACC is listed in Appendix B of this guide. Students gaining credit by passing a dual credit course must also take the STAAR EOC assessment for that subject in order to meet graduation requirements. The EOC score will count for 15% of the grade.

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

college credit must have been earned and appear on a college transcript.

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

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

**Academic Recognition**

**Honor Roll System**

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

**National Honor Society**

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

Definitions of these four areas are as follows:

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

and successfully holds positions of responsibility;

■ **Service:** The student volunteers; assists teachers and staff; participates in community activities and acts with or on behalf of others; without any direct financial or material compensation to the individual performing the service.

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

#### **Standards for National Honor Society at High School include:**

■ All local selection guidelines for NHS must conform to the national guidelines.

■ Each campus will have a five-member faculty council with a chapter adviser. The adviser will exercise the duties outlined in the NHS Constitution published by the national office of NHS.

■ Guidelines will be fairly and consistently applied and any changes in guidelines will be publicized prior to implementation.

■ Each campus must establish and publicize written NHS guidelines annually and forward a copy to the Associate Superintendent for High Schools.

■ All schools will publicize the selection process and make the information available to parents, students and faculty members upon request. The selection criteria will be publicized in the District's Secondary School Information Guide (SSIG) annually.

■ Students in grades 11 and 12 are eligible for candidacy during the spring of their sophomore year.

■ The faculty council will establish a minimum GPA. Students meeting the established GPA are qualified to apply for membership in the NHS. The GPA will be calculated in the same manner as usually calculated in AISD.

■ Each campus may utilize the Student Activity Information Form suggested by the national office or a similar document.

■ Faculty evaluation forms will be used, and the evaluator will sign each form. The evaluator must be prepared to support any below average rating to the faculty council with substantiating data based on sound professional judgment and action. Faculty advisers will conduct informal interviews with faculty members regarding below-average ratings that appear to be unique.

■ The faculty council will establish an

equally weighted point system to rate students equally in scholarship, leadership, service and character. Teacher input would be compiled using the system developed by the faculty council.

■ Once scholarship criteria for entry are established, each campus will establish a rubric for weighting grade point averages that are above the minimum.

■ Student applicants should submit documentation of service to the faculty council, who will establish a rating for service based on hours and contributions made by the student.

■ All high schools will follow the national guidelines for NHS.

#### **Rank in Class**

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

#### **For students who entered grade nine PRIOR to the 2011-2012 school year:**

Except as otherwise noted, for the purpose of determining eligibility for state automatic admission for students who entered grade nine prior to the 2011-2012 school year, GPAs will be calculated on the basis of all available final grades and grades through the end of the sixth six-week grading period.

#### **For students who enter grade nine DURING the 2011-2012 school year and thereafter:**

Except as otherwise noted, for the purpose of determining eligibility for state automatic admission for students who enter grade nine during the 2011-2012 school year and thereafter, GPAs will be calculated on the basis of all available final grades and grades through the end of the sixth six-week grading period in the curriculum categories listed below and found in AISD on-line POLICY: EIC (LOCAL):

■ Four course courses in English/language arts;

■ Four core courses in mathematics;

■ Four core courses in science;

■ Four core courses in social studies; and

■ Two courses in Languages other than English (LOTE).

If a student completes more than 18 courses within these five categories specified above, the student's weighted GPA used for class rank shall be calculated using the student's grades within each category with the highest grade point value.

The following exceptions apply to GPA calculations used for both Cumulative GPA and the GPA calculation used to determine rank:

■ For students in grade 12 who are planning to graduate in the summer of a given school year, grades earned in summer courses by these graduating seniors will be recorded for credit purposes only, as numerical grades, and will not be included in the GPA calculation. If the grade 12 student returns after summer school to take additional courses the following school year, then the summer school grades that were previously taken will be included in the GPA calculation and the student will be ranked with the class with which he or she actually graduates.

■ If the only reason course credit is withheld is due to excessive absences, the course grade will not be used in the GPA calculation until credit is awarded.

■ Students will be ranked according to the methodology used to rank the grade level to which they are assigned in accordance with EIE (LOCAL).

A "comparative rank" means the student's Rank GPA is compared numerically to other students in that grade level and in that school. Comparative class ranks will be issued under the following circumstances:

1. As an interim ranking, when a student transfers to a District high school from outside the District or transfers from one District high school to another, until the next rank is set.
2. As an interim ranking, when a potential three-year graduate is reclassified to grade 12, until the next rank is set.

Changes impacting a student's GPA between ranking periods will not impact a student's rank until the next ranking period. However, the transcript and/or other supplemental documentation, including college and scholarship applications, will always reflect a students' most current GPA.

Foreign exchange students, upon admission to a District high school, shall be required to state in writing whether or not they intend to seek a high school diploma from a District high school. Those who declare in writing that it is not their intent to seek a high school diploma will be excluded from class rank. See your campus registrar for appropriate paperwork [FD Regulation].

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

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

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

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

Ranking recognition is as follows:

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

## Higher Education Information

### The Top 10% Ruling

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

### Top 8% for UT at Austin for 2013

Senate Bill 175 passed in June 2009, changed the top 10% rule for The University of Texas @ Austin. Under this new law, the University is to admit automatically enough students to fill 75% of available spaces reserved for Texas residents in an entering freshman class, beginning with the 2013 summer/fall class. Using data from recent years, the University has determined that automatically admitting students in the top 8% of their graduating class will fill the 75% available spaces for the entering class of summer/fall 2013. The remaining spaces will be filled through holistic review of applications.

### Graduating Class of 2010 and Thereafter

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

AISD policies are updated regularly. Please check the AISD website for online policy and up-to-date policy information—[www.austinisd.org](http://www.austinisd.org).

### Texas Tuition and Fee Exemption for Recipients of Temporary Assistance for Needy Families (TANF)

The State of Texas will waive tuition and fees for the first year at a Texas public institution of higher education including universities, colleges, community colleges, junior colleges, and technical colleges. To be eligible:

- Be a Texas resident;
- Have graduated from a public high school in Texas;
- Have been a dependent child whose parents received financial assistance through the TANF program for at least six months of the year of the child's high school graduation;
- Are younger than 22 years of age on the date of enrollment;
- Enroll as an undergraduate student at a public college or university and start using the award within 24 months of graduation from high school; and
- Enroll in classes for which the college receives tax support (i.e., a course that does not depend solely on student tuition and fees to cover its costs).
- May be used only at Texas public colleges and universities.
- The student must provide proof from the Department of Human Services of receiving TANF benefits to the college registrar.

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

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

- Are Texas residents
- Have not been convicted of a felony or crim involving a controlled substance
- Show financial need
- Register for the Selective Service or are exempt from this requirement *AND*
- Be a graduate of an accredited Texas public or private high school not earlier than the 1998-99 school year
- Complete the Recommended High School Program or Distinguished Achievement Program
- Enroll in a non-profit public college or university in Texas within 16 months of high school graduation
- Have accumulated no more than 30 semester credit hours, excluding those earned for dual credit or concurrent courses or awarded for credit by examination (AP, IB or CLEP) *OR*
- Have earned an associate degree from a public technical, state or community college in Texas and

- Enrolled in any public university in Texas no more than 12 months after receiving their associate's degree.

Application does not ensure the student will receive award. For more information go to: [www.collegefortexans.com](http://www.collegefortexans.com)

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

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

- Graduate from a public or private high school, or receive a GED, in Texas; Reside in Texas for at least the 3 years leading up to high school graduation or receiving a GED;

- Reside in Texas for the 12 consecutive months right before the semester you are enrolling in college;and

- Provide the institution an affidavit stating that you will file an application to become a U.S. permanent resident as soon as you are eligible to do so. til the next ranking period.

- Other restrictions may apply. Check with the counselor at your high school. The student must be eligible for state aid.

Check with your Counselor for more information on Financial Aid and Scholarship Opportunities. Additional information can be located on [www.austinisd.org/academic/sss](http://www.austinisd.org/academic/sss)

**College Preparation and College Testing Information**

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

**Pre-college Entrance Tests**

The Preliminary Scholastic Aptitude Test (PSAT), which is the National Merit

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

**SAT Subject Tests**

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

**Advanced Placement (AP) Exams** give students the opportunity to earn college credit while still in high school. Each AP course is based upon a national course outline equivalent to a first-year college course. At the completion of each AP course taken in high school, students have the opportunity to take the AP exam in that subject. AP exams are given only once a year, in May. They are offered at the student's high school campus. Policies for granting college credit based on performance on an AP test vary from college to college. Students should

consult college admissions offices to determine individual institution policies.

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

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

**The THEA** (Texas Higher Education Assessment) is required for entry to any Texas public college or university. Students must take and pass tests in reading, mathematics, and writing. This is not the same as the Texas Assessment of Knowledge and Skills (TAKS), which students must take and pass in order to receive a high school diploma. Even students who wish to take dual credit courses or to concurrently enroll in high school and college must have THEA scores prior to enrolling in college courses. THEA is not an admissions test. It will not limit students' access to college, but may determine that remedial coursework must be taken in college. Students may be exempt from the THEA test if they score sufficiently high on the ACT, SAT or the exit-level TAKS test. Students must score at or above the following to be exempt from the THEA:

- **ACT** – composite score of 23 with a minimum of 19 on both the English and math tests; or

- **SAT** – combined verbal and math score of 1070 with a minimum of 500 on both the verbal and math tests; or

- **TAKS** – Math 2200, Language Arts 2200, and Writing Subsection of 3 or better. Students should check with their counselor

to see if they qualify as THEA exempt. Colleges vary in their admissions requirements and in their use of college admissions test scores. Students should consult the admissions offices for specific information.

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

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



# SECTION IV:

## High School

### Course Descriptions



# AISD

**AISD Disclaimer:**

The contents of the Secondary School Information Guide are relevant to AISD Policy (Legal and Local), Regulation and Practice as of January 2012. 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 Course Descriptions

## English Language Arts

### ENGLISH I

TEA #03220100 1013.R000.Y

GRADE PLACEMENT: 9 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 informational texts. They also make oral presentations that include the use of visual representations.

### ENGLISH I (Pre-AP)

TEA #03220100 1013.H000.Y

GRADE PLACEMENT: 9 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 1023.R000.Y

GRADE PLACEMENT: 10 CREDIT: 1

*PREREQUISITE: English I*

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

### ENGLISH II (Pre-AP)

TEA #03220200 1023.H000.Y

GRADE PLACEMENT: 10 CREDIT: 1

*PREREQUISITE: English I*

English II Pre-AP includes advanced

mechanics, syntax, usage and vocabulary. 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 1033.R000.Y

GRADE PLACEMENT: 11 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 1033.H000.Y

GRADE PLACEMENT: 11 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 LANGUAGE & COMPOSITION (III)

TEA #A3220100 1033.P000.Y

GRADE PLACEMENT: 11 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 1043.R000.Y

GRADE PLACEMENT: 12 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.Y

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 LITERATURE & COMPOSITION (IV)

TEA #A3220200 1043.P000.Y

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.)*

#### ESOL I

**TEA #03200600 1013.E000.Y**

**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.Y**

**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.

#### BUSINESS ENGLISH

**TEA #13011600 8330.R(Y)**

**(Yearlong)**

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

*PREREQUISITE: English III and Touch System Data Entry or Keyboarding Students*  
Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students are expected

to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts for business reproduction. This course satisfies the fourth credit for ELA on the minimum high school program if taught by a NCLB approved or English certified teacher.

### 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.

#### ENGLISH I MODIFIED

**TEA #3220105 1013.V000.Y**

**GRADE PLACEMENT: 9 CREDIT: 1**

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

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.

#### ENGLISH II MODIFIED

**TEA #3220205 1023.V000.Y**

**GRADE PLACEMENT: 10 CREDIT: 1**

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

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.

### ENGLISH III MODIFIED

**TEA #3220305 1033.V000.Y**

**GRADE PLACEMENT: 11 CREDIT: 1**

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

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.Y**

**GRADE PLACEMENT: 12 CREDIT: 1**

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

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.

### ENGLISH I ALTERNATE

**TEA #3220107 1013.W000.Y**

**GRADE PLACEMENT: 9 CREDIT: 1**

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

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.*

**ENGLISH II ALTERNATE****TEA #3220207**      **1023.W000.Y****GRADE PLACEMENT: 10**    **CREDIT: 1***PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.*

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.***ENGLISH III ALTERNATE****TEA #03220307**      **1033.W000.Y****GRADE PLACEMENT: 11**    **CREDIT: 1***PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.*

Students will integrate language in order to understand oral, written and/or symbolic communication. Oral, written and/or symbolic language will be used to express needs, preferences, interests, ideas, and make inquiries. Communication will be examined in regard to social appropriateness, environmental cues 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.Y****GRADE PLACEMENT: 12**    **CREDIT: 1***PREREQUISITE: Placement by ARD; Students must have an IEP goal for any locally developed special education course.*

Students will integrate language in order to understand oral, written and/or symbolic communication. Oral, written and/or symbolic language will be used to express

needs, preferences, interests, ideas, and make inquiries. Communication will be examined in regard to social appropriateness, environmental cues 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.Y****GRADE PLACEMENT: 9-12**    **CREDIT: 1***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.Y****GRADE PLACEMENT: 9-12**    **CREDIT: 1***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.Y****GRADE PLACEMENT: 9-12**    **CREDIT: 1***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.

**COLLEGE READINESS 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.Y****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.Y****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 WRITING****TEA #03221200** 1435.R000.Y**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 WRITING (weighted)****TEA #03221200** 1435.H000.Y**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.Y**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.Y**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.

**VISUAL MEDIA ANALYSIS AND PRODUCTION****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.

**CONTEMPORARY MEDIA****TEA #03241401** 1445.R000.Y**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.Y

**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.

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

**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.Y**GRADE PLACEMENT: 9-12 CREDIT: 1***PREREQUISITE: Placement by ARD; Students must have an IEP goal for any locally developed special education course.*

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.Y**GRADE PLACEMENT: 9-12 CREDIT: 1***PREREQUISITE: Placement by ARD; Students must have an IEP goal for any locally developed special education course.*

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.Y

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.

### ORAL INTERPRETATION I

TEA #03240200 1531.R000.Y

### ORAL INTERPRETATION II

TEA #03240300 1532.R000.Y

### ORAL INTERPRETATION III (weighted)

TEA #03240400 1533.H000.Y

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 #03240900 1509.R000.Y

### PUBLIC SPEAKING II

TEA #03241000 1511.R000.Y

### PUBLIC SPEAKING III (weighted)

TEA #03241100 1513.H000.Y

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.Y

### DEBATE II

TEA #03240700 1538.R000.Y

### DEBATE III (weighted)

TEA #03240800 1539.H000.Y

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.Y

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; Students must have a development and/or social skills IEP goal for this locally developed special education course. This course may be substituted for speech credit on the minimum graduation plan.*

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.

## Journalism

NOTE: Advanced Journalism II students wishing to fulfill the technology applications requirement for graduation plans should register for Desktop Publishing 8750.R000.Y. 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.Y

GRADE PLACEMENT: 9-12 CREDIT: 1

PREREQUISITE: None

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

### ADVANCED BROADCAST JOURNALISM (weighted)

TEA #03231900 1711.H000.Y

GRADE PLACEMENT: 9-12 CREDIT: 1/2-1

PREREQUISITE: *Journalism*

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

### ADVANCED JOURNALISM: YEARBOOK I

TEA #03230110 1830.R000.Y

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 as well as leadership and teamwork abilities.

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

**TEA #03230120 1831.H000.Y**

**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 as well as leadership and teamwork abilities.

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

**TEA #03230130 1832.H000.Y**

**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 as well as leadership and teamwork abilities.

### **ADVANCED JOURNALISM: NEWSPAPER I**

**TEA #03230140 1823.R000.Y**

**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 and learn how to select, crop and scale photographs. Students are also expected to plan, draft and complete written and/or visual communications on a regular basis in a variety of forms such as print, digital or online media. This course requires considerable time outside school hours as well as leadership and teamwork abilities.

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

**TEA #03230150 1833.H000.Y**

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

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

**TEA #03230160 1843.H000.Y**

**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. They refine their skills on how to determine news coverage and editorial policy and how to select, crop and scale photographs. Students continue to plan, draft and complete written and/or visual communications on a regular basis in a variety of forms such as print, digital or online media. This course requires considerable time outside school hours as well as leadership and teamwork abilities.

### **ADVANCED JOURNALISM: LITERARY MAGAZINE I**

**TEA #03230170 1849.R000.Y**

**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. Students may be expected to communicate in a variety of forms such as print, digital or online media while observing journalistic ethics and standards. This course requires considerable time outside of school hours as well as leadership and teamwork abilities.

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

**TEA #03230180 1852.H000.Y**

**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. Students may be expected to communicate in a variety of forms such as print, digital or online media while observing journalistic ethics and standards. This course requires considerable time outside of school hours as well as leadership and teamwork abilities.

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

**TEA #03230190 1855.H000.Y**

**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. Students may be expected to communicate in a variety of forms such as print, digital or online media while observing journalistic ethics and standards. This course requires considerable time outside of school hours as well as leadership and teamwork abilities.

### **PHOTOJOURNALISM**

**TEA #03230800 1824.R000.Y**

**1824.R000.X**

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

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

Students refine their journalistic skills by planning, preparing, and producing photographs for a journalistic publication using print, digital or online media. Students are expected to interpret and critique visual representation, including their own product. They study the laws and ethics pertaining to photography and use published photos of professional journalists along with other visual and electronic media as learning tools. This course requires considerable time outside school hours.

### **INDEPENDENT STUDY IN JOURNALISM (weighted)**

**TEA #03231000 1848.H000.Y**

**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

### ALGEBRA I

**TEA #03100500**                      **3313.R000.Y**

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

*PREREQUISITE: None*

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

### ALGEBRA I (Pre-AP)

**TEA #03100500**                      **3313.H000.Y**

**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.Y**

**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.

### GEOMETRY (Pre-AP)

**TEA #03100700**                      **3413.H000.Y**

**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.

### MATH MODELING WITH APPLICATIONS

**TEA #03102400**                      **3503.R000.Y**

**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 I, in order to stretch their knowledge toward topics studied in Geometry and Algebra II. The primary purpose of this course is to use mathematics as a tool to model real-world phenomena in science, finance, music, and art.

Please note: Starting with Freshman 2007-2008, Math Modeling with Applications may only be taken BEFORE Algebra II to be eligible to receive 4th year mathematics credit on the Recommended Graduation Plan.

### MATHEMATICAL APPLICATIONS IN AGRICULTURE, FOOD, AND NATURAL RESOURCES

**TEA #13001000**

**(Semester)**                              **8116.R(X)**

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

**(Yearlong)**                              **8116.R(Y)**

**GRADE: 12**                              **CREDIT: 1**

*PREREQUISITE: One credit in the Agriculture, Food, and Natural Resources cluster*

Students apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources. The one credit course may count as a math credit if taken before Algebra II and taught by a NCLB approved or math certified teacher.

### ALGEBRA II

**TEA #03100600**                      **3323.R000.Y**

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

*PREREQUISITE: Algebra I; Geometry is recommended*

In Algebra II, students have opportunities to build on Algebra I and Geometry experiences, both deepening their understanding of relations and functions and expanding their repertoire of familiar functions. Students use technological tools to represent and study the behavior of polynomial, exponential, rational, and periodic functions, among others. They learn to combine functions, express them in equivalent forms, compose them, and find inverses where possible. As they do so, they come to

understand the concept of a class of functions and learn to recognize the characteristics of various classes.

### ALGEBRA II (Pre-AP)

**TEA #03100600**                      **3323.H000.Y**

**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.

### INDEPENDENT STUDY IN MATHEMATICS

**TEA #03102500**                      **3510.R000.Y**

**(weighted)**                              **3510.H000.Y**

**GRADE PLACEMENT: 10-12**    **CREDIT: 1**

*PREREQUISITE: Algebra II*

Students will extend their mathematical understanding beyond the Algebra II level in a specific area or areas of mathematics, such as theory of equations, number theory, non-Euclidean geometry, advanced survey of mathematics, or history of mathematics. The requirements for each course must be approved by the local district before the course begins. This course, when approved by the district, satisfies the 4th year mathematics course requirement.

If this course is being used to satisfy requirements for the Distinguished Achievement Program, student research/products must be presented before a panel of professionals or approved by the student's mentor

### ADVANCED QUANTITATIVE REASONING (AQR)

**TEA #3102510**                      **3513.R000.Y**

**(weighted)**                              **3513.H000.Y**

**GRADE PLACEMENT: 10-12**    **CREDIT: 1**

*PREREQUISITE: Algebra II*

In Advanced Quantitative Reasoning, students continue to build upon the K-8, Algebra I, Geometry, and Algebra II foundations as they expand their understanding through further mathematical experiences. Advanced Quantitative Reasoning includes the analysis of information using statistical methods and probability, modeling change and mathematical relationships, and spatial and geometric modeling for mathematical reasoning. Students learn to become critical consumers of real-world quantitative data, knowledgeable problem solvers who use logical reasoning, and mathematical thinkers who can use their quantitative skills to solve authentic problems. Students develop critical skills for success in college and careers, including investigation, research, collaboration, and both written and oral communication of their work, as they solve problems in many types of applied situations.

## PRECALCULUS

**TEA #03101100 3633.R000.Y**

**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.

## PRECALCULUS (Pre-AP)

**TEA #03101100 3633.H000.Y**

**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.Y**

**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/>.

## AP CALCULUS AB

**TEA #A3100101 3613.P000.Y**

**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/>.

## AP CALCULUS BC

**TEA #A3100102 3616.P000.Y**

**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/>.

## MULTIVARIABLE CALCULUS

**TEA #N1110018 3646.H000.Y**

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

*PREREQUISITE: Calculus BC recommended*

This advanced mathematics course prepares students for possible advanced standing in mathematics after they enter college. Topics include vectors, partial derivatives, multiple integrals and vector calculus. This course may be paired with Linear Algebra for a yearlong mathematics experience.

## STATISTICS AND RISK MANAGEMENT

**TEA #13016900 8376.R(Y)**

**(Yearlong)**

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

*PREREQUISITE: Algebra II; RECOMMENDED: Accounting I*

Students will use a variety of graphical and numerical techniques to analyze patterns and departures from patterns to identify and manage risk that could impact an organization. Students will use probability as a tool for anticipating and forecasting data within business models to make decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid. This course satisfies a fourth math credit if taught by a NCLB approved or math certified teacher.

## ENGINEERING MATHEMATICS

**TEA #13036700 8699.R(Y)**

**(Yearlong)**

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

*PREREQUISITE: Algebra II*

Engineering Mathematics is a course in which students solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming. This course satisfies a 4th math credit if taught by a NCLB approved or math certified teacher.

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

## 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.

## ALGEBRA I MODIFIED

**TEA #3100505 3313.V000.Y**

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

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

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

## GEOMETRY MODIFIED

**TEA #3100705 3413.V000.Y**

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

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

Students practice problem-solving skills using basic operation, relations, functions, measurement, 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.

## ALGEBRA II MODIFIED

**TEA #3100205 3323.V000.Y**

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

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

Students learn algebraic and symbolic reasoning to study relationships among quantities, define relationships between functions and equations, and 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 3503.V000.Y**

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

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

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.

**ALGEBRA I ALTERNATE**

**TEA #3100507 3313.W000.Y**

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

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

These courses are designed to reinforce math operations using a variety of practical, real life situations that facilitate the understanding of using mathematics in daily living exercises. 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.

**GEOMETRY ALTERNATE**

**TEA #3100707 3413.W000.Y**

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

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

These courses are designed to reinforce math operations using a variety of practical, real life situations that facilitate the understanding of using mathematics in daily living exercises. 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.

**APPLIED MATH MODELING**

**TEA #93102400 3503.W000.Y**

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

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

These courses are designed to reinforce math operations using a variety of practical, real life situations that facilitate the understanding of using mathematics in daily living exercises. 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.

**ALGEBRA II ALTERNATE**

**TEA #3100607 3323.W000.Y**

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

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

These courses are designed to reinforce math operations using a variety of practical, real life situations that facilitate the understanding of using mathematics in daily living exercises. 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.).

**Science**

**BIOLOGY**

**TEA #03010200 4123.R000.Y**

**GRADE PLACEMENT: 9-11 CREDIT: 1**

*PREREQUISITE: None*

In Biology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment. Texas law requires 40% field and laboratory experiences.

**BIOLOGY (Pre-AP)**

**TEA #03010200 4123.H000.Y**

**GRADE PLACEMENT: 9-11 CREDIT: 1**

*PREREQUISITE: None*

The course covers the same concepts as Biology. This course is covered in greater depth and may include additional topics. Texas law requires 40% field and laboratory experience during the course.

**AP BIOLOGY**

**TEA #A3010200 4137.P000.Y**

**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. This course satisfies a fourth science credit.

## INTEGRATED PHYSICS AND CHEMISTRY

**TEA #03060201 4321.R000.Y**  
**GRADE PLACEMENT: 9-10 CREDIT: 1**

*PREREQUISITE: None*

In Integrated Physics and Chemistry, students conduct laboratory and field investigations, use scientific methods during investigation, and make informed decisions using critical thinking and scientific problem solving. This course integrates the disciplines of physics and chemistry in the following topics: force, motion, energy, and matter. Texas law requires 40% field and laboratory experience during the course. Note: This course does not satisfy the science requirement on the DAP graduation plan. Recommended graduation plan students may take IPC as their fourth science credit, but it must be taken before chemistry and physics or Principles of Technology.

## PHYSICS

**TEA #03050000 4424.R000.Y**  
**GRADE PLACEMENT: 9-12 CREDIT: 1**

*PREREQUISITE: Algebra I is suggested as a prerequisite or co-requisite.*

In Physics, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills. Texas law requires 40% field and laboratory experience during the course.

## PHYSICS (Pre-AP)

**TEA #03050000 4424.H000.Y**  
**GRADE PLACEMENT: 10-12 CREDIT: 1**

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

The course covers the same concepts as Physics. This course is covered in greater depth and may include additional topics. Texas law requires 40% field and laboratory experience during the course.

## PRINCIPLES OF TECHNOLOGY

**TEA #13037100 8714.R (Y)**  
**(Yearlong) CREDIT: 1**  
**GRADE: 10-12**

*PREREQUISITES: One unit of high school Science and Algebra I*

In Principles of Technology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Texas law requires 40% laboratory and fieldwork.

## AP PHYSICS B

**TEA #A3050001 4437.P000.Y**  
**GRADE PLACEMENT: 10-12 CREDIT: 1**

*PREREQUISITE: Physics and concurrent enrollment in Pre-calculus; Pre-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. This course satisfies a fourth science credit.

## AP PHYSICS C

**TEA #A3050002 4438.P000.Y**  
**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. This course satisfies a fourth science credit.

## CHEMISTRY

**TEA #03040000 4323.R000.Y**  
**GRADE PLACEMENT: 10-12 CREDIT: 1**

*PREREQUISITE: Required - one unit of high school science and Algebra I. Suggested - completion of or concurrent enrollment in a second credit of mathematics.*

In Chemistry, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include characteristics of matter, use of the Periodic Table, development of atomic theory and chemical bonding, chemical stoichiometry, gas laws, solution chemistry, thermochemistry, and nuclear chemistry. Students will investigate how chemistry is an integral part of our daily lives. Texas law requires 40% field and laboratory experience during the course.

## CHEMISTRY (Pre-AP)

**TEA #03040000 4323.H000.Y**  
**GRADE PLACEMENT: 10-12 CREDIT: 1**

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

The course covers the same concepts as Chemistry. This course is covered in greater depth and may include additional topics. Texas law requires 40% field and laboratory experience during the course.

## AP CHEMISTRY

**TEA #A3040000 4334.P000.Y**  
**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. Fourth year option for science credit.

## ADVANCED BIOTECHNOLOGY (weighted)

**TEA #13036400 8686.H (Y)**  
**(Yearlong) CREDIT: 1**  
**GRADE: 11-12**

*PREREQUISITE: Biology and Chemistry*

Students enrolled in this course will apply advanced academic knowledge and skills to the emerging fields of biotechnology such as agricultural, medical, regulatory, and forensics. Students will have the opportunity to use sophisticated laboratory equipment,

perform statistical analysis, and practice quality-control techniques. To qualify as a fourth year science credit, this course must contain 40% laboratory and fieldwork experiences by Texas law and must be taught by a NCLB approved or science certified teacher. This course is articulated with Austin Community College.

**ADVANCED ANIMAL SCIENCE**

**TEA #13000700**  
**(Yearlong)** **8110.R(Y)**  
**GRADE: 12** **CREDIT: 1**

*PREREQUISITE: One credit in the Agriculture, Food, and Natural Resources cluster*

This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To qualify as a fourth year science credit, this course must contain 40% laboratory and fieldwork experiences by Texas law and must be taught by a NCLB approved or science certified teacher.

**ADVANCED PLANT & SOIL SCIENCE**

**TEA #13002100**  
**(Yearlong)** **8137.H(Y)**  
**GRADE: 12** **CREDIT: 1**

*PREREQUISITE: One credit in the Agriculture, Food, and Natural Resources cluster*

This course is designed to prepare students for careers in the food and fiber industry. Students will learn, reinforce, apply, and transfer their knowledge in a scientific setting. Investigations, laboratory practices & field exercises will be used to develop an understanding of plant & soil science. To qualify as a fourth year science credit, this course must contain 40% laboratory and fieldwork experiences by Texas law and must be taught by a NCLB approved or science certified teacher. Articulated credit may be awarded upon successful completion of a sequence of courses.

**ANATOMY AND PHYSIOLOGY**

**(weighted)**  
**TEA #13020600**  
**(Yearlong)** **8426.H (Y)**  
**GRADE: 10-12** **CREDIT: 1**

*PREREQUISITES: Three credits of science recommended.*

In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a

variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. Texas law requires 40% laboratory and fieldwork to qualify as a fourth year option for science credit.

**ASTRONOMY**

**TEA #03060100** **4239.R000.Y**  
**GRADE PLACEMENT: 11-12 CREDIT: 1**  
**TEA #03060100** **4239.H000.Y**

*(weighted option allowed with district approval)*  
**GRADE PLACEMENT: 11-12 CREDIT: 1**  
*PREREQUISITE: One unit of high school science (suggested).*

In Astronomy, students conduct laboratory and field investigations, use scientific methods, and make informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, and develop critical-thinking skills. Texas law requires 40% field and laboratory experience during the course. This course satisfies a fourth science credit.

**AQUATIC SCIENCE**

**TEA #03030000** **4233.R000.Y**  
**GRADE PLACEMENT: 10-12 CREDIT: 1**  
**TEA #03030000** **4233.H000.Y**

*(weighted option allowed with district approval)*  
**GRADE PLACEMENT: 10-12 CREDIT: 1**  
*PREREQUISITE: Biology (required); Chemistry or concurrent enrollment in Chemistry. (Suggested)*

In Aquatic Science, students study the interactions of biotic and abiotic components in aquatic environments, including impacts on aquatic systems. Investigations and field work in this course may emphasize fresh water or marine aspects of aquatic science depending primarily upon the natural resources available for study near the school. Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills. Texas law requires 40% field and laboratory experience during the course. This course satisfies a fourth science credit.

**EARTH AND SPACE SCIENCE**

**TEA # 03060200** **4235.R000.Y**  
**GRADE PLACEMENT: Recommended 12,**

**but may be taken in 11th CREDIT: 1**  
*PREREQUISITE: Three units of science, one of which may be taken concurrently, and three units of mathematics, one of which may be taken concurrently.*

Earth and Space Science (ESS). ESS is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time, through strands of systems, energy, and relevance. Units of study include Earth and Space in time as relates to cosmology, theories of the origin, evolution, and structures of the universe and the development of the Earth and Moon System, including geologic, atmospheric and chemical evidence and analysis. Students will apply scientific and mathematical investigations in understanding course concepts. Texas law requires 40% field and laboratory experience during the course. This course satisfies a fourth science credit.

**ENGINEERING DESIGN AND PROBLEM SOLVING**

**TEA #13037300**  
**(Yearlong)** **8730.R (Y)**  
**GRADE: 11-12** **CREDIT: 1**  
**(Yearlong)** **8730.H(Y)**  
**GRADE: 11-12** **CREDIT: 1**

*(weighted option allowed if course has additional student portfolio requirements)*  
*PREREQUISITES: Geometry, Algebra II, Chemistry, and Physics*

Engineering Design and Problem Solving reinforces and integrates skills learned in previous mathematics and science courses. This course emphasizes solving problems, moving from well defined toward more open ended, with real-world application. Students apply critical-thinking skills to justify a solution from multiple design options. Additionally, the course promotes interest in and understanding of career opportunities in engineering. This course satisfies a fourth science credit.

**ENVIRONMENTAL SYSTEMS**

**TEA #03020000** **4230.R000.Y**  
**GRADE PLACEMENT: 11-12 CREDIT: 1**  
*PREREQUISITE: One unit high school life science and one unit of high school physical science. (Suggested)*

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

an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments. Texas law requires 40% field and laboratory experience during the course. This course satisfies a fourth science credit.

**AP ENVIRONMENTAL SCIENCE**

**TEA #A3020000 4237.P000.Y**

**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.

**FORENSIC SCIENCE**

**TEA #13029500 8582.R (Y)**

**(Yearlong)**

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

*PREREQUISITE: Biology and Chemistry*

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science. This course satisfies the requirement for a 4th science credit if taught by a NCLB approved or science certified teacher.

**MEDICAL MICROBIOLOGY**

**(weighted)**

**TEA #13020700**

**(Semester)**

**8428.H (X)**

**GRADE: 10-12**

**CREDIT: 1/2**

**(Yearlong)**

**8428.H (Y)**

**GRADE: 10-12**

**CREDIT: 1**

*PREREQUISITE: Three science credits recommended*

Students in Medical Microbiology explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures,

identifying microorganisms, drug resistant organisms, and emerging diseases. Texas law requires 40% laboratory and fieldwork to qualify as a fourth year option for science credit.

**PATHOPHYSIOLOGY (weighted)**

**TEA #13020800**

**(Semester)**

**8430.H (X)**

**GRADE: 11-12**

**CREDIT: 1/2**

**(Yearlong)**

**8430.H (Y)**

**GRADE: 11-12**

**CREDIT: 1**

*PREREQUISITES: Three science credits recommended*

In Pathophysiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology. Texas law requires 40% laboratory and fieldwork to qualify as a fourth year option for science credit.

**SCIENTIFIC RESEARCH AND DESIGN**

**TEA #13037200**

**(Yearlong)**

**8716.R (Y)**

**GRADE: 11-12**

**CREDIT: 1**

**TEA #13037200**

**(Yearlong)**

**8716.H (Y)**

*(weighted option allowed with district approval)*

**GRADE: 11-12**

**CREDIT: 1**

*PREREQUISITES: One unit of science.*

Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable. Texas law requires 40% laboratory and fieldwork to qualify as a fourth year option for science credit.

**LABORATORY MANAGEMENT**

**(Local)**

**TEA #84800028**

**4431.R000.Y**

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

*PREREQUISITE: Two units of science and department chair approval.*

This course offers students the opportunity to help prepare and organize laboratory materials and aid in monitoring student

laboratory work. It emphasizes safety techniques and care/organization of equipment and materials. This is an elective and does not meet the core course requirement for graduation.

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

**Science Courses Serving Students with Disabilities**

**BIOLOGY MODIFIED**

**TEA #3010205 4123.V000.Y**

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

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

This course covers the characteristics of living things and the organization and classification of plants, animals, and other organisms. The living systems of plants and animals are core to this course and sections on human body systems, genetics, ecology, behavior, and evolution are included. Emphasis is placed on the understanding of biology as seen in current science events and real-world applications.

**BASIC INTEGRATED PHYSICS AND CHEMISTRY**

**TEA #93060201 4321.V000.Y**

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

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

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 ASTRONOMY**

**TEA #99060100 4239.V000.Y**

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

*PREREQUISITE: Basic Biology and Basic Integrated Physics and Chemistry; Students must have an IEP goal for any locally developed special education course.*

Students will study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, stars, galaxies, cosmology, and space exploration. Student must have an IEP goal for any locally developed special education course.

**BASIC ENVIRONMENTAL SYSTEMS**

**TEA #93020000 4230.V000.Y**

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

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

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.

**BIOLOGY ALTERNATE**

**TEA #3010207 4123.W000.Y**

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

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

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.Y**

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

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

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.Y**

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

*PREREQUISITE: Placement by ARD; Students must have an IEP goal for any locally*

*developed special education course.*

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.

**Social Studies and Economics**

**WORLD GEOGRAPHY STUDIES**

**TEA #03320100 4513.R000.Y**

**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; Asia, Australia and Antarctica.

**WORLD GEOGRAPHY STUDIES (Pre-AP)**

**TEA #03320100 4513.H000.Y**

**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.Y**

**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.Y**

**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.Y**

**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.Y**

**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.Y**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.Y**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.

**AP COMPARATIVE GOVERNMENT AND POLITICS****TEA #A3330200** 4842.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.

**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.

**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.

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

### Social Studies Courses Serving Students with Disabilities

#### WORLD GEOGRAPHY MODIFIED

TEA #3320105 4513.V000.Y  
**GRADE PLACEMENT: 9 CREDIT: 1**

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

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, Southeast Asia, Australia and Antarctica.

#### WORLD HISTORY MODIFIED

TEA #3340405 4623.V000.Y  
**GRADE PLACEMENT: 10 CREDIT: 1**

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

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.

#### U.S. HISTORY MODIFIED

TEA #3340105 4733.V000.Y  
**GRADE PLACEMENT: 11 CREDIT: 1**

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

This course focuses on U.S. history from Reconstruction to the present. Students analyze major themes and events in U.S. history,

leaders, economic and political institutions, technological innovations, and the philosophies that affect the United States today. The course uses an interdisciplinary approach to deepen students' understanding of the people and issues that have shaped the United States today.

## BASIC GOVERNMENT

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

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

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.

## BASIC ECONOMICS/FREE ENTERPRISE

TEA #93310300 4939.V000.X  
**GRADE PLACEMENT: 12 CREDIT: 1/2**

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

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.

## WORLD GEOGRAPHY ALTERNATE

TEA #3320107 4513.W000.Y  
**GRADE PLACEMENT: 9-12 CREDIT: 1**

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

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

**WORLD HISTORY ALTERNATE****TEA # 3340407 4623.W000.Y****GRADE PLACEMENT: 9-12 CREDIT: 1***PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.*

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.

**US HISTORY ALTERNATE****TEA #3340107 4733.W000.Y****GRADE PLACEMENT: 9-12 CREDIT: 1***PREREQUISITE: Placement by ARD; Students must have an IEP goal for any special education course.*

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).

**APPLIED GOVERNMENT****TEA #93330100 4841.W000.X****GRADE PLACEMENT 9-11 CREDIT: 1/2***PREREQUISITE: Placement by ARD; Students must have an IEP goal for any locally developed special education course.*

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.

**CONSUMER ECONOMICS****TEA #93310300 4939.W000.X****GRADE PLACEMENT 9-12 CREDIT: 1/2***PREREQUISITE: Placement by ARD; Students must have an IEP goal for any locally developed special education course.*

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.

**Health Education****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 and first aid and safety.

**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; Students must have an IEP goal for any locally developed special education course.*

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; Students must have an IEP goal for any locally developed special education course.*

The course will relate individual health and hygiene practices to issues of wellness, disease prevention, interpersonal skill enhancement, and the obtainment and maintenance of employment. Students will examine the concepts of human growth and development, diet, exercise, emergency and first aid, and daily hygiene practices as each related to the healthy lifestyle. Students will define the possible consequences of failing to adhere to these health and hygiene practices. I: Personal health and hygiene practices related to self.

**PERSONAL HEALTH/HYGIENE II****TEA #93810200 6932.W000.X****GRADE PLACEMENT: 9-12 CREDIT: 1/2***PREREQUISITE: Placement by ARD; Students must have an IEP goal for any locally developed special education course.*

The course will relate individual health and hygiene practices to issues of wellness, disease prevention, interpersonal skill enhancement, and the obtainment and maintenance of employment. Students will examine the concepts of human growth and development, diet, exercise, emergency and first aid, and daily hygiene practices as each related to the healthy lifestyle. Students will define the possible consequences of failing to adhere to these health and hygiene practices. II: Personal health and hygiene practices related to home, school, and community.

**PERSONAL HEALTH/HYGIENE III****TEA #93810300 6933.W000.X****GRADE PLACEMENT: 9-12 CREDIT: 1/2***PREREQUISITE: Placement by ARD; Students must have an IEP goal for any locally developed special education course.*

The course will relate individual health and hygiene practices to issues of wellness, disease prevention, interpersonal skill enhancement, and the obtainment and maintenance of employment. Students will examine the concepts of human growth and development,

diet, exercise, emergency and first aid, and daily hygiene practices as each related to the healthy lifestyle. Students will define the possible consequences of failing to adhere to these health and hygiene practices.

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

### PERSONAL HEALTH/HYGIENE IV

TEA #93810400 6934.W000.X

GRADE PLACEMENT: 9-12 CREDIT: 1/2

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

The course will relate individual health and hygiene practices to issues of wellness, disease prevention, interpersonal skill enhancement, and the obtainment and maintenance of employment. Students will examine the concepts of human growth and development, diet, exercise, emergency and first aid, and daily hygiene practices as each related to the healthy lifestyle. Students will define the possible consequences of failing to adhere to these health and hygiene practices. IV: Personal health and hygiene related to job performance (personal health services available).

## Technology Applications

### FUNDAMENTALS OF COMPUTER SCIENCE

TEA #3580140 3802.R000.Y

GRADE PLACEMENT: 9-12 CREDIT: 1

Prerequisites: Proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8.

The Fundamentals of Computer Science course is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day through creative and innovative opportunities to use problem-solving and reasoning skills to by design, implement, and present solutions to real-world problems. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect.

### COMPUTER SCIENCE I (weighted)

TEA #3580200 3803.H000.Y

GRADE PLACEMENT: 9-12 CREDIT: 1

Prerequisites: Algebra I

Computer Science provides students with an opportunity to study foundational technology

applications. Students will practice the use of technology-related concepts and terms as well as data input strategies such as exploration of LAN and WAN networks, search terminology, and basic coding to make informed decisions about technologies and their applications. Students will work individually and collaboratively to evaluate information, apply technology as a tool for problem solving, and communicate information in different formats to a diverse group of audiences.

### COMPUTER SCIENCE II (weighted)

TEA #3580300 3804.H000.Y

GRADE PLACEMENT: 11-12 CREDIT: 1

Prerequisites: Algebra I and either Computer Science I or Fundamentals of Computer Science.

In Computer Science II students will continue their study of technological applications. Students will extend practice of the use of technology-related concepts and terms as well as data input strategies such as exploration of deeper algorithmic applications (e.g. greedy algorithms) and artificial intelligence/robotics. Students will work individually and collaboratively to evaluate information, apply technology as a tool for problem solving, and communicate information in different formats to a diverse group of audiences.

### COMPUTER SCIENCE III (weighted)

TEA #3580350 3805.H000.Y

GRADE PLACEMENT: 11-12 CREDIT: 1

Prerequisites: Computer Science II, Advanced Placement (AP) Computer Science A, or International Baccalaureate (IB) Computer Science.

In Computer Science III students will further their study of technological applications. Students will extend practice of the use of technology-related concepts and terms as well as data input strategies such as the creation of discovery programs in low-level, high-level, and scripting languages as well as creating a small workgroup network. Students will work individually and collaboratively to evaluate information, apply technology as a tool for problem solving, and communicate information in different formats to a diverse group of audiences.

### AP COMPUTER SCIENCE A

TEA #A3580100 3803.P000.Y

GRADE PLACEMENT: 10-12 CREDIT: 1

RECOMMENDED PREREQUISITES: Computer Science I, Algebra II, or a student should be comfortable with functions and the concepts found in the uses of functional notation such as  $f(x) = x + 2$  and  $f(x) = g(h(x))$ .

This course prepares students to design and implement solutions to problems by writing,

running, and debugging computer programs. The course emphasizes programming methodology, procedural abstraction, and in-depth study of algorithms, data structures, and data abstractions. Students will code fluently in an object-oriented paradigm using Java.

### DIGITAL FORENSICS

TEA #3580360 3806.R000.Y

GRADE PLACEMENT: 9-12 CREDIT: 1

Prerequisites: Proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8.

Digital Forensics will foster students' creativity and innovation by presenting opportunities to investigate simulations and case studies of crimes, reconstructing computer security incidents, troubleshooting operational problems, and recovering from accidental system damage. Students will collaborate to develop forensic techniques to assist with computer security incident response. Students will learn methods to identify, collect, examine, and analyze data while preserving the integrity of the information and maintaining a strict chain of custody for data. Students will solve problems as they study the application of science to the law.

### DISCRETE MATHEMATICS

(weighted)

TEA #3580370 3807.H000.Y

GRADE PLACEMENT: 11-12 CREDIT: 1

Prerequisite: Algebra II

Discrete Mathematics will provide students with opportunities to explore the tools and skills used in most areas of computer science, and it is generally listed as a core requirement for Computer Science majors. Students will learn about key topics including: sets, functions, and relations; basic logic; proof techniques; counting basics; graphs and trees; and discrete probability. During the course, math topics are interwoven with computer science applications to enhance the students' understanding of the introduced mathematics as applied to computer science.

### GAME PROGRAMMING AND DESIGN

TEA # 3580380 3808.R000.Y

GRADE PLACEMENT: 9-12 CREDIT: 1

PREREQUISITE: Algebra I

Game Programming and Design will foster student creativity and innovation by presenting students with opportunities to design, implement, and present meaningful programs through a variety of media through collaboration with others to solve gaming problems. Students will use data analysis skills to identify task requirements, plan search strategies, use programming concepts to access, analyze, and evaluate information

needed to design games. Students will create a computer game that is presented to an evaluation panel. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect

## MOBILE APPLICATION DEVELOPMENT

TEA #3580390 3809.R000.Y

GRADE PLACEMENT: 9-12 CREDIT: 1

*PREREQUISITE: Proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8, and Algebra I.*

Mobile Application Development will foster students' creativity and innovation by presenting opportunities to design, implement, and deliver meaningful projects using mobile computing devices through problem-solving and collaboration. Students will gain an understanding of the principles of mobile application development through the study of development platforms, programming languages, and software design standards. Through data analysis, students will identify task requirements, plan search strategies, and use software development concepts to access, analyze, and evaluate information needed to program mobile devices. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect.

## ROBOTICS PROGRAMMING AND DESIGN

TEA #3580395 3810.R000.Y

GRADE PLACEMENT: 9-12 CREDIT: 1

*Prerequisite: Proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8.*

Robotics Programming and Design will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful robotic programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve problems in designing and programming robots. Ultimately, students will gain an understanding of the principles of robotics through the study of physics, robotics, automation, and engineering design concepts.

## DIGITAL DESIGN AND MEDIA PRODUCTION

TEA #3580400 8750.R000.Y

GRADE PLACEMENT: 9-12 Credit: 1

*PREREQUISITE: Proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8.*

Digital Design and Media Production will allow students to demonstrate creative thinking,

develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students will problem solve in order to gather information electronically and make informed decisions regarding media projects. The course will include a focus on digital citizenship and digital design principles that are transferable to other disciplines and real-world applications.

## DIGITAL ART AND ANIMATION

TEA #3580500 8752.R000.Y

GRADE PLACEMENT: 9-12 CREDIT: 1

*PREREQUISITE: Proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8*

*RECOMMENDED PREREQUISITE: Art, Level I*  
Digital Art and Animation will foster student learning in the use of computer images and animations created with digital imaging software. Students in this course will produce various real-world projects and animations. Through this foundation, student learning can be applied in many careers, with topics such as graphic design, advertising, web design, animation, corporate communications, illustration, character development, script writing, storyboarding, directing, producing, inking, project management, editing.

## 3-D MODELING AND ANIMATION

TEA #3580510 8753.R000.Y

GRADE PLACEMENT: 9-12 CREDIT: 1

*PREREQUISITE: Proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8*

*RECOMMENDED PREREQUISITE: Art, Level I*  
3-D Modeling and Animation will provide students with opportunities to create computer images in a virtual three-dimensional (3-D) environment. Through this foundation, student learning can be applied in many careers, including criminal justice, crime scene, and legal applications; construction and architecture; engineering and design; and the movie and game industries.

## DIGITAL COMMUNICATIONS IN THE 21ST CENTURY

TEA #3580610 8754.R000.Y

Grade Placement: 9-12 Credit: 1

*Prerequisite: Proficiency in the knowledge and skills relating to Technology Applications, Grades 6-8.*

Digital Communications in the 21st Century will prepare students for the societal demands of increased civic literacy, independent working environments, global awareness, and the mastery of effective product based on well-researched issues in order to thoughtfully propose suggested solutions to authoritative stakeholders. Student use of the process and

product approach will provide authentic platforms from which students will be able to demonstrate effective application of multimedia tools within the contexts of global communications and collaborative communities and appropriately share their voices to affect change that concerns their future.

## DIGITAL VIDEO AND AUDIO DESIGN

TEA #3580700 8755.R000.Y

GRADE PLACEMENT: 11-12 CREDIT: 1

*Prerequisites: None*

Digital Video and Audio design will support student learning with the application of academic knowledge and skills in audio and video projects. Students will analyze and summarize the history and evolution of audio and video production fields. Students will also identify critical elements in the pre-production stage, including design procedures, timeline development, technology specifications, scripting techniques, and budgeting procedures; analyze script and storyboard development process for a successful production; identify equipment, crew, and cast requirements for a scripted production; and understand the casting or audition process. During this course ethical decisions and compliance with laws regarding the use of technology in audio and video production will be studied.

## WEB COMMUNICATIONS

TEA #3580810 8740.R000.X

GRADE PLACEMENT: 9 CREDIT: ½

*Prerequisites: None*

Web Communications provides students with the opportunity to analyze and implement the proper and acceptable use of digital/virtual communications technologies; apply decisions regarding the selection, acquisition and sharing of web resources. During this analysis, students will practice the incorporation of real-world applications including taking into consideration quality, appropriateness and effectiveness; examination the ethical and legal issues surrounding acquisition of digital information; and identification and discussion of the impact of emerging technologies.

## WEB DESIGN

TEA #3580820 8741.R000.Y

GRADE PLACEMENT: 9-12 CREDIT: 1

*Prerequisites: None*

Web Design will provide students with the opportunity to use digital media and environments to analyze and implement the proper and acceptable use of digital/virtual communications technologies; identify and discuss emerging technologies and their impact; and understand Internet history and structure. Students will investigate how these

areas impact current use as well as acquire, evaluate, and use various web standards as World Wide Web Consortium (W3C), Ecma International, and Internet Corporation for Assigned Names and Numbers (ICANN) to make informed decisions and implement standards in original work. Students will also summarize the technical needs of a World Wide Web server; develop proficiency in the use of a variety of electronic input devices by incorporating such components while publishing web pages as well as learn basic design principles when creating a website.

### WEB GAME DEVELOPMENT

TEA #3580830 8742.R000.Y

GRADE PLACEMENT: 11-12 CREDIT: 1

*Prerequisite: Web Design*

Web Game Development will provide students with opportunities to use digital media and environments to research, evaluate, and create web forms for database processing. During this course, students will examine both Common Gateway Interface (GCI) and computer-generated imagery (CGI); analyze and summarize streaming media/content and game broadcasting; and review the history of gaming; game types. Students will also investigate career opportunities in programming, gaming, art, design, business, and marketing; develops and creates a gaming storyboard and script as well as implements graphic and game design elements.

### INDEPENDENT STUDY IN TECHNOLOGY APPLICATIONS I (weighted)

TEA #3580900 8758.H000.Y

GRADE PLACEMENT: 9-12 CREDIT: 1

*PREREQUISITE: Completion of a high school technology applications course and permission of the instructor/mentor for Independent Study in Technology Applications.*

Independent Study in Technology Applications will allow students to study technology applications foundations, such as technology-related terms, concepts, and data input strategies, in order to communicate information in different formats, to diverse audiences, using a variety of technologies. Students will practice making informed decisions, in order to develop / produce original work appropriate to the selected profession or discipline, and publish the product in electronic media and print. Skill-building in search strategies will be utilized in order to access, analyze, and evaluate the acquired information. Individuals and groups will solve problems, select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results.

### INDEPENDENT STUDY IN EVOLVING/EMERGING TECHNOLOGIES I (weighted)

TEA #3581500 8759.H000.Y

GRADE PLACEMENT: 9-12 CREDIT: 1

*Prerequisite: Completion of a high school technology applications course and permission of the instructor/mentor for Independent Study in Evolving/Emerging Technologies.*

Independent Study in Evolving/Emerging Technologies I provides students with the opportunity to study and explore evolving/emerging technologies, including technology-related terms, concepts, and data input strategies. Students will learn to make informed decisions, develop and produce original work that exemplifies the standards identified by the selected profession or discipline, and publish the product in electronic media and print. Throughout the course, students will demonstrate efficient acquisition of information by identifying task requirements, using search strategies, and using technology to access, analyze, and evaluate the acquired information.

**NOTE: The following Career and Technical Education courses will also satisfy the Computer Technology Applications requirement on all three graduation programs.**

#### Architecture & Construction

*Principles of Architectural Design and Construction*

*Architectural Design*

*Advanced Architectural Design*

#### Arts, A/V Technology, & Communications

*Principles of Art, Audio Video Technology and Communications*

*Animation*

*Advanced Animation*

*Audio/Video Technology*

*Advanced Audio/Video Technology*

*Graphic Design and Illustration*

*Advanced Graphic Design and Illustration*

*Video Game Design*

#### Business Management & Admin.

*Business Information Mgmt I*

*Business Information Mgmt II*

*Virtual Business*

#### Information Technology

*Principles of Information Technology*

*Computer Maintenance*

*Computer Programming*

*Advanced Computer Programming*

*Digital and Interactive Media*

*Internetworking Technologies I/Cisco*

*Telecommunications and Networking*

*Web Technologies*

#### Manufacturing

*Manufacturing Engineering*

### Science, Technology, Engineering, & Mathematics

*Electronics*

*Advanced Electronics*

*Engineering Design and Presentation*

*Advanced Engineering Design and Presentation*

*Introduction to Engineering Design (PLTW)*

*Robotics and Automation*

*For descriptions of these courses see the Career and Technical Education section.*

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

#### BASIC COMPUTER SKILLS

TEA #93580200 3808.V000.Y

GRADE PLACEMENT: 9-12 CREDIT: 1

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

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

#### APPLIED COMPUTER SKILLS I

TEA #93580200 3803.W000.Y

GRADE PLACEMENT: 9-12 CREDIT: 1

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

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

#### APPLIED COMPUTER SKILLS II

TEA #93580300 3804.W000.Y

GRADE PLACEMENT: 9-12 CREDIT: 1

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

This course is designed to expand on skills taught and incorporate skills learned in Applied Computer Skills I.

# Physical Education

## GENERAL PHYSICAL EDUCATION COURSES

### IMPORTANT:

■ All students are expected to meet their physical education graduation requirements.

■ Students may be exempt from physical activity (EHAA Legal), but not their physical education class.

■ Documentation from a member of the healing arts licensed to practice in Texas must be provided to exempt a student from various types of physical activities. Forms may be obtained from the District Physical Education Office.

■ One and one-half (1.5) credits of physical education are required to meet State and AISD graduation requirements. Additional PE credits may be taken for state elective credit based on the student's graduation plan. A maximum of 4 PE credits may be earned.

■ 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.

■ Students may only take one-half (.5) unit of Physical Education per semester.

■ Students, after completing Foundations of Personal Fitness, may earn no more than 1.0 credits from the following general physical education sport courses: Individual Sports I, Individual Sports II, Team Sports I or Team Sports II.

■ Students, after completing Foundations of Personal Fitness, may earn no more than 1.0 credits from the following general physical education fitness courses: Aerobic & Conditioning I and Aerobic & Conditioning II

■ All general PE courses can only be taken once.

■ All students must be assessed on their physical fitness based on their Physical Education Classification using the FITNESSGRAM Assessment.

## FOUNDATIONS OF PERSONAL FITNESS

**TEA #PES00052 6011.R000.X**  
**GRADE 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 CONDITIONING I

**TEA #PES00054 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 CONDITIONING II

**TEA #PES00054 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 #PES00055 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 #PES00055 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 #PES00055 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 #PES00055 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.

## AEROBIC DANCE A

**TEA #PES00054 6565.R000.X**  
**GRADE PLACEMENT: 9-12 CREDIT: 1/2**

## AEROBIC DANCE B

**TEA #PES00054 6566.R000.X**  
**GRADE PLACEMENT: 9-12 CREDIT: 1/2**

Students in Aerobic Dance are exposed to a variety of exercises that promote health and fitness through basic aerobics, circuit training, exercise bands, exercise balls, aerobic games, and various other activities focusing on the dance genre. Aerobic Dance A and B must be taken together to allow students to earn one Physical Education credit. Students will be allowed to take Dance II upon completion of this course.

## FOUNDATIONS DANCE

**TEA #PES00052 6567.R000.X**  
**GRADE PLACEMENT: 9-12 CREDIT: 1/2**

*PREREQUISITE: This course requires one year of Dance I or one year of Aerobic Dance. In addition, this course is offered during the spring semester and must be scheduled with the fall semester of Dance II.*

Foundations Dance represents a new approach to physical education and the concept of personal fitness through the genre

of Dance. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on health and wellness.

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

One and one-half (1.5) units of adapted physical education are required for graduation. Additional credits may be taken for elective credits. ARD committees may only recommend APE evaluation. The APE evaluation determines the need for direct or consult Adapted Physical Education services.

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

#### ADAPTED PHYSICAL EDUCATION FOUNDATIONS OF PERSONAL FITNESS

TEA #9PES00052  
6011.W000.X

#### ADAPTED PHYSICAL EDUCATION AEROBIC AND CONDITIONING I

TEA #9PES00054  
6012.W000.X

#### ADAPTED PHYSICAL EDUCATION AEROBIC AND CONDITIONING II

TEA #9PES00054  
6012.W100.X

#### ADAPTED PHYSICAL EDUCATION INDIVIDUAL SPORTS I

TEA #9PES00055  
6021.W000.X

#### ADAPTED PHYSICAL EDUCATION INDIVIDUAL SPORTS II

TEA #9PES00055  
6021.W100.X

#### ADAPTED PHYSICAL EDUCATION TEAM SPORTS I

TEA #9PES00055  
6022.W000.X

#### ADAPTED PHYSICAL EDUCATION TEAM SPORTS II

TEA #9PES00055  
6022.W100.X

#### ADAPTED PHYSICAL EDUCATION OUTDOOR

TEA #9PES00053  
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. Students must earn 1.5 Physical Education graduation credit by participating in various physical education substitutions.

These courses may be taken multiple times provided that a different TEA number is used in sequence each time. No more than 4.0 PE substitution credits may be earned through any combination of allowable substitutions for state credit. Students may earn additional elective credits through Physical Education based on their graduation plan.

### ATHLETICS

TEA #PES0000	Grade 9 Fall
TEA #PES0000	Grade 9 Spring
TEA #PES0001	Grade 10 Fall
TEA #PES0001	Grade 10 Spring
TEA #PES0002	Grade 11 Fall
TEA #PES0002	Grade 11 Spring
TEA #PES0003	Grade 12 Fall
TEA #PES0003	Grade 12 Spring

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

*PREREQUISITE: Approved by the Athletic Coach*

<b>WRESTLING</b>	<b>6901</b>
<b>BASEBALL</b>	<b>6911</b>
<b>BASKETBALL</b>	<b>6912</b>
<b>TRACK AND FIELD (spring only)</b>	<b>6913</b>
<b>CROSS COUNTRY (fall only)</b>	<b>6914</b>
<b>VOLLEYBALL</b>	<b>6915</b>
<b>GOLF</b>	<b>6916</b>
<b>SWIMMING</b>	<b>6918</b>
<b>TENNIS</b>	<b>6919</b>
<b>FOOTBALL</b>	<b>6923</b>
<b>SOCCER</b>	<b>6924</b>
<b>SOFTBALL</b>	<b>6925</b>

### OFF-CAMPUS P.E. PROGRAM

The Off-Campus Physical Education Program is an athletic/training program that students may participate in by using a commercial or private agency that has been approved by the District Physical Education Office. These courses may be used to substitute a 1/2 unit of Physical Education credit per semester. A student may earn up to 4.0 credits towards graduation requirement for Physical Education

if he/she is approved for Category 1. A student in Category II may earn up to 1.5 credits. Examples of approved activities are: swimming, diving, dancing, rowing, rock climbing, fencing, equestrian riding, gymnastics, martial arts, and club team such as Lacrosse and Ultimate Frisbee. Students will earn a numerical grade, which is also included in his/her grade point average.

■ The Off-Campus Physical Education Program packets may be obtained through the counselor's office or on the AISD website ([www.austinisd.org](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 Program course must be scheduled through your counselor and will be noted on the student's report card.

■ Students must complete written assignments, given by the Agency, for verification of learned Texas Essential Knowledge and Skills for Physical Education. A numerical grade will be issued from the written assignments; it will then be factored into the students' grade.

■ AISD is not responsible for providing transportation to the approved agencies.

### Category 1: Athletic/Training Program, National or Professional Ranking or Olympic Competition

TEA #PES00008	6951.R010.X
(1st time taken)	
TEA #PES00008	6951.R020.X
(2nd time taken)	
TEA #PES00009	6951.R030.X
(3rd time taken)	
TEA #PES00009	6951.R040.X
(4th time taken)	
TEA #PES00010	6951.R050.X
(5th time taken)	
TEA #PES00010	6951.R060.X
(6th time taken)	
TEA #PES00011	6951.R070.X
(7th time taken)	
TEA #PES00011	6951.R080.X
(8th time taken)	

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

*PREREQUISITE: Approved application by District Physical Education Coordinator and campus Guidance Counselor*

■ Any athletic/training program that is of higher level than the District can provide.

■ The student must participate in the substitute activity that is in congruence with the Physical Education TEKS as closely as

possible, if not above and beyond the rigor of the standards (TAC) Chapter 74.

■ The student must train for 15 or more hours per week during the school semester. The student is also eligible to miss one school period. The student must not miss any class other than a scheduled physical education class (usually first or last period of the day).

■ The student must be training for some type of state, national, or professional ranking, or for Olympic competition

**Category 2: A Private or Commercially-Sponsored Physical Activity or Training Program**

**TEA #PES00008**

**6952.R010.X (1st time taken)**

**TEA #PES00008**

**6952.R020.X (2nd time taken)**

**TEA #PES00009**

**6952.R030.X (3rd time taken)**

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

*PREREQUISITE: Approved application by District Physical Education Coordinator*

■ The student must participate in the substitute activity that is in congruence with the Physical Education TEKS as closely as possible, if not above and beyond the rigor of the standards (TAC) Chapter 74.

■ The student is required to participate at least 5 hours per week during the school semester.

■ Students certified to participate at this level will not be dismissed from any part of the regular school day.

**ACTIVITY BASED COURSES**

A student taking, Cheerleading, Marching Band, or Drill Team may earn only 1.0 state PE credit. In order to fulfill the remaining 0.5 AISD PE credit requirement, a student may take one of these courses again for a local 0.5 credit (local credit does not count towards state graduation requirement). Students opting to fulfill the 0.5 additional AISD PE credit through local course participation must still meet minimum state elective graduation credit requirements. A student may also take Foundations of Personal Fitness or any other approved PE substitution for 0.5 state elective, credit which will count towards graduation requirements.

**MARCHING BAND (fall only)**

**TEA# PES00012 6331**

**GRADE PLACEMENT: 9-12 CREDIT: ½ - 1**

*PREREQUISITE: Approved by Marching Band Director*

**CHEERLEADING**

**TEA# PES00013 6921**

**GRADE PLACEMENT: 9-12 CREDIT: ½ - 1**

*PREREQUISITE: Approved by Campus Cheerleading Sponsor*

**DRILL TEAM**

**TEA# PES00014 6922**

**GRADE PLACEMENT: 9-12 CREDIT: ½ - 1**

*PREREQUISITE: Approved by Drill Team Sponsor*

**JROTC**

**TEA# PES00004 6013**

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

**TEA #3160100 9013**

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

*Note: 6013 allows a student to earn PE credit, while 9013 allows a student to earn Military Science credit. 9013 is to be used only if a student has already satisfied or is currently satisfying his physical education requirement with a different course or PE substitution. 9013 may not be used to indicate a PE credit, to satisfy a PE requirement, or in conjunction with the Physical Education course.*

A student may earn no more than 1.0 credit toward their Physical Education requirements. Additional credits in JROTC may be earned to fulfill the district 0.5 physical education credit and state elective credits.

**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.Y**

**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) 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.Y**

**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.Y**

**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.Y**

**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.Y**

**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.Y**

**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.Y**

**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.Y**

**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.Y**

**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.Y**

**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.Y**

**(weighted)** **5023.H000.Y**

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

*PREREQUISITE: Drawing II or central office approval*

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.Y**

**(weighted)** **5043.H000.Y**

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

*PREREQUISITE: Painting II or central office approval*

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.Y**

**(weighted)** **5015.H000.Y**

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

*PREREQUISITE: Printmaking II or central office approval*

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.Y**

**(weighted)** **5016.H000.Y**

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

*PREREQUISITE: Fibers II or central office approval*

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.Y**

**(weighted)** **5018.H000.Y**

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

*PREREQUISITE: Ceramics II or central office approval*

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.Y**

**(weighted)** **5019.H000.Y**

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

*PREREQUISITE: Sculpture II or central office approval*

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.Y**

**(weighted)** **5020.H000.Y**

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

*PREREQUISITE: Jewelry II or central office approval*

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.Y**

**(weighted)** **5013.H000.Y**

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

*PREREQUISITE: Photography II or central office approval*

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.Y  
(weighted) 5239.H000.Y  
GRADE PLACEMENT: 11-12 CREDIT: 1

PREREQUISITE: *Electronic Media II or central office approval*

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.Y  
(weighted) 5032.H000.Y  
GRADE PLACEMENT: 11-12 CREDIT: 1

PREREQUISITE: *Art II (any) or central office approval*

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.Y  
GRADE PLACEMENT: 11-12 CREDIT: 1

PREREQUISITE: *Art II (any) or central office approval*

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 III Course with the exception of AP Art Courses.

**DRAWING IV (weighted)**

TEA #03502300 5024.H000.Y  
GRADE PLACEMENT: 12 CREDIT: 1

PREREQUISITE: *Drawing III*

**PAINTING IV (weighted)**

TEA #03502400 5044.H000.Y  
GRADE PLACEMENT: 12 CREDIT: 1

PREREQUISITE: *Painting III*

**PRINTMAKING IV (weighted)**

TEA #03502500 5245.H000.Y  
GRADE PLACEMENT: 12 CREDIT: 1

PREREQUISITE: *Printmaking III*

**FIBERS IV (weighted)**

TEA #03502600 5026.H000.Y  
GRADE PLACEMENT: 12 CREDIT: 1

PREREQUISITE: *Fibers III*

**CERAMICS IV (weighted)**

TEA #03502700 5027.H000.Y  
GRADE PLACEMENT: 12 CREDIT: 1

PREREQUISITE: *Ceramics III*

**SCULPTURE IV (weighted)**

TEA #03502800 5028.H000.Y  
GRADE PLACEMENT: 12 CREDIT: 1

PREREQUISITE: *Sculpture III*

**JEWELRY IV (weighted)**

TEA #03502900 5029.H000.Y  
GRADE PLACEMENT: 12 CREDIT: 1

PREREQUISITE: *Jewelry III*

**PHOTOGRAPHY IV (weighted)**

TEA #03503100 5014.H000.Y  
GRADE PLACEMENT: 12 CREDIT: 1

PREREQUISITE: *Photography III*

**ELECTRONIC MEDIA IV (weighted)**

TEA #03503500 5257.H000.Y  
GRADE PLACEMENT: 12 CREDIT: 1

PREREQUISITE: *Electronic Media III*

**AP ART HISTORY**

TEA #A3500100 5051.P000.Y  
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**

TEA #A3500300 5053.P000.Y  
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: 2-D DESIGN**

TEA #A3500400 5054.P000.Y

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: 3-D DESIGN**

TEA #A3500500 5055.P000.Y

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.Y

**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.Y

**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.Y

**(weighted)** 1653.H000.Y

**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.Y

**(weighted)** 1663.H000.Y

**GRADE PLACEMENT: 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.Y

**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.Y

**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.Y

**(weighted)** 1649.H000.Y

**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.Y

**(weighted)** 1650.H000.Y

**GRADE PLACEMENT: 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.Y

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

*PREREQUISITE: Theatre Arts I or taken concurrently.*

First year in program, regardless of grade level.

### THEATRE PRODUCTION II

**TEA #03250800** 1617.R000.Y

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

Second year in program, regardless of grade level.

### THEATRE PRODUCTION III

**TEA #-03250900** 1619.R000.Y

**(weighted)** 1619.H000.Y

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

Third year in program, regardless of grade level.

### THEATRE PRODUCTION IV

**TEA #03251000** 1625.R000.Y

**(weighted)** 1625.H000.Y

**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.Y

First year in program, regardless of grade level.

### BAND II

**TEA #03150200** 5332.R000.Y

Second year in program, regardless of grade level.

### BAND III

**TEA #03150300** 5333.R000.Y

**(weighted)** 5333.H000.Y

Third year in program, regardless of grade level.

**BAND IV****TEA #03150400** 5334.R000.Y**(weighted)** 5334.H000.Y**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.Y

First year in program, regardless of grade level.

**ORCHESTRA II****TEA #03150600** 5422.R000.Y

Second year in program, regardless of grade level.

**ORCHESTRA III****TEA #03150700** 5423.R000.Y**(weighted)** 5423.H000.Y

Third year in program, regardless of grade level.

**ORCHESTRA IV****TEA #03150800** 5424.R000.Y**(Weighted)** 5424.H000.Y**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.Y

First year in program, regardless of grade level.

**STAGE/JAZZ BAND II****TEA #03151400** 5342.R000.Y

Second year in program, regardless of grade level.

**STAGE/JAZZ BAND III****TEA #03151500** 5343.R000.Y

Third year in program, regardless of grade level.

**STAGE/JAZZ BAND IV****TEA #03151600** 5344.R000.Y**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.Y

First year in program, regardless of grade level.

**INSTRUMENTAL ENSEMBLE II****TEA #03151800** 5522.R000.Y

Second year in program, regardless of grade level.

**INSTRUMENTAL ENSEMBLE III****TEA #03151900** 5523.R000.Y**(weighted)** 5523.H000.Y

Third year in program, regardless of grade level.

**INSTRUMENTAL ENSEMBLE IV****TEA #03152000** 5524.R000.Y**(weighted)** 5524.H000.Y**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.Y

First year in program, regardless of grade level.

**APPLIED MUSIC II (Instrumental)****TEA #03152600** 5932.R000.Y**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****CHORAL MUSIC I****TEA #03150900** 5621.R000.Y

First year in program, regardless of grade level.

**CHORAL MUSIC II****TEA #03151000** 5622.R000.Y

Second year in program, regardless of grade level.

**CHORAL MUSIC III****TEA #03151100** 5623.R000.Y**(weighted)** 5623.H000.Y

Third year in program, regardless of grade level.

**CHORAL MUSIC IV****TEA #03151200** 5624.R000.Y**(weighted)** 5624.H000.Y**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.Y

First year in program, regardless of grade level.

**SMALL VOCAL ENSEMBLE II****TEA #03152200** 5732.R000.Y

Second year in program, regardless of grade level.

**SMALL VOCAL ENSEMBLE III****TEA #03152300 5733.R000.Y**

Third year in program, regardless of grade level.

**SMALL VOCAL ENSEMBLE IV****TEA #03152400 5734.R000.Y****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.Y**

First year in program, regardless of grade level.

**APPLIED MUSIC II (Choral)****TEA #03152600 5782.R000.Y****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.Y****GRADE PLACEMENT: 9-12 CREDIT: 1***PREREQUISITE: None*

This course is an introduction to the history of classical, ethnic, musical theatre, popular and jazz. Listening to recordings and attending live local performances outside the school day are required components of this course.

**MUSIC THEORY I****TEA #03152700 5911.R000.Y****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, singing, and/or guitar are included in the coursework. Students enrolled in this course must have access to a keyboard instrument at home for practice and completion of assignments.

**MUSIC THEORY II (Pre-AP)****TEA #03152800 5912.H000.Y****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. Students must be enrolled in a performing ensemble. 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.Y****GRADE PLACEMENT: 11-12 CREDIT: 1***PREREQUISITE: Music Theory I and II or the passing of a placement exam.*

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****DANCE I****TEA #03830100 5951.R000.Y****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.Y****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.Y****(weighted) 5953.H000.Y****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.Y****(weighted) 5954.H000.Y****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 must perform in a public recital. In addition to the regular curriculum, students will be required to complete extra work for weighted credit including performance of a solo piece, writing a research paper and attend extra performances. These requirements are described in the Departmental Handbooks, Instructional Planning Guides, Fine Arts Curriculum Framework, and Fine Arts Intranet Website. 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.

### DANCE COMPOSITION I

TEA #N1170127 5966.R000.X  
**GRADE PLACEMENT:** CREDIT: 1/2  
 First year in program, regardless of grade level.

### DANCE COMPOSITION II

TEA #N1170128 5967.R000.X  
**GRADE PLACEMENT:** CREDIT: 1/2  
 Second year in program, regardless of grade level.  
*PREREQUISITE: Dance Composition I and Instructor Approval*

### DANCE COMPOSITION III

TEA #N1170129 5968.R000.X  
 (weighted) 5968.H000.X  
**GRADE PLACEMENT:** Credit: 1/2  
 Third year in program, regardless of grade level.  
*PREREQUISITE: Dance Composition II and Instructor Approval*

### DANCE COMPOSITION IV

TEA #N1170130 5969.R000.X  
 (weighted) 5969.H000.X  
**GRADE PLACEMENT:** CREDIT: 1/2  
 Fourth year in program, regardless of grade level.  
*PREREQUISITE: Dance Composition III and Instructor Approval*  
 Dance Composition I-IV is a practical exploration of a variety of processes and elements that may be used in the study of creating dances. Students will create their own dance studies in response to a variety of assigned choreographic exercises. Topics will include elements such as space, time, shape, and dynamics, and processes such as abstraction, thematic development, and revision. Improvisation will be employed to initiate the exploration of concepts, but, ultimately, in most cases, the work will be set into a fixed, repeatable form. Students will explore compositional problems of form and design, time and rhythm, energy flow, and force in dance as an art form. Scaffolding will be used in a creatively supportive environment as the students begin to develop their own aesthetic and stylistic approach to choreography.

### DANCE THEORY I

N1170131 5961.R000.X  
**GRADE PLACEMENT:** CREDIT: 1/2  
 First year in program, regardless of grade level.  
*PREREQUISITE: Dance I and Instructor Approval*

### DANCE THEORY II

N1170132 5962.R000.X  
**GRADE PLACEMENT:** CREDIT: 1/2  
 Second year in program, regardless of grade level.  
*PREREQUISITE: Dance Theory I and Instructor Approval*

### DANCE THEORY III

N1170133 5963.R000.X  
 (weighted) 5963.H000.X  
**GRADE PLACEMENT:** CREDIT: 1/2  
 Third year in program, regardless of grade level.  
*PREREQUISITE: Dance Theory II and Instructor Approval*

### DANCE THEORY IV

N1170134 5964.R000.X  
 (weighted) 5964.H000.X  
**GRADE PLACEMENT:** CREDIT: 1/2  
 Fourth year in program, regardless of grade level.  
*PREREQUISITE: Dance Theory III and Instructor Approval*

Dance Theory I-IV orients students to the field of dance as an academic discipline, profession, and art form. This course supplies students with information and processes of inquiry to facilitate their own decision making as they proceed in the field of dance and promotes critical thinking skills that are the foundation for this course. Topics include dance as an art form; dance history; dance as a product of culture; the relationship of dance technique to the overall field; applied kinesiology as it relates to the efficiency of movement; career preparation; dance production; labanotation; and strategies for effective learning, professional engagement, and longevity in the discipline. Through extensive viewing of video and live dance performance and subsequent writings and discussions, students learn to identify, describe, analyze, and interpret choreographic practices, characteristics of performers, different uses of production elements, and the aesthetic, political, social, and cultural contexts that characterize the state of the art today.

### PRINCIPLES AND ELEMENTS OF FLORAL DESIGN (weighted)

TEA #13001800 8129.H(Y)  
**GRADE: 10-12 CREDIT: 1**  
*PREREQUISITE: Principles of Agriculture, Food and Natural Resources, Intro to World Ag or Applied Ag Science*  
 This course is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Articulated credit may be awarded upon successful completion of a sequence of courses.

### Locally Developed Fine Arts Courses Serving Students with Disabilities

#### THEATRE ARTS APPRECIATION

TEA #93250100 1643.W000.Y  
**GRADE PLACEMENT 9-12 CREDIT: 1**  
*PREREQUISITE: Placement by ARD; Students must have an IEP goal for any locally developed special education course.*  
 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.Y  
**GRADE PLACEMENT: 9-12 CREDIT: 1**  
*PREREQUISITE: Placement by ARD; Students must have an IEP goal for any locally developed special education course.*  
 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.Y  
**GRADE PLACEMENT: 9-12 CREDIT: 1**  
*PREREQUISITE: Placement by ARD; Students must have an IEP goal for any locally developed special education course.*  
 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, III and IV 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). Strong focus is also placed on developing the three modes of communication: presentational, interpretive and interpersonal, with both the teacher and student using the language as much as is possible at this stage of language learning. 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.

<b>Chinese</b>	
TEA #03490100	2461.R000.Y
<b>French</b>	
TEA #03410100	2013.R000.Y
<b>German</b>	
TEA #03420100	2113.R000.Y
<b>Japanese</b>	
TEA #03120100	2471.R000.Y
<b>Latin</b>	
TEA #03430100	2213.R000.Y
<b>Spanish</b>	
TEA #03440100	2313.R000.Y
<b>Spanish for Spanish Speakers</b>	
TEA #03440110	2313.E000.Y

### LANGUAGES OTHER THAN ENGLISH, LEVEL II

*PREREQUISITE: Level I of LOTE or appropriate Credit by Exam (CBE) or placement test.*

Level II of Languages Other Than English continues skill development in the four basic skill areas. Strong focus is also placed on developing the three modes of communication: presentational, interpretive and interpersonal, with both the teacher and student using the language as much as is possible at this stage of language learning. 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.

<b>Chinese</b>	
TEA #03490200	2462.R000.Y
<b>French</b>	
TEA #03410200	2023.R000.Y
<b>German</b>	
TEA #03420200	2123.R000.Y
<b>Japanese</b>	
TEA #03120200	2472.R000.Y
<b>Latin</b>	
TEA #03430200	2223.R000.Y
<b>Spanish</b>	
TEA #03440200	2323.R000.Y
<b>Spanish for Spanish Speakers</b>	
TEA #03440220	2323.E000.Y

### LANGUAGES OTHER THAN ENGLISH, LEVEL III

*PREREQUISITE: Level II of LOTE or appropriate Credit by Exam (CBE) or placement test.*

*NOTE: Level III Languages Other Than English courses can receive both regular and weighted credit.*

Level III of Languages Other Than English develops higher level student proficiency in listening, speaking, reading and writing. Strong focus is also placed on developing the three modes of communication: presentational, interpretive and interpersonal, with both the teacher and student using the language as much as is possible at this stage of language learning. Students read and participate in teacher-led discussions in the target language. They study advanced grammatical concepts and the culture and civilization of speakers of the target language. Students of classical languages use the skills of listening, speaking, and writing to reinforce the skill of reading.

<b>Chinese</b>	
TEA #03490300	
<b>Pre-AP</b>	2463.H000.Y
<b>French</b>	
TEA #03410300	
<b>Pre-AP</b>	2033.H000.Y
<b>German</b>	
TEA #03420300	
<b>Pre-AP</b>	2133.H000.Y
<b>Japanese</b>	
TEA #03120300	
<b>Pre-AP</b>	2473.H000.Y
<b>Latin</b>	
TEA #03430300	
<b>Pre-AP</b>	2233.H000.Y

## Spanish

TEA #03440300	
<b>Pre-AP</b>	2333.H000.Y
<b>Spanish for Spanish Speakers</b>	
TEA #03440330	2333.E000.Y

### LANGUAGES OTHER THAN ENGLISH, LEVEL IV

*PREREQUISITE: Level III of LOTE or appropriate Credit by Exam (CBE) or placement test.*

*NOTE: All level IV Language Other Than English courses receive weighted credit.*

Level IV of Languages Other Than English prepares students for the College Board Advanced Placement examinations in Chinese, French, German, Japanese, Latin, and Spanish. (There is no AP examination in American Sign Language, which also receives weighted credit). In general, the AP Language examination is taken in Chinese, French, German, Japanese or Spanish in Level IV, although some students may wait until fifth year to take this examination. In Latin, this course prepares students for the AP exam on Vergil and Caesar.

### CHINESE IV (weighted)

TEA #03490400	2464.H000.Y
<b>GRADE PLACEMENT: 9-12</b>	<b>CREDIT: 1</b>

This course is intended for students who wish to continue their study of Chinese beyond the third year, but who do not wish to follow the College Board Advanced Placement (AP) curriculum or to take the AP Chinese Language and Culture Exam. Level IV students will read and participate in teacher-led discussions in the target language. They will study advanced grammatical concepts and the culture and civilization of the speakers of the target language.

### FRENCH IV (weighted)

TEA #03410400	2043.H000.Y
<b>GRADE PLACEMENT: 9-12</b>	<b>CREDIT: 1</b>

This course is intended for students who wish to continue their study of French beyond the third year, but who do not wish to follow the College Board Advanced Placement (AP) curriculum or to take the AP French Language and Culture Exam. Level IV students will read and participate in teacher-led discussions in the target language. They will study advanced grammatical concepts and the culture and civilization of the speakers of the target language.

### GERMAN IV (weighted)

TEA #03420400	2143.H000.Y
<b>GRADE PLACEMENT: 9-12</b>	<b>CREDIT: 1</b>

This course is intended for students who

wish to continue their study of German beyond the third year, but who do not wish to follow the College Board Advanced Placement (AP) curriculum or to take the AP German Language and Culture Exam. Level IV students will read and participate in teacher-led discussions in the target language. They will study advanced grammatical concepts and the culture and civilization of the speakers of the target language.

**JAPANESE IV (weighted)**

**TEA #03120400            2474.H000.Y**  
**GRADE PLACEMENT: 9-12 CREDIT: 1**

This course is intended for students who wish to continue their study of Japanese beyond the third year, but who do not wish to follow the College Board Advanced Placement (AP) curriculum or to take the AP Japanese Language and Culture Exam. Level IV students will read and participate in teacher-led discussions in the target language. They will study advanced grammatical concepts and the culture and civilization of the speakers of the target language.

**LATIN IV (weighted)**

**TEA #03430400            2243.H000.Y**  
**GRADE PLACEMENT: 9-12 CREDIT: 1**

This course is intended for students who wish to continue their study of Latin beyond the third year, but who do not wish to follow the College Board Advanced Placement (AP) curriculum or to take the AP Latin Exam. Level IV students of Latin will use the skills of listening, speaking, and writing to reinforce the skill of reading.

**SPANISH IV (weighted)**

**TEA #03440400            2343.H000.Y**  
**GRADE PLACEMENT: 9-12 CREDIT: 1**

This course is intended for students who wish to continue their study of Spanish beyond the third year, but who do not wish to follow the College Board Advanced Placement (AP) curriculum or to take the AP Spanish Language Exam. Level IV students will read and participate in teacher-led discussions in the target language. They will study advanced grammatical concepts and the culture and civilization of the speakers of the target language.

**SPANISH for Spanish Speakers IV (weighted)**

**TEA #03440440            2343.E000.Y**  
**GRADE PLACEMENT: 9-12 CREDIT: 1**

This course is intended for students who wish to continue their study of Spanish beyond the third year, but who do not wish to follow the College Board Advanced Placement (AP) curriculum or to take the AP Spanish Language Exam. Level IV students will read and

participate in teacher-led discussions in the target language. They will study advanced grammatical concepts and the culture and civilization of the speakers of the target language.

**AP CHINESE LANGUAGE AND CULTURE (IV)**

**TEA #A3490400            2464.P000.Y**  
**GRADE PLACEMENT: 9-12 CREDIT: 1**

This course prepares students for the College Board AP Chinese Language and Culture 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 LANGUAGE AND CULTURE (IV)**

**TEA #A3410100            2043.P000.Y**  
**GRADE PLACEMENT: 9-12 CREDIT: 1**

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

**AP GERMAN LANGUAGE AND CULTURE (IV)**

**TEA #A3420100            2143.P000.Y**  
**GRADE PLACEMENT: 9-12 CREDIT: 1**

This course prepares students for the College Board AP German Language and Culture 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 that is centered around six major cultural themes.

**AP JAPANESE LANGUAGE AND CULTURE (IV)**

**TEA #A3120400            2474.P000.Y**  
**GRADE PLACEMENT: 9-12 CREDIT: 1**

The AP Japanese Language and Culture 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)**

**TEA #A3430100            2243.P000.Y**  
**GRADE PLACEMENT: 9-12 CREDIT: 1**

This course prepares students for the College

Board AP Latin examination, which consists of multiple-choice and free response sections on Latin sight-readings and brief essays on required reading of Vergil and Ceasar.

**AP SPANISH LANGUAGE (IV)**

**TEA #A3440100            2343.P000.Y**  
**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 that tests the students' ability to use interpersonal and presentational modes of communicating in both writing and speaking.

**LANGUAGES OTHER THAN ENGLISH, LEVEL V**

*PREREQUISITE: Level IV of LOTE or appropriate placement test.*

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 and Culture examination, while others may be taking the AP Literature examination in Spanish.

**CHINESE V (weighted)**

**TEA # 03490500    AISD# 2665.H000.Y**  
**GRADE PLACEMENT: 9-12 CREDIT: 1**

This course is intended for students who wish to continue their study of Chinese beyond the fourth year, but who do not wish to follow the College Board Advanced Placement (AP) curriculum or to take the AP Chinese Language and Culture Examination. Level V students will continue to read in the target language and to participate in teacher-led discussions. They will study advanced grammatical concepts and the culture and civilization of the speakers of the target language.

**FRENCH V (weighted)**

**TEA # 03410500    AISD# 2053.H000.Y**  
**GRADE PLACEMENT: 9-12 CREDIT: 1**

This course is intended for students who wish to continue their study of French beyond the fourth year, but who do not wish to follow the College Board Advanced Placement (AP) curriculum or to take the AP French Language and Culture Examination. Level V students will continue to read in the target language and to participate in teacher-led discussions. They will study advanced grammatical concepts and the culture and civilization of the speakers of the target language.

**GERMAN V (weighted)**

TEA # 03420500 AISD# 2153.H000.Y  
**GRADE PLACEMENT: 9-12 CREDIT: 1**

This course is intended for students who wish to continue their study of German beyond the fourth year, but who do not wish to follow the College Board Advanced Placement (AP) curriculum or to take the AP German Language and Culture Examination. Level V students will continue to read in the target language and to participate in teacher-led discussions. They will study advanced grammatical concepts and the culture and civilization of the speakers of the target language.

**JAPANESE V (weighted)**

TEA # 03120500 AISD# 2475.H000.Y  
**GRADE PLACEMENT: 9-12 CREDIT: 1**

This course is intended for students who wish to continue their study of Japanese beyond the fourth year, but who do not wish to follow the College Board Advanced Placement (AP) curriculum or to take the AP Japanese Language and Culture Examination. Level V students will continue to read and to participate in teacher-led discussions. They will study advanced grammatical concepts and the culture and civilization of the speakers of the target language.

**LATIN V (weighted)**

TEA # 03430500 AISD# 2253.H000.Y  
**GRADE PLACEMENT: 9-12 CREDIT: 1**

This course is intended for students who wish to continue their study of Latin beyond the fourth year, but who do not wish to follow the College Board Advanced Placement (AP) curriculum or to take the AP Latin Examination. Level V students will continue to read and to participate in teacher-led discussions about those writings. They will study advanced grammatical concepts and the culture and civilization of the speakers of the classical language of the Roman Empire. Some schools may concentrate on the SAT 2 Examination in Latin.

**SPANISH V (weighted)**

TEA # 03440500 2353.H000.Y  
**GRADE PLACEMENT: 9-12 CREDIT: 1**

This course is intended for students who wish to continue their study of Spanish beyond the fourth year, but who do not wish to follow the College Board Advanced Placement (AP) curriculum or to take the AP Spanish Language Examination or the College Board Advanced Placement (AP) Spanish Literature and Culture Examination. Level V students will continue to read and to participate in teacher-led discussions. They will study advanced grammatical concepts and the culture and civilization of the speakers of the target language.

**AP SPANISH LITERATURE AND CULTURE (V)**

TEA #A3440200 2356.P000.Y  
**GRADE PLACEMENT: 9-12 CREDIT: 1**

This course prepares students for the College Board AP Spanish Literature and Culture examination which consists of free-response questions on listening comprehension, reading comprehension and literary analysis, as well as free-response essays on required authors, and poetry analysis.

**LANGUAGES OTHER THAN ENGLISH, LEVEL VI**

*PREREQUISITE: Level IV of LOTE or appropriate placement test.*

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

**Chinese VI (weighted)**

TEA #03490600 2466.H000.Y

**French VI (weighted)**

TEA #03410600 2063.H000.Y

**German VI (weighted)**

TEA #03420600 2163.H000.Y

**Japanese VI (weighted)**

TEA #03120600 2476.H000.Y

**Latin VI (weighted)**

TEA #03430600 2263.H000.Y

**Spanish VI (weighted)**

TEA #03440600 2363.H000.Y

**American Sign Language**

**AMERICAN SIGN LANGUAGE I**

TEA #03980100 2010.R000.Y  
**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.Y  
**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.Y  
**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.Y  
**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.Y  
**GRADE PLACEMENT: 9-12 CREDIT: 1/2-1**

*PREREQUISITE: None*

Students will study the cultural aspects of selected regions or countries as well as examine the linguistic aspects of the languages associated with those areas. Examination of the region or country's history and geography make up another component for study. This course does not count toward the language requirement on the high school graduation plans, but students do receive elective credit for a non-sequential course in Languages Other Than English.

**EXPLORATORY LANGUAGES**

TEA #03990100 2499.R000.Y  
**GRADE PLACEMENT: 9-12 CREDIT: 1/2-1**

*PREREQUISITE: None*

Exploratory Languages offers a broad overview of languages and cultures, with less focus 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.

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

**OCCUPATIONAL PREPARATION I**

TEA #90000005 9941.W000.Y  
 9941.V000.Y

**GRADE PLACEMENT: 9-12 CREDIT: 1**  
*PREREQUISITE: Placement by ARD; Students must have an IEP goal for any locally developed special education course.*  
 The Occupational Preparation course

prepares students to enter the job market through a study of employment issues. The course also teaches application and interview processes, identifying barriers to employment, individual attributes that enhance employability, ways to locate available jobs, using community services/resources to aid employment, and maintaining a successful job experience.

**OCCUPATIONAL PREPARATION II**

**TEA #90000006                      9942.W000.Y**  
**9942.V000.Y**

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

*PREREQUISITE: Placement by ARD; Occupational Prep. 1; Students must have an IEP goal for any locally developed special education course.*

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.

**OCCUPATIONAL PREPARATION III  
- FOOD AND NUTRITION**

**TEA # 90000022                      9943.V000.Y**  
**9943.W000.Y**

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

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

The content in this course includes nutrition as it relates to dietary functions through the family life cycle, special dietary needs, and nutrient sources. Safety, sanitation, and nutrition food preparation are addressed. It covers cultural influences of food patterns, management techniques, and careers in food and nutrition occupations.

**OCCUPATIONAL PREPARATION IV  
- CHILD DEVELOPMENT**

**TEA # 90000023                      9944.V000.Y**  
**9944.W000.Y**

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

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

This course includes knowledge and skills related to child growth and development and the principles and procedures for promoting the physical, emotional, social, and intellectual development of young children, including those with special needs. Other topics include characteristics of quality childcare, career options related to the care and education of children, and the management of multiple community and family roles.

**VOCATIONAL EXPERIENCE**

**TEA #90000008                      9936.V000.Y**

**GRADE PLACEMENT: 10-12 CREDIT: 1**

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

The vocational experience class is developed in order to assist students in making a smooth transition from academic pursuits to employment. Students will examine the relationship between what has been learned in the classroom and how these skills are applied on the job. 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: 1/2**

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

The Basic Study Skills course is designed to assist students with strategies that will, when applied consistently, aid the students' successes in the classroom. Students will be introduced to skills associated with test taking techniques, analysis of key words,

highlighting, note taking, outlining, study tips, use of time, and ways to stage study session for optimal results. Organizational skills are accented with emphasis on practical ways to develop organized approaches to studying; completing assignments, addressing homework and facilitating increased 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.Y**

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

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

The Community Skills course introduces the students to the interactive relationship between the student and the community. Involvement is examined through public service, voluntary organizations, and the availability of a variety of community activities in which the student may participate. The ability to communicate and access community businesses, services, and resources is developed through practical experiences and individual interpersonal communication skills. The community based instructional program will expose students to real world situations and experiences. Community based instruction will focus on transportation, directionality, local landmarks and other information related to awareness of the community. Awareness is developed for accessing emergency services through appropriate procedures, appropriate use of the telephone and the public services available locally.

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

**COMMUNITY SKILLS II**

**TEA #90000012                      9937.W000.Y**

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

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

The Community Skills course introduces the students to the interactive relationship between the student and the community. Involvement is examined through public service, voluntary organizations, and the availability of a variety of community

activities in which the student may participate. The ability to communicate and access community businesses, services, and resources is developed through practical experiences and individual interpersonal communication skills. The community based instructional program will expose students to real world situations and experiences. Community based instruction will focus on transportation, directionality, local landmarks and other information related to awareness of the community. Awareness is developed for accessing emergency services through appropriate procedures, appropriate use of the telephone and the public services available locally.

II: Community skills in the context of volunteerism.

**COMMUNITY SKILLS III**

**TEA #90000013                      9938.W000.Y**

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

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

The Community Skills course introduces the students to the interactive relationship between the student and the community. Involvement is examined through public service, voluntary organizations, and the availability of a variety of community activities in which the student may participate. The ability to communicate and access community businesses, services, and resources is developed through practical experiences and individual interpersonal communication skills. The community based instructional program will expose students to real world situations and experiences. Community based instruction will focus on transportation, directionality, local landmarks and other information related to awareness of the community. Awareness is developed for accessing emergency services through appropriate procedures, appropriate use of the telephone and the public services available locally.

III: Community skills in the context of internship.

**COMMUNITY SKILLS IV**

**TEA #92731100                      0471.W000.Y**

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

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

The Community Skills course introduces the students to the interactive relationship between the student and the community. Involvement is examined through public service, voluntary organizations, and the availability of a variety of community

activities in which the student may participate. The ability to communicate and access community businesses, services, and resources is developed through practical experiences and individual interpersonal communication skills. The community based instructional program will expose students to real world situations and experiences. Community based instruction will focus on transportation, directionality, local landmarks and other information related to awareness of the community. Awareness is developed for accessing emergency services through appropriate procedures, appropriate use of the telephone and the public services available locally.

IV: Community skills in the context of employment.

**LEISURE EDUCATION I**

**TEA #90000015                      9950.W000.Y**

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

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

This course introduces skills necessary to prepare the student to appropriately manage free time in a whole variety of school and community environments. Includes age-appropriate instruction in commercial games, arts and crafts, gardening, and nature/outdoor activities. 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.Y**

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

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

This course introduces skills necessary to prepare the student to appropriately manage free time in a 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; Students must have an IEP goal for any locally developed special education course.*

This course prepares the student to develop personal goals and plan appropriate leisure time activities in a wide variety of school and community environments. Students will develop awareness of leisure activities and leisure resources that are safe, healthy, and of interest to the individual student. Students will develop personal leisure goals by researching and identifying leisure products and activities that assist them in meeting their personal leisure goals. Students will develop a daily leisure time activity plan using available community resources and leisure products.

**LEISURE APPLICATIONS**

**TEA #90000018                      9953.W000.X**

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

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

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.

**Clifton Career Development (CDS) Courses**

Prior to considering the program at Jerry Mac Clifton Career Development School for a student with disabilities, the following criteria and procedures should be carefully reviewed.

- Clifton CDS is a vocational training center for students with disabilities.
- Each Cluster follows a 3-year course of study.
- Students interested in attending Clifton CDS must complete an application packet and participate in an interview process

**3 Year Course Plans**

**Agriculture (Horticulture Major)**

*Year 1: Principles of Ag, Food & Natural Resources; Professional Standards in Agribusiness & Entrepreneurship; Principles and Elements of Floral Design*  
*Year 2: Landscape Design and Turf Management; Horticulture Science*

Year 3: Practicum in Ag, food and Natural Resources – Horticulture

### **Agriculture (Mechanical & Welding Major)**

Year 1: Principles of Ag, Food & Natural Resources;

Livestock Production; Ag Mechanics and Metal Technology

Year 2: Practicum in Ag, Food and Natural Resources I – Ag Mech

Year 3: Practicum in Ag, Food and Natural Resources II – Ag Mech

### **Business**

Year 1: Business English; Money Matters ; Touch System Data Entry

Year 2: Business Information Management I; Business Information Management II

Year 3: Career Prep

### **Food Service**

Year 1: Culinary Arts

Year 2: Practicum in Culinary Arts

Year 3: Career Prep

### **Hospitality**

Year 1: Hospitality Services

Year 2: Practicum in Hospitality and Tourism

Year 3: Career Prep

## **Agriculture, Food, and Natural Resources Cluster**

This cluster includes the study of processing, production, distribution, financing, and development of agricultural commodities and natural resources. All students in these courses are required to maintain some type of Supervised Agricultural Experience Program. The student, parent, and agriculture teacher will develop this program. The FFA student organization contributes to the advancement of leadership, citizenship, personal growth, and academic and technological skills.

### **PRINCIPLES OF AGRICULTURE, FOOD AND NATURAL RESOURCES-CTED**

TEA #13000200

(Semester)

GRADE: 9-12

PREREQUISITE: None

This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

8100.V(X)

CREDIT:1/2

### **PROFESSIONAL STANDARDS IN AGRIBUSINESS-CTED**

TEA #13000800

(Semester)

GRADE: 9-12

PREREQUISITE: None

This course primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness.

8112.V(X)

CREDIT:1/2

### **LIVESTOCK PRODUCTION-CTED**

TEA #13000300

(Semester)

GRADE: 9-12

PREREQUISITE: Principles of Agriculture, Food and Natural Resources, Intro to World Ag or Applied Ag Science

Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

8102.V(X)

CREDIT:1/2

### **PRINCIPLES AND ELEMENTS OF FLORAL DESIGN-CTED**

TEA #13001800

(Semester)

GRADE: 9-12

PREREQUISITE: Principles of Agriculture, Food and Natural Resources, Intro to World Ag or Applied Ag Science

This course is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. This course satisfies the Fine Arts credit requirement on all three graduation programs if taught by a NCLB approved or Fine Arts certified teacher.

8128.V(X)

CREDIT: 1

### **LANDSCAPE DESIGN AND TURF GRASS MANAGEMENT-CTED**

TEA #13001900

(Semester)

GRADE: 10-12

PREREQUISITE: Principles and Elements of Floral Design, Intro to World Ag or Applied Ag Science

This course is designed to develop an understanding of landscape and turf grass management techniques and practices.

8131.V(X)

CREDIT: 1

### **HORTICULTURE SCIENCE-CTED**

TEA #13002000

(Semester)

GRADE: 10-12

PREREQUISITE: Principles and Elements of Floral Design, Intro to World Ag or Applied Ag Science

This course is designed to develop an

8135.V(X)

CREDIT: 1

understanding of common horticultural management practices as they relate to food and ornamental plant production.

### **AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES-CTED**

TEA #13002200

(Semester)

GRADE: 9-12

PREREQUISITE: Principles of Agriculture, Food, and Natural Resources or Intro to World Ag or Applied Ag Science

This course is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

8138.V(X)

CREDIT: 1

### **PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES I – AG MECHANICS-CTED**

TEA #13002500

(Yearlong)

GRADE: 11-12

This course is a continuation of Agricultural Mechanics and Metal Technologies. Students have the opportunity to earn articulated credit.

8144.V(Y)

CREDIT: 2

### **PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES I – HORTICULTURE-CTED**

TEA #13002500

(Yearlong)

GRADE: 11-12

This course is a continuation of Horticulture Science.

8144.V(Y)

CREDIT: 2

### **PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES II – AG MECHANICS-CTED**

TEA #13002500

(Yearlong)

GRADE: 11-12

This course is a continuation of Practicum in Ag Mech. Students have the opportunity to earn articulated credit.

8147.V(Y)

CREDIT: 2

## Hospitality and Tourism Cluster

This cluster includes the study of managing restaurants and other food services, lodging, attractions, recreation events, and travel-related services.

### CULINARY ARTS-CTED

**TEA #13022600**

**(Yearlong) 8454.V(Y)**  
**GRADE: 9-12 CREDIT: 2**

*PREREQUISITE: None*

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification, a Texas culinary specialist certification, or any other appropriate industry certification. This course may be offered as a laboratory-based or internship course. Articulated credit may be awarded upon successful completion of a sequence of courses.

### PRACTICUM IN CULINARY ARTS I-CTED

**TEA #13022700**

**(Yearlong) 8456.V(Y)**  
**GRADE: 10-12 CREDIT: 2**

*PREREQUISITE: Culinary Arts CTED or Food Production, Management, and Services CTED*

This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace. Articulated credit may be awarded upon successful completion of a sequence of courses.

### PRACTICUM IN CULINARY ARTS II - CTED

**TEA #13022710**

**(Yearlong) 8459.V(Y)**  
**GRADE: 12 CREDIT: 2**

*PREREQUISITE: Practicum in Culinary Arts*

This course is a continuation of Practicum in Culinary Arts.

## HOSPITALITY SERVICES-CTED

**TEA #13022800**

**(Yearlong) 8462.V(Y)**  
**GRADE: 9-12 CREDIT: 2**

*PREREQUISITE: : Instructor approval and Principles of Hospitality and Tourism*

Hospitality Services provides students with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. The knowledge and skills are acquired within a sequential, standards-based program that integrates hands-on and project-based instruction. Standards included in the Hospitality Services course are designed to prepare students for nationally recognized industry certifications, postsecondary education, and entry-level careers. In addition, Hospitality Services is designed so that performance standards meet employer expectations, enhancing the employability of students. Articulated credit may be awarded upon successful completion of a sequence of courses.

### PRACTICUM IN HOSPITALITY AND TOURISM SERVICES I-CTED

**TEA #13022900**

**(Yearlong) 8468.V(Y)**  
**GRADE: 10-12 CREDIT: 2**

*PREREQUISITE: Hospitality Services CTED*

A unique practicum experience provides opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Hospitality Services integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace.

### PRACTICUM IN HOSPITALITY AND TOURISM SERVICES II-CTED

**TEA #13022910**

**(Yearlong) 8472.V(Y)**  
**GRADE: 11-12 CREDIT: 2**

*PREREQUISITE: Practicum in Hospitality and Tourism Services*

This course is a continuation of Practicum in Hospitality and Tourism Services.

## Human Services Cluster

This cluster includes a study of providing for families and serving human needs.

### CHILD DEVELOPMENT

**TEA #13024700**

**(Yearlong) 8488.V(Y)**  
**GRADE: 10-12 CREDIT: 1**

*PREREQUISITES: None*

This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. Articulated credit may be awarded upon successful completion of a sequence of courses if course completed for one credit.

### CHILD GUIDANCE

**TEA #13024800**

**(Yearlong) 8490.V(Y)**  
**GRADE: 10-12 CREDIT: 1**

*PREREQUISITES: None*

This technical laboratory course addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs.

### PRACTICUM IN HUMAN SERVICES I

**TEA #13025000**

**(Yearlong) 8496.V(Y)**  
**GRADE: 11-12 CREDIT: 2**

*PREREQUISITES: One credit in Human Services cluster*

Practicum in Human Services provides occupationally specific training and focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster.

### PRACTICUM IN HUMAN SERVICES II

**TEA #13025010**

**(Yearlong) 8500.V(Y)**  
**GRADE: 12 CREDIT: 2**

*PREREQUISITES: Practicum in Human Services I*

This course is a continuation of Practicum in Human Services I.

## Miscellaneous Courses

### AVID

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

#### AVID 1

TEA #N1290001 9413.R000.Y

#### AVID 2

TEA #N1290002 9415.R000.Y

#### AVID 3

TEA #N1290030 9416.R000.Y

#### AVID 4

TEA #N1290033 9417.R000.Y

**GRADE PLACEMENT:** 9-12 **CREDIT:** 1  
*PREREQUISITES: GPA between 2.0 and 3.0; average or above-average standardized test scores, especially in mathematics; enrollment in algebra or a higher-level math course; student interview; high motivation; positive attitude; parent contract*

The AVID course is an elective class for students who are college bound. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. To ensure success in college-prep coursework, students work individually, as well as in tutor-led collaborative groups. Note taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. In addition, the course includes college motivational and career exploration activities.

### OFFICE AIDE I

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.

### PEERS ACCEPTING LEARNING & SHARING (PRALS) I

TEA #N1290040

(Semester)

GRADE: 11-12

(Yearlong)

GRADE: 11-12

9343.R000.X

CREDIT: 1/2

9343.R000.Y

CREDIT: 1

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

The PRALS I course is a peer-helping program in which selected high school students will be trained to work as peer facilitators with other students on their own campus, and/or from feeder middle and elementary schools. Participants will be trained in a variety of helping skills such as dropout prevention, substance abuse prevention, suicide prevention, and low achievement, behavioral and attendance problems.

### PEERS ACCEPTING LEARNING & SHARING (PRALS) II

TEA #N1290041

(Semester)

GRADE: 11-12

(Yearlong)

GRADE: 11-12

9353.R000.X

CREDIT: 1/2

9353.R000.Y

CREDIT: 1

*PREREQUISITES: Peers Accepting Learning & Sharing (PRALS) I*

All sections, descriptions and components of PRALS I course apply to PRALS II. PRALS II students are expected to assume more leadership roles in helping first year PRALS students. In addition, a variety of advanced peer assistance service delivery options are available, including peer mediation and community service/service learning projects for their class and local campus.

## TAKS and EOC Preparatory Courses

### TAKS PREPARATORY COURSES

TAKS ENGLISH LANGUAGE ARTS	9001
TAKS MATH	9003
TAKS SCIENCE	9002
TAKS SOCIAL STUDIES	9004

The student will review the course standards needed to successfully master the TAKS Exit-Level subject exam required per their graduation plan. These are locally developed courses offered on a pass/fail basis as a review for those tests that were not mastered.

### END OF COURSE PREPARATORY COURSES

EOC ENGLISH I PREP	9101
EOC ENGLISH II PREP	9102
EOC ENGLISH III PREP	9103
EOC ALGEBRA I PREP	9104
EOC GEOMETRY PREP	9105
EOC ALGEBRA II PREP	9106
EOC BIOLOGY PREP	9107
EOC PHYSICS PREP	9108
EOC CHEMISTRY PREP	9109
EOC WORLD GEOGRAPHY PREP	9110
EOC WORLD HISTORY PREP	9111
EOC US HISTORY PREP	9112

The student will review the course standards needed to successfully master the End of Course exam required per their graduation plan. These are locally developed courses offered on a pass/fail basis as a review for those tests that were not mastered.



# SECTION V: High School

## Career and Technical Education (CTE) Course Descriptions



# AISD

### AISD Disclaimer:

The contents of the Secondary School Information Guide are relevant to AISD Policy (Legal and Local), Regulation and Practice as of January 2012. 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.

# Career and Technical Education Course Descriptions

The Achieve Texas College and Career Initiative centers on establishing career clusters in schools as a strategy for improving high school completion rates and college and workforce readiness. It is based on the belief that the curricula of the 21st century should combine rigorous academics with relevant career education that incorporates the College Readiness Standards, personalized learning environments, academic and social support, relevant teaching and learning designed to promote postsecondary success, and effective educators and leaders.

Career clusters are a way of reorganizing learning around programs of study that will prepare students for an ever more competitive global economy. Texas has adopted the U.S. Department of Education's Career Clusters System. The 16 broad career clusters and multiple programs of study support the Governor's Industry Cluster Initiative, which identifies high-growth/high-paying jobs for the 21st-century Texas economy. AchieveTexas offers guidance to help students plan their educational experience based on their career goals and allows students to develop the knowledge and skills necessary for a successful transition into skilled employment, advanced training, an associate's degree, a bachelor's degree, or technical certification. Career programs of study represent a recommended sequence of courses based on a student's personal interests and career goals. The idea is to connect what students learn in school every day to what they aspire to do tomorrow, thus increasing engagement with school and motivation to achieve.

Most programs of study contain courses that allow for the awarding of college credit through completion of courses articulated with Austin Community College or other post-secondary institutions.

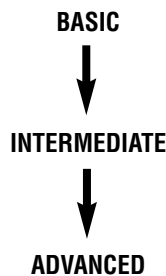
## Career and Technical Education (CTE) Cluster Areas

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

## Other Career Courses

- Military Science Education
- Additional Career Related Courses

Students take the courses included in a program of study in a coherent sequence to maximize the effectiveness of the learning. Course sequences have been developed by each campus.



In many of the programs of study, articulated college credit is dependent on following the correct sequence of courses.

## Agriculture, Food, and Natural Resources Cluster

This cluster includes the study of processing, production, distribution, financing, and development of agricultural commodities and natural resources. All students in these courses are required to maintain some type of Supervised Agricultural Experience Program. The student, parent, and agriculture teacher will develop this program. The FFA student organization contributes to the advancement of leadership, citizenship, personal growth, and academic and technological skills.

### PRINCIPLES OF AGRICULTURE, FOOD AND NATURAL RESOURCES

**TEA #13000200**

**(Yearlong)**

**GRADE: 9-12**

**8100.R(Y)**

**CREDIT: 1**

*PREREQUISITE: None*

This course allows students to develop knowledge and skills regarding career opportunities related to the agriculture industry, personal development, globalization, industry standards, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

### LIVESTOCK PRODUCTION

**TEA #13000300**

**(Semester)**

**GRADE: 10-12**

**(Yearlong)**

**GRADE: 10-12**

**8102.R(X)**

**CREDIT: 1/2**

**8102.R(Y)**

**CREDIT: 1**

*PREREQUISITE: Principles of Agriculture, Food and Natural Resources, Intro to World Ag or Applied Ag Science*

Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

### SMALL ANIMAL MANAGEMENT

**TEA #13000400**

**(Semester)**

**GRADE: 9-12**

**(Yearlong)**

**GRADE: 9-12**

**8104.R(X)**

**CREDIT: 1/2**

**8104.R(Y)**

**CREDIT: 1**

*PREREQUISITE: Principles of Agriculture,*

*Food and Natural Resources, Intro to World Ag or Applied Ag Science*  
Suggested small animals which may be included in the course of study include, but are not limited to, small mammals, amphibians, reptiles, avian, dogs, and cats.

**VETERINARY MEDICAL APPLICATIONS (weighted)**

**TEA #13000600**  
**(Yearlong) 8108.H(Y)**  
**GRADE: 10-12 CREDIT: 1**

*PREREQUISITE: Equine Science, Livestock Production, Small Animal Management or Intro to Vet Tech*  
Topics covered in this course include, but are not limited to, veterinary practices as they relate to both large and small animal species. This course provides training in the unlicensed veterinary assistant field. The course includes, animal handling and restraint, health and safety, sanitation, surgical preparation, anatomy, physiology, medical terminology, infectious diseases, instrument and equipment identification, vaccine preparation and injection techniques, laws and ethics, and veterinary office procedures. Articulated credit may be awarded upon successful completion of a sequence of courses.

**ADVANCED ANIMAL SCIENCE**

**TEA #13000700**  
**(Yearlong) 8110.R(Y)**  
**GRADE: 12 CREDIT: 1**

*PREREQUISITE: One credit in the Agriculture, Food, and Natural Resources cluster*  
This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To qualify as a fourth year science credit, this course must contain 40% laboratory and fieldwork experiences by Texas law and must be taught by a NCLB approved or science certified teacher.

**PROFESSIONAL STANDARDS IN AGRIBUSINESS**

**TEA #13000800**  
**(Semester) 8112.R(X)**  
**GRADE: 9-12 CREDIT: 1/2**  
**(Yearlong) 8112.R(Y)**  
**GRADE: 9-12 CREDIT: 1**

*PREREQUISITE: Principles of Agriculture, Food and Natural Resources, Intro to World Ag or Applied Ag Science*  
This course primarily focuses on leadership,

communication, employer-employee relations, and problem solving as they relate to agribusiness.

**AGRIBUSINESS MANAGEMENT AND MARKETING**

**TEA #13000900**  
**(Semester) 8114.R(X)**  
**GRADE: 10-12 CREDIT: 1/2**  
**(Yearlong) 8114.R(Y)**  
**GRADE: 10-12 CREDIT: 1**

*PREREQUISITE: Professional Standards in Agribusiness*  
This course is designed to provide a foundation to agribusiness management and the free enterprise system. Instruction includes the use of economic principles such as supply and demand, budgeting, recordkeeping, finance, risk management, business law, marketing, and careers in agribusiness.

**ENERGY AND NATURAL RESOURCES TECHNOLOGY**

**TEA #13001100**  
**(Semester) 8118.R(X)**  
**GRADE: 10-12 CREDIT: 1/2**  
**(Yearlong) 8118.R(Y)**  
**GRADE: 10-12 CREDIT: 1**

*PREREQUISITE: Principles of Agriculture, Food and Natural Resources, Intro to World Ag or Applied Ag Science*  
This course is designed to explore the interdependency of the public and natural resource systems related to energy production. In addition, renewable, sustainable, and environmentally friendly practices will be explored.

**ADVANCED ENVIRONMENTAL TECHNOLOGY**

**TEA #13001200**  
**(Yearlong) 8120.R(Y)**  
**GRADE: 11-12 CREDIT: 1**  
**(Yearlong) 8120.H(Y)**

(weighted if the teacher is approved to offer for college credit)  
**GRADE: 11-12 CREDIT: 1**  
*PREREQUISITE: Energy and Natural Resources Technology*

This course examines the interrelatedness of environmental issues and production agriculture. Students evaluate sustainable resources and green technologies which will provide environmental benefits. Instruction is designed to allow for the application of science and technology to measure environmental impacts resulting from production agriculture through field and laboratory experiences. Articulated credit may be awarded upon successful completion of a sequence of courses.

**WILDLIFE, FISHERIES, AND ECOLOGY MANAGEMENT**

**TEA #13001500**  
**(Semester) 8122.R(X)**  
**GRADE: 9-12 CREDIT: 1/2**  
**(Yearlong) 8122.R(Y)**  
**GRADE: 9-12 CREDIT: 1**

*PREREQUISITE: Principles of Agriculture, Food and Natural Resources, Intro to World Ag or Applied Ag Science*  
This course examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices.

**RANGE ECOLOGY AND MANAGEMENT**

**TEA #13001600**  
**(Yearlong) 8124.R(Y)**  
**GRADE: 10-12 CREDIT: 1**  
**(Yearlong) 8124.H(Y)**

(weighted if the teacher is approved to offer for college credit)  
**GRADE: 10-12 CREDIT: 1**

*PREREQUISITE: Principles of Agriculture, Food and Natural Resources, Intro to World Ag or Applied Ag Science*

This course is designed to develop students' understanding of rangeland ecosystems and sustainable forage production. Articulated credit may be awarded upon successful completion of a sequence of courses.

**FORESTRY AND WOODLAND ECOSYSTEMS**

**TEA #13001700**  
**(Semester) 8126.R(X)**  
**GRADE: 10-12 CREDIT: 1/2**  
**(Yearlong) 8126.R(Y)**  
**GRADE: 10-12 CREDIT: 1**

*PREREQUISITE: Principles of Agriculture, Food and Natural Resources, Intro to World Ag or Applied Ag Science*

This course examines current management practices for forestry and woodlands. Special emphasis is given to management as it relates to ecological requirements and how these practices impact the environment.

**PRINCIPLES AND ELEMENTS OF FLORAL DESIGN (weighted)**

**TEA #13001800**  
**(Yearlong) 8129.H(Y)**  
**GRADE: 10-12 CREDIT: 1**

*PREREQUISITE: Principles of Agriculture, Food and Natural Resources, Intro to World Ag or Applied Ag Science*

This course is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the

management of floral enterprises. Articulated credit may be awarded upon successful completion of a sequence of courses. This course satisfies the Fine Arts credit if taught by a NCLB approved or Fine Arts certified teacher.

**LANDSCAPE DESIGN AND TURF GRASS MANAGEMENT (weighted)**

**TEA# 13001900**  
**(Yearlong) 8130.H(Y)**  
**GRADE: 10-12 CREDIT: 1**

*PREREQUISITE: Principles and Elements of Floral Design, Intro to World Ag or Applied Ag Science*

This course is designed to develop an understanding of landscape and turf grass management techniques and practices. Articulated credit may be awarded upon successful completion of a sequence of courses.

**HORTICULTURE SCIENCE (weighted)**

**TEA #13002000**  
**(Yearlong) 8132.H(Y)**  
**GRADE: 10-12 CREDIT: 1**

*PREREQUISITE: Principles and Elements of Floral Design, Intro to World Ag or Applied Ag Science*

This course is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. Articulated credit may be awarded upon successful completion of a sequence of courses.

**ADVANCED PLANT & SOIL SCIENCE (weighted)**

**TEA #13002100**  
**(Yearlong) 8137.H(Y)**  
**GRADE: 12 CREDIT: 1**

*PREREQUISITE: One credit in the Agriculture, Food, and Natural Resources cluster*

This course is designed to prepare students for careers in the food and fiber industry. Students will learn, reinforce, apply, and transfer their knowledge in a scientific setting. Investigations, laboratory practices & field exercises will be used to develop an understanding of plant & soil science. To qualify as a fourth year science credit, this course must contain 40% laboratory and fieldwork experiences by Texas law and must be taught by a NCLB approved or science certified teacher. Articulated credit may be awarded upon successful completion of a sequence of courses.

**AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES**

**(weighted)**  
**TEA #13002200**  
**(Yearlong) 8138.H(Y)**  
**GRADE: 10-12 CREDIT: 1**

*PREREQUISITE: Principles of Agriculture, Food, and Natural Resources, Intro to World Ag or Applied Ag Science*

This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques. Articulated credit may be awarded upon successful completion of a sequence of courses.

**AGRICULTURAL FACILITIES DESIGN AND FABRICATION**

**TEA #13002300**  
**(Yearlong) 8140.R(Y)**  
**GRADE: 10-12 CREDIT: 1**  
**(Yearlong) 8142.R(Y)**  
**GRADE: 10-12 CREDIT: 2**

*PREREQUISITE: Agricultural Mechanics and Metal Technologies or Intro to Ag Mechanics and Ag Metal Fabrication*

The student will demonstrate principles of facilities design and fabrication related to agricultural structures as well as plan, construct, and maintain fences, corrals, and other agricultural enclosures.

**PRACTICUM IN AGRICULTURE, FOOD, & NATURAL RESOURCES I**

**TEA #13002500**  
**(Yearlong) 8144.R(Y)**  
**GRADE: 11-12 CREDIT: 2**

*PREREQUISITE: One credit in the Agriculture, Food, and Natural Resources cluster*

This course is a continuation of one or more courses of study in the Agriculture, Food, and Natural Resources cluster.

**PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES I / HORTICULTURE**

**TEA #13002500**  
**(Yearlong) 8144.RC1C(Y)**  
**GRADE: 11-12 CREDIT: 2**

*PREREQUISITE: Horticulture Science*

This course is a continuation of Horticulture Science.

**PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES I/VET TECH**

**TEA #13002500**  
**(Yearlong) 8144.RC2C(Y)**  
**GRADE: 11-12 CREDIT: 2**

*PREREQUISITE: Veterinary Medical Applications*

This course is a continuation of Veterinary Medical Applications.

**PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES I/AG MECHANICS (weighted)**

**TEA #13002500**  
**(Yearlong) 8144.H(Y)**  
**GRADE: 11-12 CREDIT: 2**

*PREREQUISITE: Agricultural Mechanics and Metal Technologies*

This course is a continuation of Agricultural Mechanics and Metal Technologies. Articulated credit may be awarded upon successful completion of a sequence of courses.

**PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES II/AG MECHANICS (weighted)**

**TEA #13002510**  
**(Yearlong) 8147.H(Y)**  
**GRADE: 11-12 CREDIT: 2**

*PREREQUISITE: Practicum in Agriculture, Food, and Natural Resources II/Ag Mech*

This course is a continuation of Practicum I/Ag Mechanics. Articulated credit may be awarded upon successful completion of a sequence of courses.

**MATHEMATICAL APPLICATIONS IN AGRICULTURE, FOOD, AND NATURAL RESOURCES**

**TEA #13001000**  
**(Semester) 8116.R(X)**  
**GRADE: 12 CREDIT: 1/2**  
**(Yearlong) 8116.R(Y)**  
**GRADE: 12 CREDIT: 1**

*PREREQUISITE: One credit in the Agriculture, Food, and Natural Resources cluster*

Students apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources. The one credit course may count as a math credit if taken before Algebra II and taught by a NCLB approved or math certified teacher.

## Architecture and Construction Cluster

This cluster includes the study of designing, managing, building, and maintaining the built environment.

### PRINCIPLES OF ARCHITECTURE AND CONSTRUCTION

TEA #13004200

(Semester)	8160.R(X)
GRADE: 9-12	CREDIT: 1/2
(Yearlong)	8160.R(Y)
GRADE: 9-12	CREDIT: 1
(Yearlong)	8160.H(Y)

(weighted if the teacher is approved to offer for college credit)

GRADE: 9-12 CREDIT: 1

*PREREQUISITE: Keyboarding, Touch System Data Entry, or Demonstrated Keyboarding Proficiency*

Principles of Architecture and Construction provides an overview to the various fields of architecture, interior design, construction science, and construction technology. Articulated credit may be awarded upon successful completion of a sequence of courses.

### INTERIOR DESIGN

TEA #13004300

(Semester)	8162.R(X)
GRADE: 10-12	CREDIT: 1/2
(Yearlong)	8162.R(Y)
GRADE: 10-12	CREDIT: 1
(Yearlong)	8162.H(Y)

(weighted if the teacher is approved to offer for college credit)

GRADE: 10-12 CREDIT: 1

*PREREQUISITE: Algebra I. Art I*

Interior Design is a technical course that addresses psychological, physiological, and sociological needs of individuals by enhancing the environments in which they live and work. Individuals use knowledge and skills related to interior and exterior environments, construction, and furnishings to make wise consumer decisions, increase productivity, and compete in industry. Articulated credit may be awarded upon successful completion of a sequence of courses if course completed for one credit.

### ADVANCED INTERIOR DESIGN

TEA #13004400

(Semester)	8164.R(Y)
GRADE: 11-12	CREDIT: 1

*PREREQUISITE: Geometry and Interior Design*

Advanced Interior Design is a technical laboratory course that includes the knowledge of the employability

characteristics, principles, processes, technologies, communication, tools, equipment, and materials related to interior spatial design.

### ARCHITECTURAL DESIGN (weighted)

TEA #13004600

(Yearlong)	8172.H(Y)
GRADE: 10-12	CREDIT: 1

*PREREQUISITE: Keyboarding, Touch Data System Entry or Demonstrated Keyboarding Proficiency Algebra I and Principles of Architecture & Construction, Computer Applications or Engineering Principles*

In Architectural Design, students gain knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture. Architectural design includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes. Articulated credit may be awarded upon successful completion of a sequence of courses.

### ADVANCED ARCHITECTURAL DESIGN (weighted)

TEA #13004700

(Yearlong)	8176.H(Y)
GRADE: 10-12	CREDIT: 1

*PREREQUISITE: Architectural Design*

In Advanced Architectural Design, students gain advanced knowledge and skills specific to those needed to enter a career in architecture and construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, and landscape architecture. Advanced Architectural design includes the advanced knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for commercial or residential architectural purposes. Articulated credit may be awarded upon successful completion of a sequence of courses.

### CONSTRUCTION TECHNOLOGY

TEA #13005100

(Yearlong)	8196.R(Y)
GRADE: 10-12	CREDIT: 1
(Yearlong)	8198.H(Y)

(weighted if the teacher is approved to offer for college credit)

GRADE: 10-12 CREDIT: 2

*PREREQUISITE: None*

In Construction Technology, students gain

knowledge and skills specific to those needed to enter the work force as carpenters or building maintenance supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering. Students acquire knowledge and skills in safety, tool usage, building materials, codes, and framing. Articulated credit may be awarded upon successful completion of a sequence of courses.

### ADVANCED CONSTRUCTION TECHNOLOGY

TEA #13005200

(Yearlong)	8204.R(Y)
GRADE: 11-12	CREDIT: 2
(Yearlong)	8204.H(Y)
GRADE: 11-12	CREDIT: 2

(weighted if the teacher is approved to offer for college credit)

*PREREQUISITE: Intro to Construction Technology Careers or Construction Technology*

In Advanced Construction Technology, students gain advanced knowledge and skills specific to those needed to enter the work force as carpenters, building maintenance technicians, or supervisors or prepare for a postsecondary degree in construction management, architecture, or engineering. Students build on the knowledge base from Construction Technology and are introduced to exterior and interior finish out skills. Articulated credit may be awarded upon successful completion of a sequence of courses.

### PRACTICUM IN CONSTRUCTION MANAGEMENT (weighted)

TEA #13006200

(Yearlong)	8240.H(Y)
GRADE: 12	CREDIT: 2

*PREREQUISITE: Advanced Construction Technology*

Practicum in Construction Management is an occupationally specific course designed to provide classroom technical instruction or on-the-job training experiences in construction related careers. Safety and career opportunities are included in addition to work ethics and job-related study in the classroom. Articulated credit may be awarded upon successful completion of a sequence of courses.

## Arts, Audio/Video Technology, and Communications Cluster

This cluster includes the study of creating, exhibiting, performing, and publishing multimedia content.

### PRINCIPLES OF ARTS, AUDIO VIDEO TECHNOLOGY, AND COMMUNICATIONS

TEA #13008200

(Semester) 8250.R(X)  
 GRADE: 9-12 CREDIT: 1/2  
 (Yearlong) 8250.R(Y)  
 GRADE: 9-12 CREDIT: 1

PREREQUISITE: *Keyboarding, Touch Data System Entry or Demonstrated Keyboarding Proficiency*

The student will apply English language arts and will learn to apply professional communications strategies. This course allows students to develop knowledge and skills regarding career opportunities related to information management and presentation, animation, video technology, printing and desktop publishing.

### ANIMATION (weighted)

TEA #13008300

(Yearlong) 8252.H(Y)  
 GRADE: 10-12 CREDIT: 1

PREREQUISITE: *Art I, Digital and Interactive Media*

Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the history and techniques of the animation industry. Articulated credit may be awarded upon successful completion of a sequence of courses.

### ADVANCED ANIMATION

TEA #13008400

(Yearlong) 8258.R (Y)  
 GRADE: 11-12 CREDIT: 2  
 (Yearlong) 8258.H(Y)

(weighted if the teacher is approved to offer for college credit)

GRADE: 11-12 CREDIT: 2

PREREQUISITE: *Animation*

In addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to create two- and three-

dimensional animations. The instruction also assists students seeking careers in the animation industry. Articulated credit may be awarded upon successful completion of a sequence of courses.

### PROBLEMS & SOLUTIONS/ADV. ANIMATION

TEA #12701500

(Yearlong) 8256.R(Y)  
 GRADE: 11-12 CREDIT: 1  
 (Yearlong) 8256.H(Y)

(weighted if the teacher is approved to offer for college credit)

PREREQUISITE: *Animation*

Students will be expected to create two and three dimensional animations. The instruction assists in developing skills for students seeking careers in the animation industry. Articulated credit may be awarded upon successful completion of a sequence of courses.

### VIDEO GAME DESIGN (weighted)

TEA #N1300993

(Yearlong) 8316.H(Y)  
 GRADE: 10-12 CREDIT: 1

PREREQUISITE: *Art I*

The student will be provided the opportunity to design, program, and create a functional video game. Through text, pictures, animations and digital video students are lead through the exciting world of the video game design industry. The course will introduce basic programming language and skills that are essential to developing a video game. Articulated credit may be awarded upon successful completion of a sequence of courses.

### AUDIO VIDEO PRODUCTION (weighted)

TEA #13008500

(Yearlong) 8262.H(Y)  
 GRADE: 9-12 CREDIT: 1

PREREQUISITE: *Keyboarding, Touch Data System Entry, or Demonstrated Keyboarding Proficiency*

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video activities. Articulated credit may be awarded upon successful completion of a sequence of courses.

### ADVANCED AUDIO VIDEO PRODUCTION (weighted)

TEA #13008600

(Yearlong) 8266.H(Y)  
 GRADE: 11-12 CREDIT: 1  
 (Yearlong) 8268.H (Y)  
 GRADE: 10-12 CREDIT: 2

PREREQUISITE: *Audio Video Production, Video Technology, Multimedia and Animation or Intro to Media Technology*

In addition to developing advanced knowledge and skills needed for success in the Arts, Audio Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production activities. Articulated credit may be awarded upon successful completion of a sequence of courses.

### PROBLEMS & SOLUTIONS 2/AUDIO VIDEO PRODUCTION

TEA #12701510

(Yearlong) 8272.H(Y)  
 GRADE: 11-12 CREDIT: 1

PREREQUISITE: *Problems & Solutions 1/Audio Video Production 1*

Students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video activities in a studio environment.

### PRACTICUM IN AUDIO VIDEO PRODUCTION I (weighted)

TEA #13008700

(Yearlong) 8274.H(Y)  
 GRADE: 11-12 CREDIT: 2

PREREQUISITE: *Advanced Audio Video Production, Advanced Animation or Media Technology I*

In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio Video Technology, and Communications career cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video activities in a studio environment. Articulated credit may be awarded upon successful completion of a sequence of courses.

## PRACTICUM IN AUDIO VIDEO PRODUCTION II

TEA #13008710

(Yearlong)

GRADE: 11-12

PREREQUISITE: *Practicum in Audio Video Production I*

This course is a continuation of Practicum in Audio Video Production I.

8277.R(Y)

CREDIT: 2

## GRAPHIC DESIGN AND ILLUSTRATION (weighted)

TEA #13008800

(Yearlong)

GRADE: 10-12

PREREQUISITE: *Keyboarding, Touch Data System Entry, or Demonstrated Keyboarding Proficiency*

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design. Articulated credit may be awarded upon successful completion of a sequence of courses.

8280.H(Y)

CREDIT: 1

## ADVANCED GRAPHIC DESIGN AND ILLUSTRATION (weighted)

TEA #13008900

(Yearlong)

GRADE: 10-12

PREREQUISITE: *Graphic Design and Illustration or Communication Graphics*

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills. Articulated credit may be awarded upon successful completion of a sequence of courses.

8282.H(Y)

CREDIT: 1

## COMMERCIAL PHOTOGRAPHY (weighted)

TEA #13009100

(Yearlong)

GRADE: 10-12

PREREQUISITE: *Graphic Design and Illustration, and Art I*

Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. Within this context,

8286.H(Y)

CREDIT: 1

in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs. Articulated credit may be awarded upon successful completion of a sequence of courses.

## ADVANCED COMMERCIAL PHOTOGRAPHY

TEA #13009200

(Yearlong)

GRADE: 10-12

PREREQUISITE: *Commercial Photography or Communication Systems*

In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

8290.R(Y)

CREDIT: 1

## Business Management and Administration Cluster

This cluster includes the study of organizing, directing, and evaluation functions essential to productive business operations.

### PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE

TEA #13011200

(Semester)

GRADE: 9-12

(Yearlong)

GRADE: 9-12

(Yearlong)

(weighted if the teacher is approved to offer for college credit)

GRADE: 9-12

PREREQUISITE: *None*

In Principles of Business, Marketing, and Finance, students study economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance. Articulated credit may be awarded upon successful completion

8318.R (X)

CREDIT: 1/2

8318.R (Y)

CREDIT: 1

8318.H(Y)

CREDIT: 1

of a sequence of courses if course completed for one credit.

## TOUCH SYSTEM DATA ENTRY

TEA #13011300

(Semester)

GRADE: 9-10

PREREQUISITE: *None*

Students apply technical skills to address business applications of emerging technologies. Students will need to apply touch system data entry for production of business documents.

8320.R(X)

CREDIT: 1/2

## BUSINESS INFORMATION MANAGEMENT I (weighted)

TEA #13011400

(Yearlong)

GRADE: 9-12

PREREQUISITES: *Keyboarding, Touch System Data Entry or Demonstrated Keyboarding Proficiency*

Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software. Articulated credit may be awarded upon successful completion of a sequence of courses.

8322.H (Y)

CREDIT: 1

## BUSINESS INFORMATION MANAGEMENT II

TEA #13011500

(Yearlong)

GRADE: 10-12

(Yearlong)

(weighted if the teacher is approved to offer for college credit)

GRADE: 10-12

PREREQUISITES: *Business Information Management I or BCIS I*

Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software. Articulated credit may be awarded upon successful completion of a sequence of courses.

8326.R(X)

CREDIT: 1

8326.H(Y)

CREDIT: 1

## BUSINESS ENGLISH

TEA #13011600

(Yearlong)

GRADE: 9-12

PREREQUISITES: *English III and Touch System Data Entry or Keyboarding*

Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the

8331.R(Y)

CREDIT: 1

business environment. Students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts for business reproduction. This course satisfies the fourth credit for English on the minimum high school program if taught by a NCLB approved or english certified teacher.

### **BUSINESS LAW**

**TEA #13011700**

**(Semester) 8332.R (X)**

**GRADE: 11-12 CREDIT: 1/2**

**(Semester) 8332.R (Y)**

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

**(Yearlong) 8332.H(Y)**

(weighted if the teacher is approved to offer for college credit)

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

*PREREQUISITES: BCIS I or Business Information Management or Principles of Information Technology or Principles of Business, Marketing and Finance*

Students analyze the social responsibility of business and industry regarding the significant issues relating to the legal environment, business ethics, torts, contracts, negotiable financial instruments, personal property, sales, warranties, business organizations, concept of agency and employment, and real property. Students apply technical skills to address business applications of contemporary legal issues. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. Articulated credit may be awarded upon successful completion of a sequence of courses if course completed for one credit.

### **GLOBAL BUSINESS (weighted)**

**TEA #13011800**

**(Semester) 8334.R(X)**

**GRADE: 10-12 CREDIT: 1/2**

**(Yearlong) 8334.H(Y)**

**GRADE: 10-12 CREDIT: 1**

*PREREQUISITES: Principles of Business, Marketing and Finance or Intro to Business*

Students apply technical skills to address global business applications of emerging technologies. Students develop a foundation in the economical, financial, technological, international, social, and ethical aspects of business. Articulated credit may be awarded upon successful completion of a sequence of courses if course completed for one credit.

### **HUMAN RESOURCES MANAGEMENT**

**TEA #13011900**

**(Semester) 8336.R(X)**

**GRADE: 11-12 CREDIT: 1/2**

**(Yearlong) 8336.R(Y)**

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

**(Yearlong) 8336.H(Y)**

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

*PREREQUISITES: Principles of Business, Marketing and Finance or Intro to Business*

Students analyze the primary functions of human resources management, which include recruitment, selection, training, development, and compensation. Topics will incorporate social responsibility of business and industry. Students develop a foundation in the economical, legal, managerial, financial, technological, international, social, and ethical aspects of human resources in order to become competent managers, employees, and entrepreneurs. Articulated credit may be awarded upon successful completion of a sequence of courses if course completed for one credit.

### **VIRTUAL BUSINESS**

**TEA #13012000**

**(Semester) 8338.R(X)**

**GRADE: 10-12 CREDIT: 1/2**

**(Yearlong) 8338.H(Y)**

**(weighted)**

**GRADE: 10-12 CREDIT: 1**

*PREREQUISITES: Keyboarding, Touch System Data Entry, or Demonstrated Keyboarding Proficiency*

Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. Students will be able to identify steps needed to locate customers, set fees, and develop client contracts. Student will be able to provide administrative, creative, and technical services using advanced technological modes of communication and data delivery. The student builds a functional website that incorporates the essentials of a virtual business. Articulated credit may be awarded upon successful completion of a sequence of courses if course completed for one credit.

### **BUSINESS MANAGEMENT (weighted)**

**TEA #13012100**

**(Yearlong) 8340.H(Y)**

**GRADE: 10-12 CREDIT: 1**

*PREREQUISITES: Virtual Business, Global Business or Principles of Business, Marketing & Finance and BCIS I or Business Information Management I*

Students analyze the primary functions of management and leadership, which are planning, organizing, staffing, directing or leading, and controlling. Topics will incorporate social responsibility of business and industry. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate management decisions. Articulated credit may be awarded upon successful completion of a sequence of courses.

### **PRACTICUM IN BUSINESS MANAGEMENT**

**TEA #13012200**

**(Yearlong) 8344.R(Y)**

**GRADE: 12 CREDIT: 2**

*PREREQUISITES: Business Information Management I and one credit in Business Management cluster courses*

The Practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economical, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs.

## Education and Training Cluster

This cluster includes the study of providing education, training, and related learning support services.

### PRINCIPLES OF EDUCATION AND TRAINING

TEA #13014200

(Semester)

GRADE: 9-12

(Yearlong)

GRADE: 9-12

PREREQUISITE: None

Principles of Education and Training is designed to introduce learners to the various careers available within the education and training career cluster. Students use educational and career information to analyze various careers within the education and training career cluster. Students will also gain an understanding of the basic knowledge and skills essential to careers within the education and training career cluster.

### CHILD DEVELOPMENT

TEA #13024700

(Semester)

GRADE: 10-12

(Yearlong)

(weighted)

GRADE: 10-12

PREREQUISITE: None

This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. Articulated credit may be awarded upon successful completion of a sequence of courses if course completed for one credit.

### HUMAN GROWTH AND DEVELOPMENT

TEA #13014300

(Yearlong)

GRADE: 10-12

PREREQUISITE: None

Human Growth and Development is an examination of human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory

course in developmental psychology or human development.

### INSTRUCTIONAL PRACTICES IN EDUCATION AND TRAINING

(weighted)

TEA #13014400

(Yearlong)

GRADE: 11-12

PREREQUISITE: Human Growth and Development or Child Development or Preparation for Parenting

ADDITIONAL REQUIREMENT: Prior to acceptance, students must undergo a criminal background check and must be clear of any misdemeanor or felony convictions.

Instructional Practices in Education and Training is a field-based internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. Articulated credit may be awarded upon successful completion of a sequence of courses.

### PRACTICUM IN EDUCATION AND TRAINING

TEA #13014500

(Yearlong)

GRADE: 12

PREREQUISITE: Instructional Practices in Education and Training or Ready, Set, Teach I  
ADDITIONAL REQUIREMENT: Prior to acceptance, students must undergo a criminal background check and must be clear of any misdemeanor or felony convictions.

This course is a continuation of the teacher education program. Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary

educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.

## Finance Cluster

This cluster includes the study of planning finances and investments; managing banking, insurance, and business finances.

### MONEY MATTERS

TEA #13016200

(Semester)

GRADE: 9-12

(Yearlong)

(weighted)

GRADE: 9-12

PREREQUISITE: None

Students will investigate global economics with emphasis on the free enterprise system and its impact on consumers and businesses. Students apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will determine methods of achieving long-term financial goals through investment, tax planning, asset allocation, risk management, retirement planning, and estate planning. Articulated credit may be awarded upon successful completion of a sequence of courses if course completed for one credit.

### BANKING AND FINANCIAL SERVICES (weighted)

TEA #13016300

(Yearlong)

GRADE: 10-12

PREREQUISITE: Principles of Business, Marketing, and Finance, Personal Finance or Money Matters and Accounting I

Students develop knowledge and skills in the economical, financial, technological, international, social, and ethical aspects of banking to become competent consumers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes the operations, sales, and management of banking institutions to gain a complete understanding of how banks function within society. Articulated credit may be awarded upon successful completion of a sequence of courses.

**SECURITIES AND INVESTMENTS**

**TEA #13016400**  
**(Semester)** 8366.R(X)  
**GRADE: 10-12** CREDIT: 1/2  
**(Yearlong)** 8366.R(Y)  
**GRADE: 10-12** CREDIT: 1

*PREREQUISITE: Principles of Business, Marketing, and Finance, Personal Finance or Money Matters*

Students will describe and abide by laws and regulations in order to manage business operations and transactions in the securities industry; access, process, maintain, evaluate, and disseminate information to assist in making decisions common to the securities industry; and monitor, plan, and control day-to-day securities organization activities to ensure continued business functioning. Students will determine client needs and wants and respond through planned, personalized communication to influence purchase decisions and enhance future securities sales opportunities.

**INSURANCE OPERATIONS**

**TEA #13016500**  
**(Semester)** 8368.R(X)  
**GRADE: 10-12** CREDIT: 1/2  
**(Yearlong)** 8368.R(Y)  
**GRADE: 10-12** CREDIT: 1

*PREREQUISITE: Principles of Business, Marketing, and Finance, Personal Finance or Money Matters*

Students will describe and abide by laws and regulations in order to manage business operations and transactions in the insurance industry; access, process, maintain, evaluate, and disseminate information to assist in making decisions common to the insurance industry; and monitor, plan, and control day-to-day insurance organization activities to ensure continued business functioning. Students will employ underwriting techniques and strategies to gather, access, and evaluate the risk posed by potential insurance clients. Students will determine client needs and wants and respond through planned, personalized communication to influence purchase decisions and enhance future insurance business opportunities.

**ACCOUNTING I (weighted)**

**TEA #13016600**  
**(Yearlong)** 8370.H(Y)  
**GRADE: 10-12** CREDIT: 1

*PREREQUISITE: BCIS I or Principles of Business, Marketing, and Finance*

Students investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this

knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students formulate and interpret financial information for use in management decision making. Articulated credit may be awarded upon successful completion of a sequence of courses.

**ACCOUNTING II**

**TEA #13016700**  
**(Yearlong)** 8372.R(Y)  
**GRADE: 11-12** CREDIT: 1

*PREREQUISITES: Accounting I*

Students continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision making.

**FINANCIAL ANALYSIS**

**TEA #13016800**  
**(Yearlong)** 8374.R(Y)  
**GRADE: 11-12** CREDIT: 1

*PREREQUISITES: Accounting I*

Students apply technical skills to develop knowledge and skills in the economical, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students develop analytical skills by actively evaluating financial results of multiple businesses, interpreting results for stakeholders, and presenting strategic recommendations for performance improvement.

**STATISTICS AND RISK MANAGEMENT**

**TEA #13016900**  
**(Yearlong)** 8376.R(Y)  
**GRADE: 11-12** CREDIT: 1

*PREREQUISITE: Algebra II*

*RECOMMENDED: Accounting I*

Students will use a variety of graphical and numerical techniques to analyze patterns and departures from patterns to identify and manage risk that could impact an organization. Students will use probability as a tool for anticipating and forecasting data within business models to make decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid. This course satisfies a fourth math credit if taught by a NCLB approved or math certified teacher.

**Government and Public Administration Cluster**

This cluster includes the study of executing governmental functions at the local, state, and federal levels.

**PRINCIPLES OF GOVERNMENT AND PUBLIC ADMINISTRATION**

**TEA #13018200**  
**(Semester)** 8378.R(X)  
**GRADE: 9-12** CREDIT: 1/2  
**(Yearlong)** 8378.R(Y)  
**GRADE: 9-12** CREDIT: 1

*PREREQUISITE: None*

Students will examine governmental documents such as the United States Constitution and the Bill of Rights.

**POLITICAL SCIENCE I**

**TEA #13018300**  
**(Yearlong)** 8380.R(Y)  
**GRADE: 10-12** CREDIT: 1  
**(Yearlong)** 8381.R(Y)  
**GRADE: 10-12** CREDIT: 2

*PREREQUISITES: Principles of Government and Public Administration or Public Management and Administration*

This course will familiarize the student with political theory through the study of governments; public policies; and political processes, systems, and behavior.

**POLITICAL SCIENCE II**

**TEA #13018400**  
**(Yearlong)** 8382.R(Y)  
**GRADE: 10-12** CREDIT: 1  
**(Yearlong)** 8383.R(Y)  
**GRADE: 10-12** CREDIT: 2

*PREREQUISITES: Political Science I*

Students develop knowledge and skills in the economical, financial, technological, international, social, and ethical aspects of banking to become competent consumers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes the operations, sales, and management of banking institutions to gain a complete understanding of how banks function within society.

**REVENUE, TAXATION, AND REGULATION****TEA #13018500****(Yearlong) 8384.R(Y)****GRADE: 10-12 CREDIT: 1****(Yearlong) 8385.R(Y)****GRADE: 10-12 CREDIT: 2***PREREQUISITES: Principles of Government and Public Admin.*

Revenue, Taxation, and Regulation is an overview of law and investigative principles and follows agency procedures to examine evidence and ensure revenue compliance. In addition, students learn to facilitate clear and positive communication with taxpayers and become familiar with data analysis systems and revenue-related financial problems. The student prepares to enforce legal compliance and regulatory standards.

**PUBLIC MANAGEMENT AND ADMINISTRATION****TEA #13018600****(Yearlong) 8387.R(Y)****GRADE: 10-12 CREDIT: 2***PREREQUISITES: None*

Public Management and Administration considers that governments and nonprofit administration resemble private-sector management. Students are introduced to management tools that maximize the effectiveness of administrators and affect the quality of life of citizens in the community.

**PLANNING AND GOVERNANCE****TEA #13018700****(Yearlong) 8388.R(Y)****GRADE: 10-12 CREDIT: 1****(Yearlong) 8389.R(Y)****GRADE: 10-12 CREDIT: 2***PREREQUISITE: Principles of Government and Public Administration or Public Management and Administration*

Planning and Governance provides the opportunity for students to formulate plans and policies to meet social, economic, and physical needs of communities.

**NATIONAL SECURITY****TEA #13018800****(Yearlong) 8390.R(Y)****GRADE: 10-12 CREDIT: 1****(Yearlong) 8391.R(Y)****GRADE: 10-12 CREDIT: 2***PREREQUISITE: Principles of Government and Public Administration, or Public Management and Administration*

National Security introduces the students to the aspects of disaster management. The course includes engaging simulation exercises related to natural disasters, man-made disasters, and terroristic events.

**FOREIGN SERVICE AND DIPLOMACY****TEA #13018900****(Yearlong) 8393.R(Y)****GRADE: 10-12 CREDIT: 1****(Yearlong) 8394.R(Y)****GRADE: 10-12 CREDIT: 2***PREREQUISITE: Principles of Government and Public Administration or Public Management and Administration*

Foreign Service and Diplomacy provides the opportunity for students to investigate the knowledge and skills necessary for careers in foreign service. The course includes law, history, media communication, and international relations associated with the diplomatic environment.

**PRACTICUM IN LOCAL, STATE, AND FEDERAL GOVERNMENT****TEA #13019000****(Yearlong) 8396.R(Y)****GRADE: 12 CREDIT: 2****(Yearlong) 8397.R(Y)****GRADE: 12 CREDIT: 3**

Students concurrently learn advanced concepts of political science in the classroom setting. In addition, students will apply technical skills pertaining to government and public administration in a direct mentorship by individuals in professional settings such as government, public management and administration, national security, municipal planning, foreign service, revenue, taxation, and regulation.

**Health Science Cluster**

This cluster includes the study of providing diagnostic and therapeutic services, health information, support services, and biotechnology research and development.

**PRINCIPLES OF HEALTH SCIENCE****TEA #13020200****(Yearlong) 8400.R(Y)****GRADE: 9-12 CREDIT: 1***PREREQUISITE: None*

Principles of Health Science provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry. This course satisfies the Health Education graduation requirement.

**MEDICAL TERMINOLOGY (weighted)****TEA #13020300****(Semester) 8402.H(X)****GRADE: 9-12 CREDIT: 1/2***PREREQUISITE: None*

This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. Articulated credit may be awarded upon successful completion of a sequence of courses.

**HEALTH SCIENCE (weighted)****TEA #13020400****(Yearlong) 8404.H(Y)****GRADE: 10-12 CREDIT: 1***PREREQUISITE: Principles of Health Science and concurrent enrollment or completion of Biology*

Health Science is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. This course is designed to develop health-care specific knowledge and skills in effective communications, ethical and legal responsibilities, client care, safety, first aid, and CPR. Students will learn the knowledge and skills needed to make client assessment; interpret health science technical material; describe biological and chemical processes that maintain homeostasis; identify principles of body mechanics and movement; analyze the impact of local, state, and government on the health care industry. This course prepares the students to work with health care issues and make the transition to clinical or work-based experiences in health care. This course satisfies the Health Education credit graduation requirement. Articulated credit may be awarded upon successful completion of a sequence of courses.

**PRACTICUM IN HEALTH SCIENCE I****TEA #13020500****(Yearlong) 8407.H(Y) (Clinical Experience)****(weighted if the teacher is approved to offer for college credit)****GRADE: 11-12 CREDIT: 2****(Yearlong)****8410.R(Y) (CNA)****GRADE: 11-12 CREDIT: 2****(Yearlong)****8412.H(Y) (EMT) (weighted)****GRADE: 11-12 CREDIT: 2**

*PREREQUISITE: Instructor approval, 16 years of age, Health Science, Biology and concurrent enrollment or completion of Chemistry*

*ADDITIONAL REQUIREMENT: Prior to acceptance, students must undergo a criminal background check and must be clear of any misdemeanor or felony convictions.*

The Practicum is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. Students may have the opportunity to develop the skills and competencies through a clinical hospital experience becoming certified as a Certified Nurse Assistant (CNA). This course will develop skills in the classroom and clinical settings that comply with standard precautions, practices and prescribed techniques. Students learn to maintain a safe environment, to prevent hazardous situations, follow protocol related to hazardous materials and strategies for the prevention of disease and infection. Students will perform health screenings, examinations, monitor client health status during therapeutic and diagnostic procedures, observe client during care and procedures; accurately measure and report client vital signs and other indicators of health status. Students will learn to transfer knowledge and skills to new situations and apply problem solving strategies, update skills to enhance employability and identify emerging technologies in the health science technology industry. Articulated credit may be awarded for Clinical, Med Lab or EMT upon successful completion of a sequence of courses.

**PRACTICUM IN HEALTH SCIENCE II**

**TEA #13020510**  
**(Yearlong)**  
**8413.R (Y) (CNA)**  
**GRADE: 11-12 CREDIT: 2**  
**(Yearlong)**  
**8414.R (Y) (Intern)**  
**GRADE: 11-12 CREDIT: 2**  
**(Yearlong)**  
**8416.H (Y) (Med Lab) (weighted)**  
**GRADE: 11-12 CREDIT: 2**  
**(Yearlong)**  
**8418.R (Y) (Pharm Tech)**  
**GRADE: 11-12 CREDIT: 2**  
**(Yearlong)**  
**8420.H (Y) (EMT) (weighted)**  
**GRADE: 11-12 CREDIT: 2**

*PREREQUISITE: Instructor approval, 16 years of age, Health Science, Biology and concurrent enrollment or completion of Chemistry*

*ADDITIONAL REQUIREMENT: Prior to*

*acceptance, students must undergo a criminal background check and must be clear of any misdemeanor or felony convictions.*

Students will develop advanced clinical skills necessary for the health science professions or continued post-secondary education. This course is designed to provide knowledge and skills for certification or licensure in an allied health career. Students may have the opportunity to develop the skills and competencies for Certified Nurse Assistant (CNA), Pharmacy Technician or Phlebotomist. In addition, Emergency Medical Technician (EMT) concentration is taught by EMS personnel at Akins. Articulated credit may be awarded for Med Lab or EMT upon successful completion of a sequence of courses.

**LIFETIME NUTRITION AND WELLNESS**

**TEA #13024500**  
**(Semester) 8482.R(X)**  
**GRADE: 10-12 CREDIT: 1/2**  
**(Yearlong) 8482.H(Y)**  
**(weighted)**  
**GRADE: 10-12 CREDIT: 1**

*PREREQUISITES: None*

This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences. Articulated credit may be awarded upon successful completion of a sequence of courses if course completed for one credit.

**COUNSELING AND MENTAL HEALTH**

**TEA #13024600**  
**(Yearlong) 8484.R(Y)**  
**GRADE: 10-12 CREDIT: 1**  
*PREREQUISITE: Principles of Human Services, or Health Science I*

Students model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations, and the implications of their actions. Professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.

**ANATOMY AND PHYSIOLOGY (weighted)**

**TEA #13020600**  
**(Yearlong) 8426.H (Y)**  
**GRADE: 10-12 CREDIT: 1**

*PREREQUISITES: Three credits of science recommended.*

In Anatomy and Physiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. Texas law requires 40% laboratory and fieldwork to qualify as a fourth year option for science credit.

**MEDICAL MICROBIOLOGY (weighted)**

**TEA #13020700**  
**(Semester) 8428.H(X)**  
**GRADE: 10-12 CREDIT: 1/2**  
**(Yearlong) 8428.H(Y)**  
**GRADE: 10-12 CREDIT: 1**

*PREREQUISITE: Three science credits recommended*

Students in Medical Microbiology explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. Texas law requires 40% laboratory and fieldwork to qualify as a fourth year option for science credit.

**PATHOPHYSIOLOGY (weighted)**

**TEA #13020800**  
**(Semester) 8430.H(X)**  
**GRADE: 11-12 CREDIT: 1/2**  
**(Yearlong) 8430.H(Y)**  
**GRADE: 11-12 CREDIT: 1**

*PREREQUISITES: Three science credits recommended*

In Pathophysiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology. Texas law requires 40% laboratory and fieldwork to qualify as a fourth year option for science credit.

**ADVANCED BIOTECHNOLOGY  
(weighted)****TEA #13036400****(Yearlong)****GRADE: 11-12****8686.H(Y)****CREDIT: 1***PREREQUISITE: Biology and Chemistry*

Students enrolled in this course will apply advanced academic knowledge and skills to the emerging fields of biotechnology such as agricultural, medical, regulatory, and forensics. Students will have the opportunity to use sophisticated laboratory equipment, perform statistical analysis, and practice quality-control techniques. To qualify as a fourth year science credit, this course must contain 40% laboratory and fieldwork experiences by Texas law and must be taught by a NCLB approved or science certified teacher. This course is articulated with Austin Community College.

**WORLD HEALTH RESEARCH****TEA #13020900****(Yearlong)****GRADE: 11-12****8432.R(Y)****CREDIT: 1***PREREQUISITES: Biology and Chemistry*

This course examines major world health problems and emerging technologies as solutions to these medical concerns. The course is designed to improve students' understanding of the cultural, infrastructural, political, educational, and technological constraints and inspire ideas for appropriate technological solutions to global medical care issues.

**SCIENTIFIC RESEARCH AND  
DESIGN****TEA #13037200****(Yearlong)****GRADE: 11-12****8716.R(Y)****CREDIT: 1****TEA #13037200****(Yearlong)**

(weighted option allowed with district approval)

**8716.H(Y)****GRADE: 11-12****CREDIT: 1***PREREQUISITES: One unit of science.*

Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable. Texas law requires 40% laboratory and fieldwork to qualify as a fourth year option for science credit.

**Project Lead The Way  
(PLTW)**

These courses are offered at Ann Richards School for Young Women Leaders which participates in the PLTW program.

**PRINCIPLES OF BIOMEDICAL  
SCIENCE****TEA #N1302092****(Yearlong)****GRADE: 9-12****8434.R(Y)****CREDIT: 1***PREREQUISITES: None*

Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts including: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease are embedded in the curriculum. Engineering principles including: the design process, feedback loops, fluid dynamics, and the relationship of structure to function are incorporated in the curriculum where appropriate. The course is designed to provide an overview of all the courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses. A student may be awarded articulated credit upon successful completion of the college level end-of-course exam.

**HUMAN BODY SYSTEMS****TEA #N1302093****(Yearlong)****GRADE: 10-12****8436.R(Y)****CREDIT: 1***PREREQUISITES: Biology, Chemistry and Principles of Biomedical Science*

Students engage in the study of the processes, structures, and interactions of the human body systems. Important concepts in the course include: communication, transport of substances, locomotion, metabolic processes, defense, and protection. The central theme is how the body systems work together to maintain homeostasis and good health. The systems are studied as "parts of a whole," working together to keep the amazing human machine functioning at an optimal level. Students design experiments, investigate the structures and functions of

body systems, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation. Students work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries. A student may be awarded articulated credit upon successful completion of the college level end-of-course exam.

**MEDICAL INTERVENTIONS****TEA #N1302094****(Yearlong)****GRADE: 11-12****8438.R(Y)****CREDIT: 1***PREREQUISITES: Human Body Systems*

Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body as students explore how to prevent and fight infection, how to screen and evaluate the code in human DNA, how to prevent, diagnose and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario introduces multiple types of interventions and reinforces concepts learned in the previous two courses, as well as presenting new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions are showcased across the generations of the family and provide a look at the past, present and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future. A student may be awarded articulated credit upon successful completion of the college level end-of-course exam.

**BIOMEDICAL INNOVATION****TEA #N1302095****(Yearlong)****GRADE: 12****8440.H(Y)****CREDIT: 1***PREREQUISITE: Medical Interventions*

This capstone course allows students to apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended

problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. A student may be awarded articulated credit upon successful completion of the college level end-of-course exam.

## Hospitality and Tourism Cluster

This cluster includes the study of managing restaurants and other food services, lodging, attractions, recreation events, and travel-related services.

### PRINCIPLES OF HOSPITALITY AND TOURISM

**TEA #13022200**

**(Semester)** 8446.R(X)  
**GRADE: 9-12** CREDIT: 1/2  
**(Yearlong)** 8446.R(Y)  
**GRADE: 9-12** CREDIT: 1

*PREREQUISITE: None*

The hospitality and tourism industry encompasses lodging; travel and tourism; recreation, amusements, attractions, and resorts; and restaurants and food and beverage service. The hospitality and tourism industry maintains the largest national employment base in the private sector. Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry.

### LIFETIME NUTRITION AND WELLNESS

**TEA #13024500**

**(Semester)** 8482.R(X)  
**GRADE: 10-12** CREDIT: 1/2  
**(Yearlong)** 8482.H(Y)  
**(weighted)**  
**GRADE: 10-12** CREDIT: 1

*PREREQUISITES: None*

This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences. Articulated credit may be awarded upon successful completion of a sequence of course if course completed for one credit.

### CULINARY ARTS (weighted)

**TEA #13022600**

**(Yearlong)** 8454.H(Y)  
**GRADE: 10-12** CREDIT: 2

*PREREQUISITES: Instructor approval and*

*Lifetime Nutrition and Wellness, Principles of Hospitality and Tourism, Food Science and Nutrition or Nutrition and Food Science* Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification, or other appropriate industry certification. Articulated credit may be awarded upon successful completion of a sequence of courses.

### PRACTICUM IN CULINARY ARTS (weighted)

**TEA #13022700**

**(Yearlong)** 8456.H(Y)  
**GRADE: 11-12** CREDIT: 2

*PREREQUISITE: Instructor approval and Culinary Arts*

This course is a continuation of Culinary Arts. This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with laboratory-based actual business and industry career experiences. Articulated credit may be awarded upon successful completion of a sequence of courses.

### HOSPITALITY SERVICES (weighted)

**TEA #13022800**

**(Yearlong)** 8462.H(Y)  
**GRADE: 10-12** CREDIT: 2

*PREREQUISITE: Instructor approval*

This two-hour course provides training in hospitality services such as hotel and motel operations and institutional services. Students learn concepts and skills related to property management, psychology of guests, lodging operations and food and beverage operations. Hotels or conference centers are used for the work-based component. In addition, Hospitality Services is designed so that performance standards meet employer expectations, enhancing the employability of students. Articulated credit may be awarded upon successful completion of a sequence of courses.

### PRACTICUM IN HOSPITALITY SERVICES (weighted)

**TEA #13022900**

**(Yearlong)** 8468.H(Y)  
**GRADE: 11-12** CREDIT: 2

*PREREQUISITE: Instructor approval and Hospitality Services*

This course is a continuation of Hospitality Services. A unique practicum experience

provides opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Articulated credit may be awarded upon successful completion of a sequence of courses.

### FOOD SCIENCE (weighted)

**TEA #13023000**

**(Yearlong)** 8474.H(Y)  
**GRADE: 11-12** CREDIT: 1

*PREREQUISITES: Three units of Science*

In Food Science students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Food Science is the study of the nature of foods, the causes of deterioration, the principles underlying food processing, and the improvement of foods for the consuming public. Articulated credit may be awarded upon successful completion of a sequence of courses. No prerequisite if not offered for 4th science credit. To qualify as a fourth year science credit, this course must contain 40% laboratory and fieldwork experiences by Texas law and must be taught by a NCLB approved or science certified teacher.

## Human Services Cluster

This cluster includes a study of providing for families and serving human needs.

### PRINCIPLES OF HUMAN SERVICES

**TEA #13024200**

**(Semester)** 8476.R(X)  
**GRADE: 9-12** CREDIT: 1/2  
**(Yearlong)** 8476.R(Y)  
**GRADE: 9-12** CREDIT: 1

*PREREQUISITE: None*

This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services.

### DOLLARS AND SENSE

**TEA #13024300**

**(Semester)** 8478.R(X)  
**GRADE: 10-12** CREDIT: 1/2  
**(Yearlong)** 8478.R(Y)  
**GRADE: 10-12** CREDIT: 1

*PREREQUISITES: None*

Dollars and Sense focuses on consumer practices and responsibilities, the money

management process, decision-making skills, impact of technology, and preparation for human services careers.

## INTERPERSONAL STUDIES

**TEA #13024400**

**(Semester)** 8480.R(X)  
**GRADE: 10-12** CREDIT: 1/2  
**(Yearlong)** 8480.R(Y)  
**GRADE: 10-12** CREDIT: 1

*PREREQUISITE: None*

This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

## LIFETIME NUTRITION AND WELLNESS

**TEA #13024500**

**(Semester)** 8482.R(X)  
**GRADE: 10-12** CREDIT: 1/2  
**(Yearlong)** 8482.H(Y)  
**(weighted)**  
**GRADE: 10-12** CREDIT: 1

*PREREQUISITES: None*

This laboratory course allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences. Articulated credit may be awarded upon successful completion of a sequence of courses if course completed for one credit.

## COUNSELING AND MENTAL HEALTH

**TEA #13024600**

**(Yearlong)** 8484.R(Y)  
**GRADE: 10-12** CREDIT: 1

*PREREQUISITE: Principles of Human Services or Interpersonal Studies*

Students model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations, and the implications of their actions. Professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.

## CHILD DEVELOPMENT

**TEA #13024700**

**(Semester)** 8488.R(X)  
**GRADE: 10-12** CREDIT: 1/2  
**(Yearlong)** 8488.H(Y)  
**(weighted)**  
**GRADE: 10-12** CREDIT: 1  
*PREREQUISITES: None*

This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. Articulated credit may be awarded upon successful completion of a sequence of courses if course completed for one credit.

## FAMILY AND COMMUNITY SERVICES

**TEA #13024900**

**(Semester)** 8494.R(X)  
**GRADE: 11-12** CREDIT: 1/2  
**(Yearlong)** 8494.R(Y)  
**GRADE: 11-12** CREDIT: 1  
*PREREQUISITE: Principles of Human Services*

This laboratory-based course is designed to involve students in realistic and meaningful community-based activities through direct service experiences. Students are provided opportunities to interact and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

## PRACTICUM IN HUMAN SERVICES

**TEA #13025000**

**(Yearlong)** 8496.R(Y)  
**GRADE: 11-12** CREDIT: 2  
*PREREQUISITES: One credit in Human Services cluster*

Practicum in Human Services provides occupationally specific training and focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster.

## INTRODUCTION TO COSMETOLOGY

**TEA #13025100**

**(Yearlong)** 8502.R(Y)  
**GRADE: 10** CREDIT: 1  
*PREREQUISITE: None*

Students explore areas such as bacteriology, sterilization and sanitation, hair styling, manicuring, shampooing and the principles of hair cutting, hair styling, hair coloring, skin care, and facial makeup. The student researches careers in the personal care services industry. To prepare for success, students must have skills relative to this industry, as well as academic knowledge and skills. Students may begin to earn clock hours toward state licensing requirements. There are fees associated with this course.

## COSMETOLOGY I

**TEA #13025200**

**(Yearlong)** 8508.R(Y)  
**GRADE: 11-12** CREDIT: 3

*PREREQUISITES: Introduction to Cosmetology, Instructor approval plus completion of 125 clock hours*

Students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, haircare, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Analysis of career opportunities, requirements, expectations, and development of workplace skills are included. Expenses are incurred for student owned kits. Fee is non-refundable.

## COSMETOLOGY II

**TEA #13025300**

**(Yearlong)** 8514.R(Y)  
**GRADE: 12** CREDIT: 3

*PREREQUISITES: Cosmetology I, Instructor approval plus completion of 625 clock hours*

Students review academic knowledge and skills related to cosmetology. This course is designed to provide advanced training for employment in cosmetology careers. Instruction includes advanced training in sterilization and sanitation processes, haircare, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Expenses are incurred for student owned kits. Fee is non-refundable.

## Information Technology Cluster

This cluster includes the study of designing, supporting, and managing hardware, software, multimedia, and systems integration.

### PRINCIPLES OF INFORMATION TECHNOLOGY (weighted)

**TEA #13027200**  
**(Yearlong)** 8526.H(Y)  
**GRADE: 9-10** CREDIT: 1

*PREREQUISITE: Keyboarding, Touch System Data Entry, or Demonstrated Keyboarding Proficiency*

Students develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment. Articulated credit may be awarded upon successful completion of a sequence of courses if course completed for one credit.

### COMPUTER MAINTENANCE (weighted)

**TEA #13027300**  
**(Yearlong)** 8528.H(Y)  
**GRADE: 10-12** CREDIT: 1  
**(Yearlong)** 8530.H(Y)  
**GRADE: 10-12** CREDIT: 2

*PREREQUISITE: Keyboarding, Touch System Data Entry, or Demonstrated Keyboarding Proficiency and Principles of Information Technology or Intro to Computer Maintenance*

Students acquire principles of computer maintenance, including electrical and electronic theory, computer hardware principles, and broad level components related to the installation, diagnosis, service, and repair of computer systems. Articulated credit may be awarded upon successful completion of a sequence of courses.

### TELECOMMUNICATIONS AND NETWORKING (weighted)

**TEA #13027400**  
**(Yearlong)** 8532.H(Y)  
**GRADE: 10-12** CREDIT: 1

*PREREQUISITE: Computer Maintenance*  
 Students develop knowledge of the concepts and skills related to telecommunications and data networking technologies and practices in order to apply them to personal or career development. Articulated credit may be awarded upon successful completion of a sequence of courses.

### COMPUTER TECHNICIAN

**TEA #13027500**  
**(Yearlong)** 8536.R(Y)  
**GRADE: 11-12** CREDIT: 1  
**(Yearlong)** 8538.R(Y)  
**GRADE: 11-12** CREDIT: 2

*PREREQUISITE: Computer Maintenance*

Students gain knowledge and skills in the area of computer technologies, including advanced knowledge of electrical and electronic theory, computer principles, and components related to the installation, diagnosis, service, and repair of computer-based technology systems. Students will reinforce, apply, and transfer their knowledge and skills to a variety of settings and problems. Proper use of analytical skills and application of information technology concepts and standards are essential to prepare students for success in a technology-driven society. Articulated credit may be awarded upon successful completion of a sequence of courses.

### PROBLEMS & SOLUTIONS/COMPUTER TECHNICIAN

**TEA #12701500**  
**(Yearlong)** 8536.R(Y)  
**GRADE: 11-12** CREDIT: 1

*PREREQUISITE: Computer Maintenance*

Students will reinforce, apply, and transfer their knowledge and skills to a variety of settings and problems. Proper use of analytical skills and application of information technology concepts and standards are essential to prepare students for success in a technology-driven society.

### COMPUTER PROGRAMMING (weighted)

**TEA #13027600**  
**(Yearlong)** 8542.H(Y)  
**GRADE: 10-12** CREDIT: 1

*PREREQUISITE: Keyboarding, Touch System Data Entry, or Demonstrated Keyboarding Proficiency and Principles of Information Technology*

Students acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. Students apply technical skills to address business applications of emerging technologies. Articulated credit may be awarded upon successful completion of a sequence of courses.

### ADVANCED COMPUTER PROGRAMMING (weighted)

**TEA #13027700**  
**(Yearlong)** 8544.H(Y)  
**GRADE: 11-12** CREDIT: 1

*PREREQUISITES: Computer Programming*  
 Students expand their knowledge and skills in structured programming techniques and concepts by addressing more complex problems and developing comprehensive programming solutions. Students apply technical skills to address business applications of emerging technologies. Articulated credit may be awarded upon successful completion of a sequence of courses.

### DIGITAL AND INTERACTIVE MEDIA (weighted)

**TEA #13027800**  
**(Yearlong)** 8548.H(Y)  
**GRADE: 10-12** CREDIT: 1

*PREREQUISITES: Keyboarding, Touch System Data Entry, or Demonstrated Keyboarding Proficiency*

Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Articulated credit may be awarded upon successful completion of a sequence of courses.

### WEB TECHNOLOGIES (weighted)

**TEA #13027900**  
**(Yearlong)** 8550.H(Y)  
**GRADE: 10-12** CREDIT: 1

*PREREQUISITES: Keyboarding, Touch System Data Entry, or Demonstrated Keyboarding Proficiency and Principles of Information Technology or BCIS or Business Information Management*

Through the study of web technologies and design, students learn to make informed decisions and apply the decisions to the field of information technology. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Articulated credit may be awarded upon successful completion of a sequence of courses.

### RESEARCH IN INFORMATION TECHNOLOGY SOLUTIONS

**TEA #13028000**  
**(Yearlong)** 8552.R(Y)  
**GRADE: 12** CREDIT: 1  
**(Yearlong)** 8554.R(Y)  
**GRADE: 12** CREDIT: 2

*PREREQUISITES: Minimum of two Information Technology cluster courses*

Students gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of information technology concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, information technology experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid internship, or as career preparation.

### INTERNETWORKING TECHNOLOGIES I – CISCO (weighted)

**TEA #N1302803**  
**(Yearlong)** **8560.H(Y)**  
**GRADE: 10-12** **CREDIT: 1**

*PREREQUISITES: None*

Offered at LASA only. The activities are designed to meet the needs of the individual students through hands-on, project-driven training that models industry standard job skills. Included are such activities as designing, building, maintaining small to medium-sized networks utilizing both the hardware and software matched with current industry standards. Articulated credit may be awarded upon successful completion of a sequence of courses.

### INTERNETWORKING TECHNOLOGIES II – CISCO (weighted)

**TEA #N1302804**  
**(Yearlong)** **8564.H(Y)**  
**GRADE: 11-12** **CREDIT: 1**

*PREREQUISITES: Internetworking Technologies I*

Offered at LASA only. This second year course is project-driven and models industry standard job skills. Included are such activities as installation, testing, operation, customization and maintenance of computer networking software, hardware systems, wireless LANS and network security. Articulated credit may be awarded upon successful completion of a sequence of courses.

## Law, Public Safety, Corrections, and Security Cluster

This cluster includes the study of providing legal, public safety, protective, and homeland security services.

### PRINCIPLES OF LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY

**TEA #13029200**  
**(Semester)** **8572.R(X)**  
**GRADE: 9-12** **CREDIT: 1/2**  
**(Yearlong)** **8572.R(Y)**  
**GRADE: 9-12** **CREDIT: 1**

*PREREQUISITE: None*

Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, security, corrections, and fire and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, security, and corrections.

### LAW ENFORCEMENT I

**TEA #13029300**  
**(Yearlong)** **8574.R(Y)**  
**GRADE: 10-12** **CREDIT: 1**  
**(Yearlong)** **8574.H (Y)**

*(weighted if the teacher is approved to offer for college credit)*

**GRADE: 10-12** **CREDIT: 1**

*PREREQUISITE: None*

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime. Articulated credit may be awarded upon successful completion of a sequence of courses.

### LAW ENFORCEMENT II

**TEA #13029400**  
**(Yearlong)** **8579.R(Y)**  
**GRADE: 11-12** **CREDIT: 1**  
**(Yearlong)** **8580.R (Y)**  
**GRADE: 11-12** **CREDIT: 2**

*PREREQUISITE: Law Enforcement I and BCIS I or Business Information Management*

Law Enforcement II provides the knowledge and skills necessary to prepare for a career in

law enforcement. This course includes the ethical and legal responsibilities, civil law and procedure, and courtroom testimony.

### LAW ENFORCEMENT II – EMERGENCY COMMUNICATIONS

**TEA #13029400**  
**(Yearlong)** **8578.H(Y)**

*(weighted if the teacher is approved to offer for college credit)*

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

*PREREQUISITE: Law Enforcement I and BCIS I or Business Information Management*

Offered at Lanier High School only. This course is a study of the history of public safety communications and of the federal and state laws affecting public safety communication. In addition, telephone and radio communications systems are studied, as are communication documentation; emergency management; 911 and stress and crisis management. Articulated credit may be awarded upon successful completion of a sequence of courses.

### FORENSIC SCIENCE

**TEA #13029500**  
**(Yearlong)** **8582.R(Y)**  
**GRADE: 11-12** **CREDIT: 1**

*PREREQUISITE: Biology and Chemistry*

Forensic Science is a course that uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis. Students will learn the history, legal aspects, and career options for forensic science. To qualify as a fourth year science credit, this course must contain 40% laboratory and fieldwork experiences by Texas law and must be taught by a NCLB approved or science certified teacher.

### COURT SYSTEMS AND PRACTICES

**TEA #13029600**  
**(Yearlong)** **8584.R(Y)**  
**GRADE: 10-12** **CREDIT: 1**  
**(Yearlong)** **8584.H(Y)**

*(weighted if the teacher is approved to offer for college credit)*

**GRADE: 10-12** **CREDIT: 1**

*PREREQUISITES: Law Enforcement I*

Court Systems and Practices is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial processes from pretrial to sentencing and examines the types and rules of evidence. Emphasis is placed on constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation. Articulated credit may be awarded upon successful completion of a sequence of courses.

### **CORRECTIONAL SERVICES**

**TEA #13029700**

**(Yearlong) 8588.R(Y)**

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

**(Yearlong) 8588.H(Y)**

(weighted if the teacher is approved to offer for college credit)

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

**(Yearlong) 8590.H(Y)**

(weighted if the teacher is approved to offer for college credit)

**GRADE: 11-12 CREDIT: 2**

*PREREQUISITES: Law Enforcement I, Intro to Security Services, or Security Services*  
*ADDITIONAL REQUIREMENT: Prior to acceptance, students must undergo a criminal background check and must be clear of any misdemeanor or felony convictions.*

In Correctional Services, students prepare for certification required for employment as a correctional officer. The student will learn the role and responsibilities of a correctional officer; discuss relevant rules, regulations, and laws; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the correctional setting. The student will analyze rehabilitation and alternatives to institutionalization. Articulated credit may be awarded upon successful completion of a sequence of courses.

### **SECURITY SERVICES**

**TEA #13029800**

**(Yearlong) 8592.R(Y)**

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

*PREREQUISITE: None*

Security Services provides the knowledge and skills necessary to prepare for certification in security services. The course provides an overview of security elements and types of organizations with a focus on security measures used to protect lives, property, and proprietary information. Instruction is based on the content required by the Texas Board of Private Investigators and Private Security Agency as a recommended prerequisite to licensing by the state.

### **FIREFIGHTER I**

**TEA #13029900**

**(Yearlong)**

**GRADE: 10-12**

*PREREQUISITE: None*

Offered at LBJ High School only. Firefighter I introduces students to firefighter safety and development. Students will analyze Texas Commission on Fire Protection rules and regulations, proper incident reporting and records, proper use of personal protection equipment, and the principles of fire safety. Students will be introduced to candidate physical ability training.

**8598.R(Y)**

**CREDIT: 2**

### **FIREFIGHTER II (weighted)**

**TEA #13030000**

**(Yearlong)**

**GRADE: 11-12**

*PREREQUISITE: Firefighter I completion with a grade of 75 or better*

Offered at LBJ High School only. Firefighter II is the second in a series for students studying firefighter safety and development. Students will understand Texas Commission on Fire Protection rules and regulations, proper incident reporting and records, proper use of personal protections equipment, and the principles of fire safety. Students will learn procedures for use of fire extinguishers, ladder, fire hose, and water supply apparatus. Upon completion of the two year program, a student may be eligible to receive the TCFP Basic Fire Suppression Certification. Articulated credit may be awarded upon successful completion of a sequence of courses.

**8600.H(Y)**

**CREDIT: 2**

### **PRACTICUM IN LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY**

**TEA #13030100**

**(Yearlong)**

**GRADE: 11-12**

*PREREQUISITE: One credit in Law, Public Safety and Security Cluster*

The practicum course is a capstone experience for students participating in a coherent sequence of courses in the Law, Public Safety, Corrections, and Security cluster. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

**8604.R(Y)**

**CREDIT: 2**

## **Marketing Cluster**

This cluster includes the study of performing marketing activities to reach organizational objective. All courses allow student to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

### **PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE**

**TEA #13011200**

**(Semester)**

**GRADE: 9-12**

**(Yearlong)**

**GRADE: 9-12**

**(Yearlong)**

(weighted if the teacher is approved to offer for college credit)

**GRADE: 9-12**

*PREREQUISITE: None*

In Principles of Business, Marketing, and Finance, students study economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. Articulated credit may be awarded upon successful completion of a sequence of courses if course completed for one credit.

**8318.R(X)**

**CREDIT: 1/2**

**8318.R(Y)**

**CREDIT: 1**

**8318.H(Y)**

**CREDIT: 1**

### **ADVERTISING AND SALES PROMOTION**

**TEA #13034200**

**(Semester)**

**GRADE: 9-12**

**(Yearlong)**

**GRADE: 9-12**

*PREREQUISITE: Principles of Business, Marketing, and Finance*

Advertising and Sales Promotion is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, ethical, and legal issues of advertising, historical influences, strategies, and media decision processes as well as integrated marketing communications. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.

**8650.R(X)**

**CREDIT: 1/2**

**8650.R(Y)**

**CREDIT: 1**

## ENTREPRENEURSHIP

**TEA #13034400**

**(Semester)** 8654.R(X)  
**GRADE: 9-12** CREDIT: 1/2  
**(Yearlong)** 8654.R(Y)  
**GRADE: 9-12** CREDIT: 1

*PREREQUISITE: Principles of Business, Marketing, and Finance*

Students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students understand the capital required, the return on investment desired, and the potential for profit.

## RETAILING AND E-TAILING

**TEA #13034500**

**(Semester)** 8656.R(X)  
**GRADE: 9-12** CREDIT: 1/2  
**(Yearlong)** 8656.R(Y)  
**GRADE: 9-12** CREDIT: 1

*PREREQUISITE: Principles of Business, Marketing, and Finance*

Students will have the opportunity to develop skills that involve electronic media techniques necessary for a business to compete in a global economy. Students will coordinate online and off-line marketing. Students will demonstrate critical-thinking skills using decision-making models, case studies, various technologies, and business scenarios.

## SPORTS AND ENTERTAINMENT MARKETING

**TEA #13034600**

**(Semester)** 8658.R(X)  
**GRADE: 9-12** CREDIT: 1/2  
**(Yearlong)** 8658.R(Y)  
**GRADE: 9-12** CREDIT: 1

*PREREQUISITE: Principles of Business, Marketing, and Finance*

This course will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment. The areas this course will include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans. This course will also provide students an opportunity to develop promotional plans, sponsorship proposals, endorsement contracts, sports and

entertainment marketing plans, and evaluation and management techniques.

## MARKETING DYNAMICS

**TEA #13034700**

**(Yearlong)** 8662.R(Y)  
**GRADE: 11-12** CREDIT: 2

*PREREQUISITE: None*

Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills.

## PRACTICUM IN MARKETING DYNAMICS I

**TEA #13034800**

**(Yearlong)** 8668.R(Y)  
**GRADE: 12** CREDIT: 2  
**(Yearlong)** 8670.R(Y)  
**GRADE: 12** CREDIT: 3

*PREREQUISITE: One credit in a Career and Technical Education related course, 16 years of age, requires own transportation*

Students will illustrate appropriate management and research skills to create the marketing mix. This course covers technology, communication, and customer-service skills. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This course provides work based learning opportunities in marketing careers. Students meet daily for classroom instruction and complete a minimum of 15 hours (3 credits), ten of which must be completed during the school week, or 10 hours (2 credits), five of which must be completed during the school week.

## PRACTICUM IN MARKETING DYNAMICS II

**TEA #13034810**

**(Yearlong)** 8672.R(Y)  
**GRADE: 12** CREDIT: 2  
**(Yearlong)** 8674.R(Y)  
**GRADE: 12** CREDIT: 3

*PREREQUISITE: Practicum in Marketing Dynamics I, instructor approval, requires own transportation*

This is the second level of study to provide work-based learning opportunities in marketing careers. Students meet daily for classroom instruction and complete a minimum of 15 hours (3

credits), ten of which must be completed during the school week, or 10 hours (2 credits), five of which must be completed during the school week.

## Science, Technology, Engineering and Mathematics Cluster

This cluster includes the study of performing scientific research and professional technical services.

## CONCEPTS OF ENGINEERING AND TECHNOLOGY

**TEA #13036200**

**(Semester)** 8680.R(X)  
**GRADE: 9-10** CREDIT: 1/2  
**(Yearlong)** 8680.R(Y)  
**GRADE: 9-10** CREDIT: 1

*PREREQUISITE: None*

Concepts of Engineering and Technology provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Upon completing this course, students will have an understanding of the various fields and will be able to make informed decisions regarding a coherent sequence of subsequent courses. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments/projects.

## ADVANCED BIOTECHNOLOGY (weighted)

**TEA #13036400**

**(Yearlong)** 8686.H(Y)  
**GRADE: 11-12** CREDIT: 1

*PREREQUISITE: Biology and Chemistry*

This course is offered at Anderson, Bowie, and LASA only. Students enrolled in this course will apply advanced academic knowledge and skills to the emerging fields of biotechnology such as agricultural, medical, regulatory, and forensics. Students will have the opportunity to use sophisticated laboratory equipment, perform statistical analysis, and practice quality-control techniques. To qualify as a fourth year science credit, this course must contain 40% laboratory and fieldwork experiences by Texas law and must be taught by a NCLB approved or science certified teacher. This course is articulated with Austin Community College.

**ENGINEERING DESIGN AND PRESENTATION (weighted)****TEA #13036500****(Yearlong)****GRADE: 10-12****8688.H(Y)****CREDIT: 1***PREREQUISITE: Keyboarding*

Students will demonstrate knowledge and skills of the process of design as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas. Articulated credit may be awarded upon successful completion of a sequence of courses.

**ADVANCED ENGINEERING DESIGN AND PRESENTATION (weighted)****TEA #13036600****(Yearlong)****GRADE: 11-12****8692.H(Y)****CREDIT: 1***PREREQUISITE: Engineering Design and Presentation*

This course will provide students the opportunity to master computer software applications in a variety of engineering and technical fields. This course further develops the process of engineering thought and application of the design process. Articulated credit may be awarded upon successful completion of a sequence of courses.

**ENGINEERING MATHEMATICS****TEA #13036700****(Yearlong)****GRADE: 11-12****8699.R(Y)****CREDIT: 1***PREREQUISITES: Algebra II*

Engineering Mathematics is a course in which students solve and model robotic design problems. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming. This course satisfies a 4th math credit if taught by a NCLB approved or math certified teacher.

**ELECTRONICS (weighted)****TEA #13036800****(Yearlong)****GRADE: 10-12****8702.H(Y)****CREDIT: 2***PREREQUISITE: Keyboarding*

Students enrolled in this course will demonstrate knowledge and applications of circuits, electronic measurement, and electronic implementation. Through use of the design process, students will transfer academic skills to component designs in a project-based environment. Students explore career opportunities, employer expectations, and educational needs in the electronics industry. Articulated credit may be awarded upon successful completion of a sequence of courses.

**ADVANCED ELECTRONICS (weighted)****TEA #13036900****(Yearlong)****GRADE: 11-12****8706.H(Y)****CREDIT: 2***PREREQUISITES: Electronics*

Students enrolled in this course will demonstrate knowledge and applications of advanced circuits, electrical measurement, and electrical implementation used in the electronics and computer industries. Through use of the design process, students will transfer advanced academic skills to component designs in a project-based environment. Articulated credit may be awarded upon successful completion of a sequence of courses.

**PRINCIPLES OF TECHNOLOGY****TEA #13037100****(Yearlong)****GRADE: 10-12****8714.R(Y)****CREDIT: 1***PREREQUISITES: One unit of high school Science and Algebra I*

In Principles of Technology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Texas law requires 40% laboratory and fieldwork.

**SCIENTIFIC RESEARCH AND DESIGN****TEA #13037200****(Yearlong)****GRADE: 11-12****TEA #13037200****8716.R(Y)****CREDIT: 1****(Yearlong)**

(weighted option allowed with district approval)

**GRADE: 11-12****8716.H(Y)****CREDIT: 1**  
*PREREQUISITES: One unit of science and Algebra I.*

Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable. Texas law requires 40% laboratory and fieldwork to qualify as a fourth year option for science credit.

**ENGINEERING DESIGN AND PROBLEM SOLVING****TEA #13037300****(Yearlong)****GRADE: 11-12****8730.R(Y)****CREDIT: 1***PREREQUISITES: Geometry, Algebra II, Chemistry, and Physics*

Engineering Design and Problem Solving reinforces and integrates skills learned in previous mathematics and science courses. This course emphasizes solving problems, moving from well defined toward more open ended, with real-world application. Students apply critical-thinking skills to justify a solution from multiple design options. Additionally, the course promotes interest in and understanding of career opportunities in engineering. Texas law requires 40% laboratory and fieldwork to qualify as a fourth year option for science credit.

**PRACTICUM IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS****TEA #13037400****(Yearlong)****GRADE: 12****8732.R(Y)****CREDIT: 2***PREREQUISITE: One credit in Science, Technology, Engineering and Mathematics credit*

The practicum course is a capstone experience for students participating in a coherent sequence of career and technical education courses in the science, technology, engineering, and mathematics career cluster. The practicum is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

## Project Lead The Way (PLTW)

These courses may be offered at Akins High School, Ann Richards School, Eastside Green Tech, and LBJ High School which have PLTW programs.

### INTRODUCTION TO ENGINEERING DESIGN (weighted)

TEA #N1303742

(Yearlong)

8760.H(Y)

GRADE: 9-12

CREDIT: 1

*PREREQUISITES: Keyboarding and Algebra I*  
Introduction to Engineering Design is an introductory course, which develops student problem solving skills, with emphasis placed upon the concept of developing a 3-D model or solid rendering of an object. Students focus on the application of visualization processes. The course will emphasize the design development process of a product and how a model of that product is produced, analyzed and evaluated, using a Computer Aided Design System. Various design applications will be explored with discussion of possible career opportunities. A student may be awarded articulated credit upon successful completion of the college level end-of-course exam.

### PRINCIPLES OF ENGINEERING (weighted)

TEA #N1303743

(Yearlong)

8762.H(Y)

GRADE: 10-12

CREDIT: 1

*PREREQUISITE: Intro to Engineering Design*  
Principles of engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved in post-secondary education programs and engineering careers. They will explore various engineering systems and manufacturing processes. They will also learn how engineers address concerns about the social and political consequences of technological change. The main purpose of this course is to experience through theory and hands-on problem solving activities what engineering is all about to answer the question, "Is a career in engineering or engineering technology for me?" A student may be awarded articulated credit upon successful completion of the college level end-of-course exam.

### DIGITAL ELECTRONICS (weighted)

TEA #N1303744

(Yearlong)

8764.H(Y)

GRADE: 10-12

CREDIT: 1

*PREREQUISITES: Intro to Engineering Design*

Digital electronics is a course of study in applied digital logic. The course is patterned after the first semester course in Digital Electronics taught in two and four year colleges. Students will study the application of electronic logic circuits and devices and apply Boolean logic to the solution of problems. Such circuits are found in watches, calculators, video games, computers, and thousands of other devices. The use of smart circuits is present in virtually all aspects of our lives and its use is increasing rapidly, making digital electronics an important course of study for a student exploring a career in engineering/engineering technology using Electronics Workbench (EWB), the industry standard. Students will test and analyze simple and complex digital circuitry. Students will design circuits, using EWB, export their designs to a printed circuit auto routing program that generates printed circuit boards and construct the design using chips and other components. A student may be awarded articulated credit upon successful completion of the college level end-of-course exam.

### COMPUTER INTEGRATED MANUFACTURING (weighted)

TEA #N1303748

(Yearlong)

8770.H(Y)

GRADE: 10-12

CREDIT: 1

*PREREQUISITE: Intro to Engineering Design, Principles of Engineering and Digital Electronics*

This course builds upon the computer solid modeling design skills developed in the Introduction to Engineering Design. Students will be presented with design problems that require the use of Mechanical Desktop to develop solutions to the problems. They will evaluate the solutions using mass property analysis (study of the relationship among the design, function and materials used), make appropriate modifications and use rapid prototyping equipment to produce three-dimensional models of the solutions. Students will be expected to communicate the process and results of their work through oral and written reports. A student may be awarded articulated credit upon successful completion of the college level end-of-course exam.

### CIVIL ENGINEERING & ARCHITECTURE (weighted)

TEA #N1303747

(Yearlong)

8768.H(Y)

GRADE: 11-12

CREDIT: 1

*PREREQUISITES: Introduction to Engineering Design, Principles of Engineering, and Digital Electronics*

This course provides an overview of the fields of civil engineering and architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real work problems and communicate solutions to hands-on projects and activities. A student may be awarded articulated credit upon successful completion of the college level end of course exam.

### AEROSPACE ENGINEERING (weighted)

TEA #N1303745

(Yearlong)

8766.H(Y)

GRADE: 11-12

CREDIT: 1

*PREREQUISITE: Introduction to Engineering Design, Principles of Engineering, and Digital Electronics*

Through hands-on engineering projects developed with NASA, students learn about aerodynamics, astronautics, space-life sciences, and systems engineering.

### ENGINEERING DESIGN & DEVELOPMENT (weighted)

TEA #N1303749

(Yearlong)

8772.H(Y)

GRADE: 11-12

CREDIT: 1

*PREREQUISITES: Intro to Engineering Design, Digital Electronics, Principles of Engineering*

In this course, students will work in teams of two to four to design and construct the solution to an engineering problem, applying the principles developed in the preceding four courses. The problem may be selected from a database of engineering problems, be a recognized national challenge or be an original engineering problem identified by the team and approved by the teacher. The problems will involve a wide range of engineering applications (e.g. a school robot-mascot, automated solar water heater, remote control hovercraft). Students will maintain a journal as part of a portfolio that will be invaluable as the students apply to college.

**PRINCIPLES OF BIOMEDICAL SCIENCE**

**TEA #N1302092**

**(Yearlong)**

**GRADE: 11-12**

**8434.R(Y)**

**CREDIT: 1**

*PREREQUISITE: None*

Offered at Ann Richards School only. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts including: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease are embedded in the curriculum. Engineering principles including: the design process, feedback loops, fluid dynamics, and the relationship of structure to function are incorporated in the curriculum where appropriate. The course is designed to provide an overview of all the courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses. A student may be awarded articulated credit upon completion of the college level end-of-course exam.

**HUMAN BODY SYSTEMS**

**TEA #N1302093**

**(Yearlong)**

**GRADE: 10-12**

**8436.R(Y)**

**CREDIT: 1**

*PREREQUISITES: Biology, Chemistry and Principles of Biomedical Science*

Offered at Ann Richards School only. Students engage in the study of the processes, structures, and interactions of the human body systems. Important concepts in the course include: communication, transport of substances, locomotion, metabolic processes, defense, and protection. The central theme is how the body systems work together to maintain homeostasis and good health. The systems are studied as "parts of a whole," working together to keep the amazing human machine functioning at an optimal level. Students design experiments, investigate the structures and functions of body systems, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiratory operation. Students work through interesting real world cases and

often play the role of biomedical professionals to solve medical mysteries. A student may be awarded articulated credit upon completion of the college level end-of-course exam.

**MEDICAL INTERVENTIONS**

**TEA #N1302094**

**(Yearlong)**

**GRADE: 11-12**

**8438.R(Y)**

**CREDIT: 1**

*PREREQUISITE: Human Body Systems*

This course is offered at Ann Richards School only. Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body as students explore how to prevent and fight infection, how to screen and evaluate the code in human DNA, how to prevent, diagnose and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario introduces multiple types of interventions and reinforces concepts learned in the previous two courses, as well as presenting new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions are showcased across the generations of the family and provide a look at the past, present and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future. A student may be awarded articulated credit upon completion of the college level end-of-course exam.

**BIOMEDICAL INNOVATION**

**TEA #N1302095**

**(Yearlong)**

**GRADE: 12**

**8440.H(Y)**

**CREDIT: 1**

*PREREQUISITE: Medical Interventions*

This capstone course allows students to apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. A student may be awarded articulated credit upon completion of the college level end-of-course exam.

**Transportation, Distribution, and Logistics Cluster**

This cluster includes the study of managing movement of people, materials, and goods by road, pipeline, air, rail, and water.

**PRINCIPLES OF TRANSPORTATION, DISTRIBUTION, AND LOGISTICS**

**TEA #13039200**

**(Semester)**

**GRADE: 9-12**

**(Yearlong)**

**GRADE: 9-12**

**8774.R(X)**

**CREDIT: 1/2**

**8774.R(Y)**

**CREDIT: 1**

*PREREQUISITE: None*

In Principles of Transportation, Distribution, and Logistics, students gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the logistics of warehousing and transportation systems. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation, distribution, and logistics industries.

**ENERGY, POWER, AND TRANSPORTATION SYSTEMS**

**TEA #13039300**

**(Semester)**

**GRADE: 10-12**

**(Yearlong)**

**GRADE: 10-12**

**8776.R(X)**

**CREDIT: 1/2**

**8776.R(Y)**

**CREDIT: 1**

*PREREQUISITE: None*

Students study the interaction between various vehicle systems, the logistics used to move goods and services to consumers, and the components of transportation infrastructure. Students prepared to meet the expectations of employers in this industry must be able to interact and relate to others and understand the technologies used in order to provide products and services in a timely manner.

**AUTOMOTIVE TECHNOLOGY (weighted)**

**TEA #13039600**

**(Yearlong)**

**GRADE: 11-12**

*PREREQUISITE: Energy, Power and Transportation Systems or Intro to Transportation Systems*

**8780.H(Y)**

**CREDIT: 2**

In Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The focus of this course is to teach

the theory of operation of automotive vehicle systems and associated repair practices. Articulated credit may be awarded upon successful completion of a sequence of courses.

**ADVANCED AUTOMOTIVE TECHNOLOGY (weighted)**

**TEA #13039700**  
**(Yearlong)** **8782.H(Y)**  
**GRADE: 12** **CREDIT: 2**

*PREREQUISITE: Automotive Technology*  
 In Advanced Automotive Technology, students gain expanded knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices. Articulated credit may be awarded upon successful completion of a sequence of courses.

**COLLISION REPAIR AND REFINISHING (weighted)**

**TEA #13039800**  
**(Yearlong)** **8788.H(Y)**  
**GRADE: 11-12** **CREDIT: 2**

*PREREQUISITE: Energy, Power and Transportation Systems or Intro to Transportation Careers*  
 Collision repair and refinishing services include knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing. Articulated credit may be awarded upon successful completion of a sequence of courses.

**ADVANCED COLLISION REPAIR AND REFINISHING (weighted)**

**TEA #13039900**  
**(Yearlong)** **8790.H(Y)**  
**GRADE: 12** **CREDIT: 2**

*PREREQUISITE: Collision Repair and Refinishing*  
 Collision repair and refinishing services include advanced knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles. This course is designed to teach the application of advanced technical skills and practices related to collision repair and refinishing. Articulated credit may be awarded upon successful completion of a sequence of courses.

**Career Development**

**CAREER PREPARATION I**

**TEA #12701300**  
**(Yearlong)** **8900.R(Y)**  
**GRADE: 11-12** **CREDIT: 2**  
**(Yearlong)** **8905.R(Y)**  
**GRADE: 11-12** **CREDIT: 3**

*PREREQUISITE: One credit in a Career and Technical Education course, Instructor approval, 16 years of age and own transportation to training site*  
 Career Preparation I provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Students meet daily for classroom instruction and complete a minimum of 15 hours (3 credits), ten of which must be completed during the school week, or 10 hours (2 credits), five of which must be completed during the school week.

**CAREER PREPARATION II**

**TEA #12701400**  
**(Yearlong)** **8910.R(Y)**  
**GRADE: 12** **CREDIT: 2**  
**(Yearlong)** **8915.R(Y)**  
**GRADE: 12** **CREDIT: 3**

*PREREQUISITE: Career Preparation I, Instructor approval, 16 years of age and own transportation to training site*  
 This course is a continuation of Career Prep I. Career Preparation II develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved business and industry training area. Students will develop skills for lifelong learning, employability, leadership, management, work ethics, safety, and communication as a group; however, each student will have an individual training plan that will address job-specific knowledge and skills. Approved training sponsors will assist the teacher in providing the necessary knowledge and skills for the student's specific career preparation. Students meet daily for classroom instruction and complete a minimum of 15 hours (3 credits), ten of which must be completed during the school week, or 10 hours (2 credits), five of which

must be completed during the school week.

**PROBLEMS AND SOLUTIONS I (weighted)**

**TEA #12701500**  
**(Semester)** **8920.H(X)**  
**GRADE: 11-12** **CREDIT: 1/2**  
**(Yearlong)** **8920.H(Y)**  
**GRADE: 11-12** **CREDIT: 1**

*PREREQUISITE: One credit in a Career and Technical Education course*  
 Problems and Solutions is a project-based research course for students who have the ability to research a real-world problem. Students develop a project on a topic related to career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge, skills, and technologies in a variety of settings. This course is designed to provide students an opportunity to earn one advanced measure for the Distinguished Achievement Program.

**PROBLEMS AND SOLUTIONS II (weighted)**

**TEA #12701510**  
**(Semester)** **8925.H(X)**  
**GRADE: 11-12** **CREDIT: 1/2**  
**(Yearlong)** **8925.H(Y)**  
**GRADE: 11-12** **CREDIT: 1**

*PREREQUISITE: Problems and Solutions I*  
 This course is a continuation of Problems and Solutions I.

**PROFESSIONAL COMMUNICATIONS**

**TEA #13009900**  
**(Semester)** **8314.R(X)**  
**GRADE: 9-12** **CREDIT: 1/2**  
**(Yearlong)** **8314.R(Y)**  
**GRADE: 9-12** **CREDIT: 1**

*PREREQUISITE: BCIS I, Business Information Management or Principles of Information Technology*  
 Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

**COLLEGE TRANSITION**

**TEA #N1290050**

**(Semester)**

**GRADE: 9-12**

**(Yearlong)**

**GRADE: 11-12**

*PREREQUISITE: None*

College Transition is designed to equip students with the knowledge, skills, and abilities necessary to be active and successful learners both in high school and in college. Students examine numerous research-based learning strategies that are proven to lead to academic success such as goal-setting, effective time management, handling stress, not-taking, active reading, test-taking strategies, and conducting research to name just a few. The college Transition course provides the means and training for students to research financial scholarships and grant opportunities, complete applications, and explore technical schools, colleges and universities.

**8930.R(X)**

**CREDIT: 1/2**

**8930.R(Y)**

**CREDIT: 1**

aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. Leadership I introduces cadets to AFJROTC. It contains sections on cadet and Air Force organizational structure; uniform wear; customs, courtesies, other military traditions, and the importance of good citizenship. Instruction is given on military drill and ceremonies. The wellness program focuses on nutrition, exercise, and physical fitness.

**AIR FORCE SCIENCE II (AFJROTC 2)**

**TEA #03160200**

**(Yearlong)**

**GRADE: 10-12**

*PREREQUISITE: AFJROTC I or Senior Air Force Science instructor approval*

Students will be introduced to various regions of the world (Europe, the Middle East, South Asia, East Asia, Africa, and Latin America). The course provides increased international awareness of other cultures and enhanced knowledge of America's interests and role in the world. Geopolitical issues such as terrorism, economics, politics, religion, environmental concerns, human rights, and other cultural issues will be examined. This course may also expand on the Theory of Flight discussed in AS-1. Leadership II stresses communications skills and cadet corps activities. Information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Instruction is given on military drill and ceremonies. The wellness program focuses on nutrition, exercise, and physical fitness.

**9023.R(Y)**

**CREDIT: 1**

**Military Science**

The Junior Reserve Officers Training Corps (JROTC) is a four year program co-sponsored by the school district and the U.S. Air Force and Navy. The JROTC program provides students the opportunity to become informed and responsible citizens, develop leadership and self-discipline skills, and become involved in their school and community. The JROTC is coeducational and includes extracurricular activities. After school activities are voluntary. There is no military obligation associated with or incurred by being in the JROTC program. The JROTC class can satisfy the PE requirements for graduation.

**AIR FORCE SCIENCE I (AFJROTC 1)**

**TEA #PES00004**

**(Yearlong)**

**GRADE: 9-12**

**TEA #3160100**

**(Yearlong)**

**GRADE: 9-12**

*Note: 6013 allows a student to earn PE credit, while 9013 allows a student to earn Military Science credit. 9013 is to be used only if a student has already satisfied or is currently satisfying his physical education requirement with a different course or PE substitution. 9013 may not be used to indicate a PE credit, to satisfy a PE requirement, or in conjunction with the Physical Education course.*

*PREREQUISITE: None*

This course focuses on the development of flight throughout the centuries. The emphasis is on civilian and military contributions to

**6013.R(Y)**

**CREDIT: 1**

**9013.R(Y)**

**CREDIT: 1**

**AIR FORCE SCIENCE III (AFJROTC 3)**

**TEA #03160300**

**(Yearlong)**

**GRADE: 11-12**

*PREREQUISITE: AFJROTC II or Senior Air Force Science instructor approval*

This course can be a continuation of studies of various regions of the world. It may also examine Earth, the Moon and the planets, the latest advances in space technology, and continuing challenges of space and manned space flight. This course may also cover an introduction to astronomy. Leadership III helps students decide which path to take after high school. Information is provided on job search and how to apply for admission to college or to a vocational or technical school. Financial planning is covered on how to save, invest, and spend money wisely. There is information on how to prepare a resume and the importance of good interviewing skills.

**9033.R(Y)**

**CREDIT: 1**

Instruction is given on military drill and ceremonies. The wellness program focuses on nutrition, exercise, and physical fitness.

**AIR FORCE SCIENCE IV (AFJROTC 4)**

**TEA #03160400**

**(Yearlong)**

**GRADE: 12**

*PREREQUISITE: AFJROTC III or Senior Air Force Science instructor approval*

Upper class cadets manage the entire corps under AFJROTC instructor supervision. Cadets are provided hands-on experience to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision-making will be done by the cadets. The Leadership IV course covers the fundamentals of management. Emphasis is placed on allowing the student to see himself/herself as a leader/manager. Instruction is given on military drill and ceremonies. The wellness program focuses on nutrition, exercise, and physical fitness.

**9043.R(Y)**

**CREDIT: 1**

**NAVAL SCIENCE I (NJROTC 1)**

**TEA #PES00004**

**(Yearlong)**

**GRADE: 9-12**

**TEA #3160100**

**(Yearlong)**

**GRADE: 9-12**

*Note: 6013 allows a student to earn PE credit, while 9013 allows a student to earn Military Science credit. 9013 is to be used only if a student has already satisfied or is currently satisfying his physical education requirement with a different course or PE substitution. 9013 may not be used to indicate a PE credit, to satisfy a PE requirement, or in conjunction with the Physical Education course.*

*PREREQUISITE: None*

This course introduces students to the precepts of citizenship, the basic elements of leadership and the value of scholarship in attaining life goals. Students learn about military drill and ceremonies, the importance of a healthy life style, including physical fitness, a proper diet, and controlling stress, drug awareness, the principles of health and first aid, geography and survival skills, and Navy ships and aircraft.

**6013.R(Y)**

**CREDIT: 1**

**9013.R(Y)**

**CREDIT: 1**

**NAVAL SCIENCE II (NJROTC 2)**

**TEA #03160200**

**(Yearlong)**

**GRADE: 10-12**

*PREREQUISITE: NJROTC I or Senior Naval Science instructor approval*

This course provides students with an overview of the role sea power has played in the world from early civilization to the present, and an appreciation of the U.S. naval

**9023.R(Y)**

**CREDIT: 1**

history and heritage from the American Revolution to now. Course content also includes maritime geography, meteorology, and the fundamentals of electricity, the principles of effective leadership, and the importance of discipline. Students develop teamwork through military drill.

**NAVAL SCIENCE III (NJROTC 3)**

**TEA #03160300**

**(Yearlong) 9033.R(Y)**

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

*PREREQUISITE: NJROTC II or Senior Naval Science instructor approval*

This course further develops students' understanding of the importance of sea power and national security, naval operations and support functions, military law, and international law of the sea. Content also includes basic seamanship, nautical rules of the road, marine navigation and naval weapons and aircraft. Students demonstrate confidence and proficiency in military drill.

**NAVAL SCIENCE IV (NJROTC 4)**

**TEA #03160400**

**(Yearlong) 9043.R(Y)**

**GRADE: 12 CREDIT: 1**

*PREREQUISITE: NJROTC III or Senior Naval Science instructor approval*

This course builds on the basic qualities of a good follower and an effective leader provided in earlier Naval Science courses. Students are provided an in-depth look at the qualities of an outstanding leader and shown how to maximize their leadership skills. Positive, effective communication skills are practiced and reinforced. Students are put in positions of increased responsibility and leadership. Students demonstrate the ability to lead a group of individuals in various military drills.



# Appendices

- A:** Grading Scale
- B:** Approved Dual Credit Courses for Austin Community College
- C:** TAKS Instructional Objectives and STAAR/EOC Reporting Categories
- D:** Academic Courses that Receive Weighted Grade Points
- E:** CTE College Articulated Courses and Six-Year Plans
- F:** Career and Technical Education Courses that Satisfy the Physical Education Graduation Requirement Prior to 2010
- G:** Career and Technical Education Courses that Satisfy the Physical Education Graduation Requirement for 2010-2011 Only
- H:** Courses that Satisfy Technology Applications Graduation Credit
- I:** AISD Graduation Plans and STAAR EOC Requirements for Students entering 9th Grade 2011-2012 and Thereafter
- J:** AISD Campus Directory
- K:** Course Sequence for AP-Level Courses

# APPENDIX A

## GRADING SCALE

The following scale is used to compute numerical grades into the mathematically computed score that is used to determine honor roll status, grade point average, and rank in class. The end of semester grade is recorded on the student's permanent record (transcript).

Numerical Grade	TIER I (5.0 scale) Advanced Level Courses [EIC (Local)]	TIER II (4.0 scale) General Education Courses (Inclusive of courses with limited TEKS modification that do not impact exit-level testing)	TIER III (3.0 scale) Prescribed Courses
100	5.0	4.0	3.0
99	4.9	3.9	2.9
98	4.8	3.8	2.8
97	4.7	3.7	2.7
96	4.6	3.6	2.6
95	4.5	3.5	2.55
94	4.4	3.4	2.5
93	4.3	3.3	2.4
92	4.2	3.2	2.3
91	4.1	3.1	2.2
90	4	3	2.15
89	3.9	2.9	2.1
88	3.8	2.8	2
87	3.7	2.7	1.9
86	3.6	2.6	1.8
85	3.5	2.5	1.7
84	3.4	2.4	1.6
83	3.3	2.3	1.55
82	3.2	2.2	1.5
81	3.1	2.1	1.4
80	3	2	1.3
79	2.9	1.9	1.2
78	2.8	1.8	1.15
77	2.7	1.7	1.1
76	2.6	1.6	1
75	2.5	1.5	0.9
74	2.4	1.4	0.8
73	2.3	1.3	0.7
72	2.2	1.2	0.6
71	2.1	1.1	0.55
70	2	1	0.5
Below 70	0	0	0

The INTEGRATED GRADING SCALE (IGS) consists of three tiers, as listed below.

**TIER I  
ADVANCED  
LEVEL COURSES** Tier I courses include Pre- Advanced Placement (Pre-AP), Advanced Placement (AP), International Baccalaureate (IB), dual credit, state articulated Tech-Prep credit, magnet, and other TEA and District-identified advanced courses.

**TIER II  
GENERAL EDUCATION  
COURSES** TIER II courses include grade-level-TEKS courses. TIER II also includes courses completed with limited modifications.

**TIER III  
PRESCRIBED  
COURSES** TIER III courses include locally-developed modified TEKS courses, exit-level state assessment tutorial courses, and student-aide courses.

# APPENDIX B

## Austin Independent School District Approved Dual Credit Courses for Austin Community College

The following Austin Community College courses have been pre-approved for dual credit for the AISD courses listed below. In some cases, prerequisite courses may be required by ACC. If multiple courses are listed, all are necessary to meet the dual credit requirements. Additionally, students enrolled in dual credit courses may request permission to take Challenge Exams in areas they feel academically prepared. In both instances, if the student meets ACC's expectations and the course is transcripted, AISD will accept these alternative methods for meeting dual credit requirements. Junior and senior students who have satisfied course prerequisites may apply to Austin Community College to take the following courses. Only courses listed here are pre-approved for dual credit. Other courses listed on the ACC website may not be pre-approved by AISD and will not be accepted for dual credit.

AISD Course Number	AISD Course Title and PEIMS Service ID Number	AISD Credit	ACC Course Number	ACC Course Title	ACC Course Hours
<b>English/Language Arts</b>					
1435.N000.Y	Creative Writing #03221200	1.0	ENGL 2307	Beginning Creative Writing <i>Prerequisite: ENGL 1301</i>	3
1033.N000.Y*	English III #03220300	1.0	ENGL 1301 and ENGL 1302 plus either ENGL 2327 or	English Composition I and English Composition II plus either American Literature: Beginnings Through Civil War or	3 3 3
			ENGL 2328	American Literature: Civil War to the Present	
41043.N000.Y*	English IV #03220400	1.0	ENGL 1301 and ENGL 1302 plus either ENGL 2322 or	English Composition I and English Composition II plus either British Literature: Anglo-Saxon Through 18th Century or	3 3 3
			ENGL 2323	British Literature: 18th Century to Present	
*This course may be offered at a high school campus if taught by an ACC adjunct teacher with permission from AISD High School Office due to the integrated curriculum. Students will receive English Composition I, ENGL 1301, and English Composition II, ENGL 1302, credit on their ACC transcript if this course is taken at the high school.					
<b>Mathematics</b>					
3633.N000.Y	PreCalculus #03101100	1.0	MATH 1316 MATH 2412	Trigonometry and PreCalculus	3 4
<b>Science</b>					
4239.N000.Y	Astronomy #03060100	1.0	ASTR 1303	Stellar Astronomy	3
8426.NC00.Y	Anatomy and Physiology #13020600	1.0	BIOL 2404	Intro. to Anatomy and Physiology	4
8680.NC00.Y	Advanced Biotechnology #13036400	1.0	BIOL 1414	Introduction to Biotechnology	4
4230.N000.Y	Environmental Systems #03020000	1.0	ENVR 1301	Intro to Environmental Science	3
<b>Social Studies</b>					
4733.N000.Y	United States History #03340100	1.0	HIST 1301	United States I and	3
			HIST 1302	United States II	3
4939.N000.X	Economics/Free Enterprise #03310300 <i>Prerequisite: U.S. History</i>	0.5	ECON 2302 ECON 2301	Principles of Microeconomics <i>or</i> Principles of Macroeconomics	3
4841.N000.X	Government #03330100 <i>Prerequisite: U.S. History</i>	0.5	GOVT 2305	United States Government	3
4938.N000.X	Psychology #03350100	0.5	PSYC 2301	Introduction to Psychology	3
4931.N000.X	Sociology #03370100	0.5	SOCI 1301	Introduction to Sociology	3

**Fine Arts**

5017.N000.Y	Art History III #03500700	1.0	ARTS 1303 ARTS 1304	Art History I and Art History II	3 3
5022.N000.Y	Drawing II #03500500	1.0	ARTS 1316	Drawing I	3
5023.N000.Y	Drawing III #03501300	1.0	ARTS 1317	Drawing II	3
5042.N000.Y	Painting II #03500600	1.0	ARTS 2316	Painting I	3
5043.N000.Y	Painting III #03501400	1.0	ARTS 2317	Painting II	3
5009.N000.Y	Ceramics II #03500900	1.0	ARTS 2346	Ceramics I	3
5018.N000.Y	Ceramics III #03501800	1.0	ARTS 2347	Ceramics II	3
5010.N000.Y	Sculpture II #03501000	1.0	ARTS 2326	Sculpture I	3
5019.N000.Y	Sculpture III #03501900	1.0	ARTS 2327	Sculpture II	3
5012.N000.Y	Photography II #03501200	1.0	ARTS 2356	Photography I	3

**Languages Other Than English**

2010.N000.Y	American Sign Language, Level I #03980100	1.0	SGNL 1401	American Sign Language (ASL) I	5
2421.N000.Y	Arabic, Level I #03110100	1.0	ARAB 1511	Arabic	5
2461.N000.Y	Chinese, Level I #03490100	1.0	CHIN 1511	Chinese	5
2013.N000.Y	French, Level I #03410100	1.0	FREN 1511	French	5
2113.N000.Y	German, Level I #03420100	1.0	GERM 1511	German	5
2471.N000.Y	Japanese, Level I #03120100	1.0	JAPN 1511	Japanese	5
2213.N000.Y	Latin, Level I #03430100	1.0	LATI 1511	Latin	5
2413.N000.Y	Russian, Level I #03450100	1.0	RUSS 1511	Russian	5
2313.N000.Y	Spanish, Level I #03440100	1.0	SPAN 1511	Spanish	5
2020.N000.Y	American Sign Language, Level II #03980200	1.0	SGNL 1402	American Sign Language (ASL) II	5
2422.N000.Y	Arabic, Level II #03110200	1.0	ARAB 1512	Arabic	5
2462.N000.Y	Chinese, Level II #03490200	1.0	CHIN 1512	Chinese	5
2023.N000.Y	French, Level II #03410200	1.0	FREN 1512	Level II French	5
2123.N000.Y	German, Level II #03420200	1.0	GERM 1512	German	5
2472.N000.Y	Japanese, Level II #03120200	1.0	JAPN 1512	Japanese	5
2223.N000.Y	Latin, Level II #03430200	1.0	LATI 1512	Latin	5
2414.N000.Y	Russian, Level II #03450200	1.0	RUSS 1512	Russian	5
2323.N000.Y	Spanish, Level II #03440200	1.0	SPAN 1512	Spanish	5
2030.N000.Y	American Sign Language, Level III #03980300	1.0	SGNL 2301	American Sign Language (ASL) III	3
2423.N000.Y	Arabic, Level III #03110300	1.0	ARAB 2311	Arabic	3
2463.N000.Y	Chinese, Level III #03490300	1.0	CHIN 2311	Chinese	3
2033.N000.Y	French, Level III #03410300	1.0	FREN 2311	French	3
2133.N000.Y	German, Level III #03420300	1.0	GERM 2311	German	3
2473.N000.Y	Japanese, Level III #03120300	1.0	JAPN 2311	Japanese	3
2233.N000.Y	Latin, Level III #03430300	1.0	LATI 2311	Latin	3
2415.N000.Y	Russian, Level III #03450300	1.0	RUSS 2311	Russian	3
2333.N000.Y	Spanish, Level III #03440300	1.0	SPAN 2311	Spanish	3
2040.N000.Y	American Sign Language, Level IV #03980400	1.0	SGNL 2302	American Sign Language (ASL) IV	3

**Computer Courses**

8322.NC00.Y	Business Information Management #13011400	1.0	COSC 1301	Introduction to Computing	3
3803.N000.Y	Computer Science #03580200	1.0	COSC 1315	Fundamentals of Programming	3

**Speech**

1525.N000.Y	Communications Applications #03241400	0.5	SPCH 1311	Introduction to Speech Communication	3
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### Career and Technical Education Courses

8266.NC00.Y	Advanced Audio Video Production #13008600	1.0	RTVB 1321	TV Field Production	3
8782.NC00.A	Advanced Auto Tech A #13039700	1.0	AUMT 1407	Automotive Electrical Systems	4
8782.NC00.B	Advanced Auto Tech B #13039700	1.0	AUMT 1416	Suspension & Steering	4
8782.NC10.B	Advanced Auto Tech B #13039700	1.0	AUMT 2417	Engine Performance Analysis	4
8790.NC00.A	Advanced Collision Repair/Ref. A #13039900	1.0	ABDR 1419	Basic Metal Repair	4
8790.NC00.B	Advanced Collision Repair/Ref. B #13039900	1.0	ABDR 1307	Auto Body Welding	4
8262.NC00.Y	Audio Video Production #13008500	1.0	RTVB 1305	Intro to Television Technology	3
8780.NC00.A	Automotive Technology A #13039600	1.0	AUMT 1405	Intro. to Automotive Technology	4
8780.NC00.B	Automotive Technology B #13039700	1.0	AUMT 1410	Automotive Brake Systems	4
8322.NC00.Y	Business Info. Management #13011400	1.0	COSC 1301	Introduction to Computing	3
8332.NC00.X	Business Law #13011700	1.0	BUSI 2301	Business Law I	3
8788.NC00.A	Collision Repair/Ref. A #13039800	1.0	ABDR 1301	Auto Body Repair & Refinishing	3
8788.NC00.B	Collision Repair/Ref. B #13039800	1.0	ABDR 1315	Vehicle Trim and Hardware	3
8454.NC00.A	Culinary Arts IA #13022600	1.0	CHEF 1301	Basic Food Prep	3
8454.NC00.B	Culinary Arts IB #13022600	1.0	HAMG 1321	Intro to Hospitality Industry	3
8402.NC00.X	Medical Terminology #13020300	0.5	HRRS 1206	Essentials of Medical Terminology	2
8274.NC00.Y	Practicum in Audio Video Production #13008700	1.0	FLMC 1304	Lighting for Film or Video	3
8358.NC00.X	Practicum in Education/Training #13014500	1.0	EDUC 1301	Intro. to the Teaching Profession	3

# APPENDIX C

## TAKS Instructional Objectives and STAAR/EOC Reporting Categories

The State of Texas requires every public school district to assess a student's mastery of the state curriculum standards, otherwise known as the Texas Essential Knowledge and Skills (TEKS). Texas Education Agency (TEA) has implemented a new assessment model known as State of Texas Assessments of Academic Readiness (STAAR) that has replaced the Texas Assessment of Knowledge and Skills (TAKS) Assessments. For grades 3-8, the STAAR program assesses the same subjects that were assessed in TAKS. At the high school level, grade-specific assessments have been replaced with a series of 12 End-of-Course (EOC) Assessments: Algebra I, Geometry, Algebra II, English I, English II, English III, Biology, Chemistry, Physics, World Geography, World History, and U.S. History. Middle school students and entering 9th graders in 2011-2012 and thereafter will need to take EOC Assessments for any courses they are enrolled. Students in the 11th grade will continue to take the TAKS grade-level subject assessments.

The STAAR/EOC reporting categories listed below consist of readiness standards, defined as those TEKS considered critical for success in the current grade or subject and important for preparedness in the grade or subject that follows, and supporting standards.

### Reading (STAAR)

### Grade 6, 7, 8

- Reporting Category 1: Understanding/Analysis Across Genres
- Reporting Category 2: Understanding/Analysis of Literary Texts
- Reporting Category 3: Understanding/Analysis of Informational Texts

### Writing (STAAR)

### Grade 7

- Reporting Category 1: Composition
- Reporting Category 2: Revision
- Reporting Category 3: Editing

### English I, II, and III (EOC)

- Reporting Category 1: Understanding/Analysis Across Genres (Reading)
- Reporting Category 2: Understanding /Analysis of Literary Texts (Reading)
- Reporting Category 3: Understanding/Analysis of Informational Texts (Reading)
- Reporting Category 4: Composition (Writing)
- Reporting Category 5: Revision (Writing)
- Reporting Category 6: Editing (Writing)

### English Language Arts (TAKS)

### Grade 11

- Objective 1: Demonstrate a basic understanding of culturally diverse written texts.
- Objective 2: Demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.
- Objective 3: Demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.
- Objective 4: Within a given context, produce an effective composition for a specific purpose.
- Objective 5: Produce a piece of writing that demonstrates command of the conventions of spelling, capitalization, punctuation, grammar usage and sentence structure.
- Objective 6: Demonstrate the ability to revise and proofread to improve clarity and effectiveness of a piece of writing.

### Mathematics (STAAR)

### Grade 6, 7, 8

- Reporting Category 1: Numbers, Operations, and Quantitative Reasoning
- Reporting Category 2: Patterns, Relationships, and Algebraic Reasoning
- Reporting Category 3: Geometry and Spatial Reasoning
- Reporting Category 4: Measurement
- Reporting Category 5: Probability and Statistics

### Algebra I (EOC)

- Reporting Category 1: Functional Relationships
- Reporting Category 2: Properties and Attributes of Functions
- Reporting Category 3: Linear Functions
- Reporting Category 4: Linear Equations and Inequalities
- Reporting Category 5: Quadratic and Other Nonlinear Functions

### Geometry (EOC)

- Reporting Category 1: Geometric Structure
- Reporting Category 2: Geometric Patterns and Representation
- Reporting Category 3: Dimensionality and the Geometry of Location
- Reporting Category 4: Congruence and the Geometry of Size
- Reporting Category 5: Similarity and the Geometry of Shape

### Algebra II (EOC)

- Reporting Category 1: Properties and Attributes of Functions
- Reporting Category 2: Representational Tools to Solve Problems
- Reporting Category 3: Properties of Quadratic Functions
- Reporting Category 4: Representations of Quadratic Relations
- Reporting Category 5: Properties of Square Root Functions
- Reporting Category 6: Properties of Rational Functions
- Reporting Category 7: Properties of Exponential and Logarithmic Functions

### Mathematics (TAKS)

### Grade 11

- Objective 1: Functional Relationships
- Objective 2: Properties and Attributes of Functions
- Objective 3: Linear Functions
- Objective 4: Linear Equations and Inequalities
- Objective 5: Quadratic and Other Nonlinear Functions.
- Objective 6: Geometric Relationships and Spatial Reasoning.
- Objective 7: 2-D and 3-D Representations
- Objective 8: Measurement
- Objective 9: Percents, Proportions, Probability and Statistics
- Objective 10: Mathematical Processes and Tools

### Science (STAAR)

### Grade 8

- Reporting Category 1: Matter and Energy
- Reporting Category 2: Force, Motion, and Energy
- Reporting Category 3: Earth and Space
- Reporting Category 4: Organisms and Environments

**Biology (EOC)**

- Reporting Category 1: Cell Structure and Function
- Reporting Category 2: Mechanisms of Genetics
- Reporting Category 3: Biological Evolution and Classification
- Reporting Category 4: Biological Processes and Systems
- Reporting Category 5: Interdependence within Environmental Systems

**Physics (EOC)**

- Reporting Category 1: Force and Motion
- Reporting Category 2: Gravitational, Electrical, Magnetic, and Nuclear Forces
- Reporting Category 3: Momentum and Energy
- Reporting Category 4: Waves and Quantum Phenomena

**Chemistry (EOC)**

- Reporting Category 1: Matter and the Periodic Table
- Reporting Category 2: Atomic Structure and Nuclear Chemistry
- Reporting Category 3: Bonding and Chemical Reactions
- Reporting Category 4: Gases and Thermochemistry
- Reporting Category 5: Solutions

**Science (TAKS)****Grade 11**

- Objective 1: The student will demonstrate an understanding of the nature of science.
- Objective 2: The student will demonstrate an understanding of the organization of living systems
- Objective 3: The student will demonstrate an understanding of the interdependence of organisms and the environment.
- Objective 4: The student will demonstrate an understanding of the structures and properties of matter.
- Objective 5: The student will demonstrate an understanding of motion, forces, and energy.

**Social Studies (STAAR)****Grade 8**

- Reporting Category 1: History
- Reporting Category 2: Geography and Culture
- Reporting Category 3: Government and Citizenship
- Reporting Category 4: Economics, Science, Technology, and Society

**World Geography (EOC)**

- Reporting Category 1: History, Government, and Citizenship
- Reporting Category 2: Geography
- Reporting Category 3: Culture
- Reporting Category 4: Economics, Science, Technology, and Society

**World History (EOC)**

- Reporting Category 1: History 8000 BC to AD 1750
- Reporting Category 2: History 1750 to the present
- Reporting Category 3: Geography and Culture
- Reporting Category 4: Government and Citizenship
- Reporting Category 5: Economics, Science, Technology, and Society

**US History (EOC)**

- Reporting Category 1: History
- Reporting Category 2: Geography and Culture
- Reporting Category 3: Government and Citizenship
- Reporting Category 4: Economics, Science, Technology, and Society

**Social Studies (TAKS)****Grade 11**

- Objective 1: The student will demonstrate an understanding of issues and events in U.S. History
- Objective 2: The student will demonstrate an understanding of geographic influences on historical issues and events.
- Objective 3: The student will demonstrate an understanding of economic and social influences on historical issues and events.
- Objective 4: The student will demonstrate an understanding of political influences on historical issues and events.
- Objective 5: The student will use critical thinking skills to analyze social studies information.

# APPENDIX D

## Academic Courses That Receive Weighted Grade Points

Weighted courses include Pre-AP, Advanced Placement, International Baccalaureate, Dual Credit, Magnet, some CTE Articulated courses, TEA approved and district identified courses. Not all courses listed are offered by AISD.

Note: Some high school level weighted courses may be completed at the middle school level. The course number at the middle school level may vary from the high school level.

### English/Language Arts

Pre-AP English I  
Pre-AP English II  
Pre-AP English III  
English IV  
AP English Language and Composition (III)  
AP English Literature and Composition (IV)  
IB English III  
IB English IV  
Independent Study in English  
Independent Study in Journalism  
Independent Study in Speech  
Creative Writing  
Oral Interpretation III  
Debate III  
Public Speaking III  
Humanities  
Advanced Broadcast Journalism  
Advanced Journalism: Yearbook II  
Advanced Journalism: Yearbook III  
Advanced Journalism: Newspaper II  
Advanced Journalism: Newspaper III  
Advanced Journalism: Literary Magazine II  
Advanced Journalism: Literary Magazine III  
Research/Technical Writing  
Literary Genres

### Mathematics

Pre-AP Algebra I  
Pre-AP Geometry  
Pre-AP Algebra II  
Advanced Quantitative Reasoning  
Independent Study in Mathematics  
Pre-AP Precalculus  
AP Calculus AB  
AP Calculus BC  
AP Statistics  
IB Mathematical Studies Standard Level  
IB Mathematical Standard Level  
IB Mathematics Higher Level  
IB Further Mathematics Standard Level

### Technology Applications

Computer Science I  
Computer Science II  
Computer Science III  
AP Computer Science A  
IB Computer Science Standard Level  
IB Computer Science Higher Level  
Discrete Math  
Independent Study in Technology  
Independent Study in Evolving/Emerging Technologies

### Science

Pre-AP Biology  
Pre-AP Chemistry  
Pre-AP Physics  
AP Biology  
AP Environmental Science  
AP Chemistry  
AP Physics B  
AP Physics C: Electricity and Magnetism  
AP Physics C: Mechanics  
IB Biology  
IB Environmental Systems  
IB Chemistry I  
IB Chemistry II  
IB Physics I  
IB Physics I  
IB Physics II  
Aquatic Science  
Astronomy  
Anatomy and Physiology  
Advanced Biotechnology  
Medical Microbiology  
Pathophysiology  
Scientific Research and Design

### Social Studies

Pre-AP World Geography  
Pre-AP World History  
AP Microeconomics  
AP Macroeconomics  
AP United States Government and Politics  
AP United States History  
AP European History  
AP Psychology  
AP Human Geography  
AP World History  
AP Comparative Government and Politics  
IB History, Standard Level  
IB History, Africa Higher Level  
IB History, Americas, Higher Level  
IB History, East and Southeast Asia, Higher Level  
IB History, Europe, Higher Level  
IB Geography, Standard Level  
IB Geography, Higher Level  
IB Economics, Standard Level  
IB Economics, Higher Level  
IB Psychology, Standard Level  
IB Psychology, Higher Level  
IB Philosophy  
IB Theory of Knowledge  
Constitutional Law  
Contemporary Issues  
World Belief Systems  
Social Studies Advance Studies

### Fine Arts

Music Band III  
Music Band IV  
Music Orchestra III  
Music Orchestra IV  
Music Choral III  
Music Choral IV  
Music Jazz Band III  
Music Jazz Band IV  
Music Instrumental Ensemble III  
Music Instrumental Ensemble IV  
Music Small Vocal Ensemble III  
Music Small Vocal Ensemble IV  
Theatre Arts III  
Theatre Arts IV  
Theatre Production III  
Theatre Production IV  
Technical Theatre III  
Technical Theatre IV  
Drawing III  
Drawing IV  
Painting III  
Painting IV  
Printmaking III  
Printmaking IV  
Fibers III  
Fibers IV  
Ceramics III  
Ceramics IV  
Sculpture III  
Sculpture IV  
Jewelry III  
Jewelry IV  
Photography III  
Photography IV  
Graphic Design III  
Electronic Media III  
Electronic Media IV  
Dance III  
Dance IV  
AP Music Theory  
AP Art History  
Art History III  
IB Music SL  
IB Music HL  
AP Studio Art: Drawing  
AP Studio Art: 2-D Design  
AP Studio Art: 3-D Design

**Advanced Languages**

American Sign Language III  
American Sign Language IV  
American Sign Language V  
American Sign Language VI  
American Sign Language VII  
Pre-AP Chinese III  
AP Chinese Language and Culture (IV)  
Chinese IV  
Chinese V  
Chinese VI  
Pre-AP French III  
AP French Language and Culture (IV)  
French V  
French VI  
French VII  
IB French IV  
IB French V  
Pre-AP German  
Pre-AP German III  
AP German Language and Culture (IV)  
German V  
German VI  
German VII  
IB German IV  
IB German V  
Pre-AP Japanese III  
AP Japanese Language and Culture (IV)  
Japanese V  
Japanese VI  
Japanese VII  
IB Japanese IV  
IB Japanese V  
Pre-AP Latin III  
AP Latin (IV)  
Latin V  
Latin VI  
Latin VII  
IB Latin IV  
IB Latin V  
Pre-AP Spanish III  
AP Spanish Language (IV)  
Spanish V  
AP Spanish Literature and Culture (V)  
Spanish VI  
Spanish VII  
IB Spanish IV  
IB Spanish V  
Other Foreign Language III  
Other Foreign Language IV  
Other Foreign Language V  
Other Foreign Language VI  
Other Foreign Language VII

**Technology Applications College****Articulated Courses**

Animation  
Architectural Design  
Advanced Architectural Design  
Audio Video Technology  
Advanced Audio-Video Technology  
Business Information Management I  
Business Information Management II  
Computer Maintenance  
Computer Programming  
Advanced Computer Programming  
Digital and Interactive Media  
Electronics  
Advanced Electronics  
Engineering Design and Presentation  
Advanced Engineering Design and Presentation  
Graphic Design and Illustration  
Advanced Graphic Design and Illustration  
Internetworking Technologies I/Cisco  
Introduction to Engineering Design  
Principles of Information Technology  
Telecommunications and Networking  
Video Game Design  
Virtual Business  
Web Technologies

**College Articulated Courses**

See Appendix E

**Dual Credit Courses**

See Appendix B

# APPENDIX E

## Austin ISD Courses Articulated with Austin Community College and Six-Year Plans

ACC Program Area	Six-Year Plans		Articulated High School Courses	College Course Equivalent
	AAS Degrees	Certificate Programs		
<b>Accounting</b>	<ul style="list-style-type: none"> <li>Accounting Technician</li> </ul>	<ul style="list-style-type: none"> <li>Accounting Clerk</li> <li>Accounting Technician (Marketable Skills Award)</li> </ul>	Accounting I 13016600	ACNT 1403 Intro to Accounting I
<b>Architectural And Engineering Computer-Aided Design Computer-Aided Design</b>	<ul style="list-style-type: none"> <li>Architectural Specialization</li> <li>Civil Specialization</li> <li>Electronic Graphics Specialization</li> <li>Interdisciplinary Specialization</li> <li>Mechanical Specialization</li> </ul>	<ul style="list-style-type: none"> <li>Architectural and Engineering Computer Aided Design Specialization</li> <li>Civil CAD Specialization</li> </ul>	Engineering Design and Presentation 13036500	DFTG 1405 Technical Drafting
			Adv. Engineering Design and Presentation 13036600	DFTG 2419 Intermediate Computer-aided Drafting
			Architectural Design 13004600	DFTG 1417 Architectural Drafting
<b>Auto Collision Repair</b>	<ul style="list-style-type: none"> <li>Auto Body Collision Repair and Refinishing</li> </ul>	<ul style="list-style-type: none"> <li>Auto Body Collision Repair</li> <li>Automotive Refinishing</li> </ul>	Collision Repair and Refinishing 13039800	ABDR 1301 Auto Body Repair & Repainting <b>and</b> ABDR 1315 Vehicle Trim & Hardware
			Adv. Collision Repair and Refinishing 13039900	ABDR 1419 Basic Metal Repair And ABDR 1307 Auto Body Welding
<b>Automotive Technology</b>	<ul style="list-style-type: none"> <li>Automotive Technology</li> </ul>	<ul style="list-style-type: none"> <li>Automotive Brake and Suspension</li> <li>Automotive Drive Train Specialist</li> <li>Automotive Engine Performance Specialist</li> <li>Automotive Fuels Specialist</li> <li>Automotive Heating &amp; Air Conditioning</li> <li>Automotive Technician</li> </ul>	Automotive Technology 13039600	AUMT 1405 Intro to Automotive Technology
			Adv. Automotive Technology 13039700	AUMT 1407 Automotive Electrical Systems <b>and</b> AUMT 2417 Engine Performance Analysis 1 <b>and</b> AUMT 1410 Automotive Brake Systems <b>and</b> AUMT 1416 Suspension & Steering
<b>Biotechnology</b>	<ul style="list-style-type: none"> <li>Biotechnology</li> </ul>	<ul style="list-style-type: none"> <li>Biotechnology</li> <li>Biotech-Adv. Tech Certificate</li> </ul>	Adv. Biotechnology 13036400	BITC 1411 Intro to Biotechnology
<b>Building Construction Technology</b>	<ul style="list-style-type: none"> <li>Construction Management</li> </ul>	<ul style="list-style-type: none"> <li>Carpentry Specialization</li> <li>Construction Manager</li> <li>Woodworking</li> <li>Building Construction Technology (Marketable Skills Award)</li> </ul>	Construction Technology 13005100	CNBT 1416 Construction Technology I <b>and</b> CNBT 1301 Intro to the Construction Industry <b>and</b> CNBT 1291 Special Topics in Construction/Building Technology/Technician
<b>Child Care &amp; Development</b>	<ul style="list-style-type: none"> <li>Child Development</li> </ul>	<ul style="list-style-type: none"> <li>Child Development</li> <li>Academic CDA Training Program (Institutional Certificate)</li> </ul>	Child Development 13024700	CDEC 1321 The Infant & Toddler
			Instructional Practices in Education & Training 13014400	CDEC 1311 Educating Young Children

ACC Program Area	Six-Year Plans		Articulated High School Courses	College Course Equivalent
	AAS Degrees	Certificate Programs		
<b>Computer Information Technology</b>	<ul style="list-style-type: none"> <li>■ Computer Programming</li> <li>■ Computer Programming: Game Visualization Programming Specialization</li> <li>■ Computer Programming: Software Testing Specialization</li> <li>■ Computer Programming: Web Programming Specialization</li> <li>■ Information Technology: Applications Specialization</li> <li>■ Information Technology: User and Computer Support Specialization</li> <li>■ Local Area Network Systems-Network Administration</li> <li>vLocal Area Network Systems-Security Administration Specialization</li> </ul>	<ul style="list-style-type: none"> <li>■ Computer Information Technology Database</li> <li>■ Computer Programming C++ Track</li> <li>■ Computer Programming Java Track</li> <li>■ Computer Programming: Software Testing</li> <li>■ Information Technology: User and Computer Support</li> <li>■ Local Area Networks Systems-Network Administration</li> <li>■ Web Developer Specialist</li> </ul>	Business Information Management I 13011400 <b>or</b> Principles of IT 13027200	ITSC 1309 Integrated Software Applications I
			Virtual Business 13012000	ITNW 1337 Intro to the Internet
			Internetworking Technologies I N1302803 <b>or</b> Telecommunications & Networking 13027400	ITNW 1325 Fundamentals of Networking Technologies
			Computer Maintenance 13027300	ITSC 1425 Personal Computer Hardware
			Web Technologies 13027900 (Lanier Only)	ITSE 1401 Web Design Tools <b>and</b> ITSE 1411 Beginning Web Page Programming
			Web Technologies 13027900	ITSE 1401 Web Design Tools
			Computer Programming 13027600	ITSE 1411 Beginning Web Page Programming
			AP Computer Science II A3580200 <i>Prerequisite: Computer Science I</i> <b>or</b> IB Computer Science I I3580200	ITSE 2321 Object-Oriented Programming
<b>Culinary Arts</b>	<ul style="list-style-type: none"> <li>■ Culinary Arts</li> </ul>	<ul style="list-style-type: none"> <li>■ Culinary Arts</li> <li>■ Culinarian</li> <li>■ Pastry Arts</li> </ul>	Lifetime Nutrition and Wellness 13024500	IFWA 1318 Nutrition for the Food Service Professional
			Culinary Arts 13022600	CHEF 1301 Basic Food Preparation
			Practicum in Culinary Arts 13022700	CHEF 1205 Sanitation & Safety
<b>Electronics and Advanced Technologies</b>	<ul style="list-style-type: none"> <li>■ Automation, Robotics &amp; Controls Technology Specialization</li> <li>■ Bio-instrumentation Technology Specialization</li> <li>■ Electronics Technician Specialization</li> <li>■ Engineering Technology Specialization</li> <li>■ Nanoelectronics Manufacturing Technology Specialization</li> <li>■ Networking / Computer Electronics</li> <li>■ Power Technology Specialization</li> <li>■ Renewable Energy Specialization</li> <li>■ Utility Line Worker</li> </ul>	<ul style="list-style-type: none"> <li>■ Automation, Robotics &amp; Controls Technology Specialization</li> <li>■ Bio-instrumentation Technology Specialization</li> <li>■ Electronics Technician Specialization</li> <li>■ Engineering Technology Specialization</li> <li>■ Nanoelectronics Manufacturing Technology Specialization</li> <li>■ Networking / Computer Electronics</li> <li>■ Power Technology Specialization</li> <li>■ Renewable Energy Specialization</li> <li>■ Utility Line Worker</li> </ul>	Digital Electronics N1303744	CETT 1425 Digital Fundamentals
			Electronics 13036800	CETT 1403 DC Circuits <b>and</b> CETT 1405 AC Circuits
			Adv. Electronics 13036900	CETT 1429 Solid State Devices
<b>Engineering</b>	<ul style="list-style-type: none"> <li>■ Engineering</li> </ul>		Principles of Engineering (PLTW) N1303743	ENGR 1201 Introduction to Engineering

ACC Program Area	Six-Year Plans		Articulated High School Courses	College Course Equivalent
	AAS Degrees	Certificate Programs		
Financial Management	<ul style="list-style-type: none"> <li>■ Management</li> <li>■ Mortgage Banking</li> </ul>	<ul style="list-style-type: none"> <li>■ Mortgage Banking</li> <li>■ Small Business Management</li> </ul>	Banking & Financial Systems 13016300	BUSG 1303 Principals of Finance
			Money Matters 13016200	BUSG 1304 Intro To Financial Advising: Personal Finance
Fire Protection Technology	<ul style="list-style-type: none"> <li>■ Fire Protection Technology</li> </ul>	<ul style="list-style-type: none"> <li>■ Firefighter</li> <li>■ Emergency Medical Technician – Basic</li> </ul>	Firefighter II 13030000	EMSP 1501 EMT Basic <b>and</b> EMSP 1160 Clinical – Emergency Medical Technology/Technician – Basic Clinical
			Firefighter II 13030000 <i>Prerequisite: Firefighter I</i>	FIRT 1338 Fire Protection Systems Note: Must pass all written & practical exams as outlined in the ACC approved FIRT 1338 Syllabus for Fire Academy Concepts
			Successful completion and award of the Texas Commission on Fire Protection (TCFP) Basic Structural Firefighter Certification will qualify students to convert FIRS 1407, FIRS 1313, FIRS 1423 & FIRS 1433 to 12 hours of FIRT credit toward the Fire Protection Technology A.A.S. degree.	FIRS 1401 Firefighter Certification I FIRS 1407 Firefighter Certification II FIRS 1313 Firefighter Certification III FIRS 1319 Firefighter Certification IV FIRS 1423 Firefighter Certification V <b>and</b> FIRS 1433 Firefighter Certification VII
Health Sciences	<ul style="list-style-type: none"> <li>■ Diagnostic Cardiac Sonography</li> <li>■ Diagnostic Medical Sonography</li> <li>■ Emergency Medical Services</li> <li>■ Medical Administrative Assistant Specialization</li> <li>■ Medical Laboratory Technology</li> <li>■ Surgical Technology</li> </ul>	<ul style="list-style-type: none"> <li>■ Surgical Technology</li> <li>■ Emergency Medical Technician – Basic</li> <li>■ Emergency Medical Technician -Intermediate</li> <li>■ Emergency Medical Technician-Paramedic</li> <li>■ Medical Administrative Assistant Specialization</li> <li>■ Phlebotomy Technician</li> <li>■ Vocational Nursing</li> </ul>	Health Science 13020400	HPRS 1201 Intro to Health Professions
			Practicum in Health Science I 13020510	VNSG 1115 Disease Control & Prevention <b>and</b> HPRS 1206 Medical Terminology
			Practicum in Health Science II-EMT 13020510 (Akins only)	EMSP 1501 EMT – Basic <b>and</b> EMSP 1160 Clinical – Emergency Medical Technology / Technician – Basic Clinical
			Practicum in Health Science II-Medical Lab 13020510 (Akins only)	PLAB 1323 Phlebotomy
			Medical Terminology 13020300	HPRS 1206 Essentials of Medical Terminology
Hospitality Management	<ul style="list-style-type: none"> <li>■ Baccalaureate Prep Specialization</li> <li>■ Food and Lodging Specialization</li> <li>■ Hotel and Lodging Specialization</li> <li>■ Travel &amp; Tourism</li> <li>■ Meeting &amp; Events Planning Specialization</li> </ul>	<ul style="list-style-type: none"> <li>■ Hospitality Management</li> <li>■ Travel &amp; Tourism</li> <li>■ Meeting Planning</li> </ul>	Lifetime Nutrition and Wellness 13024500	IFWA 1318 Nutrition for the Food Service Prof.
			Hospitality Services 13022800	HAMG 1308 Intro to the Hospitality Industry
			Practicum in Hospitality Services 13022900	HAMG 1313 Front Office Procedures
International Business	<ul style="list-style-type: none"> <li>■ International Business</li> </ul>	<ul style="list-style-type: none"> <li>■ International Business</li> </ul>	Global Business 13011800	IBUS 1305 Intro to International Business & Trade

ACC Program Area	Six-Year Plans		Articulated High School Courses	College Course Equivalent
	AAS Degrees	Certificate Programs		
<b>Management</b>	■ Management	■ Administrative Management ■ Management Specialties Leadership	Business Management 13012100	BMGT 1327 Principles of Management
			Human Resources Management 13011900	HRPO 2301 Human Resource Management
<b>Radio, Television, and Film</b>	■ Radio-Television-Film	■ Film/Video Production Technology ■ Film/Video Production Management	Audio Video Production 13008500	RTVB 1305 Intro to Television Technology
			Adv. Audio Video Production 13008600 <b>or</b> Adv. Audio Video Production / Problems and Solutions I 12701500	RTVB 1321 TV Field Production <b>or</b> ARTV 1451 Digital Video
			Practicum in Audio Video 13008700 <b>or</b> Practicum in Audio Video Production / Problems and Solutions II 12701510	FLMC 1304 Lighting for Film or Video
<b>Visual Communication</b>	■ 2D Animation Specialization ● 3D Animation Specialization ● 3D Modeling Specialization ● Game Art Specialization ● Graphic Arts Technology ● Graphic Design Specialization ● Interactive Media Technology Specialization ● Motion Graphics Specialization ● Web and Interactive Design Specialization	■ 2D Animation ● 3D Animation ● 3D Modeling ● Game Art ● Game Design ● Game Design Specialization ● Graphic Arts Technology ● Graphic Design ● Interactive Media Technology ● Motion Graphics Specialization ● Web and Interactive Design	Animation 13008300	ARTV 1403 Basic Animation
			Desktop Publishing 03580400 (Bowie only) <b>or</b> Graphic Design & Illustration 13008800	ARTC 1413 Digital Publishing I (Adobe InDesign)
			Digital & Interactive Media 13027800 <b>or</b> Graphic Design & Illustration 130008800	ARTC 1402 Digital Imaging I (Adobe Photoshop)
			Adv Graphic Design & Illustration 13008900	GRPH 1459 Vector Graphics for Production (Adobe Illustrator)
			Adv. Audio Video Production 13008600 <b>or</b> Adv. Audio Video Production / Problems and Solutions I 12701500	ARTV 1451 Digital Video
			Web Technologies 13027900 (Austin, Crockett, LBJ only) <b>or</b> Adv. Computer Programming 13027600	IMED 1416 Web Design I
			Video Game Design N1300993	GAME 1303 Intro to Game Design & Development
<b>Welding Technology</b>	■ Art Metals: Metal Sculpture Specialization ■ Art Metals: Metalsmithing Specialization ■ Code Welding	■ Art Metal: Metal Sculpture ■ Plate Welding	Agricultural Mechanics & Metal Technologies 13002200	WLDG 1425 Intro to Oxy-fuel Welding and Cutting <b>and</b> WLDG 1428 Intro to Shielded Metal Arc Welding
			Practicum in Ag, Food & Natural Resources – Ag Mechanics I 13002500	WLDG 1407 Intro to Welding Using Multiple Process
			Practicum in Ag, Food & Natural Resources – Ag Mechanics II 13002510	WLDG 1417 Intro to Layout & Fabrication

## Austin ISD Courses Articulated With Colleges Other Than Austin Community College

### McLennan Community College-Waco

Program Area	Six-Year Plans		Articulated High School Courses	College Course Equivalent
	AAS Degrees	Certificate Programs		
<b>Veterinary and Agriculture</b>	<ul style="list-style-type: none"> <li>■ Veterinary Technology</li> </ul>	<ul style="list-style-type: none"> <li>■ Veterinary Assistant – Small Animal</li> <li>■ Veterinary Assistant – Large Animal</li> </ul>	Veterinary Medical Applications 13000600	VTHT 1205 Veterinary Terminology

**In order to receive credit for the above course, students must meet the following criteria:**

- Course grade of at least 80%
- Student must register at McLennan at Waco no later than fifteen (15) months from his/her high school graduation date
- A student petition form for articulated credit must be submitted to the Dean of Workforce Education when the student applies for admission to the College.
- McLennan Community College will post articulated credit on the MCC transcript when the student completes six non-developmental college hours at the College with a grade point average of 2.0 or better

### Texas State Technical College-Waco

Program Area	Six-Year Plans		Articulated High School Courses	College Course Equivalent
	AAS Degrees	Certificate Programs		
<b>Auto Collision &amp; Management Technology</b>	<ul style="list-style-type: none"> <li>■ Auto Collision &amp; Management Technology</li> </ul>	<ul style="list-style-type: none"> <li>■ Auto Collision Repair &amp; Refinishing</li> </ul>	Collision Repair & Refinishing 13039800	ABDR 1203 Vehicle Design & Structural Analysis
<b>Automotive Technology</b>	<ul style="list-style-type: none"> <li>■ Automotive Technology</li> </ul>	<ul style="list-style-type: none"> <li>■ Automotive Technology, Level 2</li> </ul>	Automotive Technology 13039600	AUMT 1305 Intro to Automotive Technology
			Adv. Automotive Technology 13039700	AUMT 1407 Auto Electrical Systems <i>and</i> AUMT 1410 Auto Brake Systems
<b>Building Construction Technology</b>	<ul style="list-style-type: none"> <li>■ Building Construction Technology</li> </ul>	<ul style="list-style-type: none"> <li>■ Building Construction Craftsman</li> </ul>	Construction Technology 13005100	CNBT 1416 Construction Technology I
<b>Computer Maintenance Technology</b>	<ul style="list-style-type: none"> <li>■ Computer Maintenance Technology</li> </ul>		Computer Programming 13027600	ITSE 1329 Programming Logic and Design
<b>Computer Networking &amp; Systems Administration</b>	<ul style="list-style-type: none"> <li>■ Computer Networking &amp; Systems Administration</li> </ul>			
<b>Computer Science Technology</b>	<ul style="list-style-type: none"> <li>■ Business Applications Programming</li> <li>■ Graphics, Gaming &amp; Simulation Design</li> <li>■ Graphics, Gaming &amp; Simulation Programming</li> </ul>			
<b>Computer Maintenance Technology</b>	<ul style="list-style-type: none"> <li>■ Computer Maintenance Technology</li> </ul>		Telecommunications & Networking 13027400	ITNW 1325 Fundamentals of Networking
<b>Computer Networking &amp; Systems Administration</b>	<ul style="list-style-type: none"> <li>■ Computer Networking &amp; Systems Administration</li> </ul>	<ul style="list-style-type: none"> <li>■ Systems Administration</li> </ul>		
<b>Geospatial Technology (GIS) Land/Civil Surveying</b>		<ul style="list-style-type: none"> <li>■ GIS Web Specialist</li> </ul>		

Program Area			Articulated High School Courses	College Course Equivalent
	AAS Degrees	Certificate Programs		
<b>Computer Networking &amp; Systems Administration</b>	<ul style="list-style-type: none"> <li>■ Computer Maintenance Technology</li> <li>■ Computer Networking &amp; Systems Administration</li> </ul>	<ul style="list-style-type: none"> <li>■ Systems Administration</li> </ul>	Internetworking Technologies I CISCO N1302803	ITCC 1301 Networking Fundamentals <i>and</i> ITCC 1304 Cisco Exploration 2 – Routing Protocols & Concepts
<b>Digital Media Design</b>	<ul style="list-style-type: none"> <li>■ Digital Media Design</li> </ul>		Digital & Interactive Media 13027800 <i>or</i> Graphic Design & Illustration 13008800	ARTC 1302 Digital Imaging I
<b>Media Communication &amp; Information Technology</b>	<ul style="list-style-type: none"> <li>■ Media Communication &amp; Information Technology</li> </ul>			
<b>Drafting &amp; Design Technology (DDT) – Architectural/Civil</b>	<ul style="list-style-type: none"> <li>■ Architectural/Civil Drafting</li> </ul>	<ul style="list-style-type: none"> <li>■ Drafting &amp; Design Technology</li> </ul>	Business Information Management I 13011400 Or Principles of Information Technology 13027200	ITSC 1309 Integrated Software Apps I
<b>Drafting &amp; Design Technology (DDT) – Mechanical/ Electronics</b>	<ul style="list-style-type: none"> <li>■ Mechanical/Electronic Drafting</li> </ul>			
<b>Electrical Power &amp; Control (EPC) – Electrical Construction &amp; Service</b>	<ul style="list-style-type: none"> <li>■ Electrical Construction &amp; Service</li> </ul>			
<b>Environmental Health &amp; Safety Technology</b>	<ul style="list-style-type: none"> <li>■ Environmental Compliance Technician</li> </ul>	<ul style="list-style-type: none"> <li>■ Safety Compliance Technician</li> </ul>		
<b>Food Service/Culinary Arts</b>	<ul style="list-style-type: none"> <li>■ Food Service/Culinary Arts</li> </ul>	<ul style="list-style-type: none"> <li>■ Culinarian</li> <li>■ Food Service Operations</li> <li>■ Culinary Assistant</li> </ul>		
<b>Geospatial Technology</b>	<ul style="list-style-type: none"> <li>■ Geographic Information Systems Analyst</li> </ul>			
<b>Food Service/Culinary Arts</b>	<ul style="list-style-type: none"> <li>■ Food Service/Culinary Arts</li> </ul>	<ul style="list-style-type: none"> <li>■ Culinarian</li> <li>■ Food Service Operations</li> </ul>	Culinary Arts 13022600	CHEF 1205 Sanitation & Safety
		<ul style="list-style-type: none"> <li>■ Culinarian</li> <li>■ Food Service Operations</li> <li>■ Culinary Assistant</li> </ul>	Lifetime Nutrition & Wellness 13024500	IFWA 1318 Nutrition for the Food Service Professional
<b>Golf Course &amp; Landscape Management (GLM) – Landscape Design</b>	<ul style="list-style-type: none"> <li>■ Landscape Design Technician</li> </ul>		Adv. Plant and Soil Science 13002100	HALT 1205 Horticultural Soils
			Landscape Design and Turf Grass Management 130019900	HALT 1322 Landscape Design
			Horticulture Science 13002000	HALT 1301 Principles of Horticulture
<b>Golf Course &amp; Landscape Management (GLM)</b>	<ul style="list-style-type: none"> <li>■ Golf Course &amp; Landscape Management</li> </ul>	<ul style="list-style-type: none"> <li>■ Golf Course &amp; Landscape Management</li> </ul>	Horticulture Science 13002000	HALT 1301 Principles of Horticulture
<b>Media Communication &amp; Information Technology</b>	<ul style="list-style-type: none"> <li>■ Media Communication &amp; Information Technology</li> </ul>		Commercial Photography 13009100	PHTC 1341 Color Photography I

Program Area			Articulated High School Courses	College Course Equivalent
	AAS Degrees	Certificate Programs		
<b>Web Design &amp; Development</b>	■ Web Design	■ Web Development	Web Technologies 13027900	ITSE 1301 Web Design Tools
<b>Diesel Equipment Technology – Agriculture Equipment</b>	■ Agriculture Equipment	■ Agriculture Equipment	Ag Mechanics & Metal Technologies 13002200	DEMR 1301 Shop Safety and Procedures
	■ CAT Dealer Prep Program		Ag Mechanics & Metal Technologies 13002200	WLDG 1301 Intro to Welding Using Multiple Processes

**In order to receive credit for the above course, students must meet the following criteria:**

- Course grade of at least 80%
- Student must register at TSTC at Waco no later than fifteen (15) months from his/her high school graduation date
- Student must request articulated credit for applicable courses
- Texas State Technical College will post articulated credit on the TSTC transcript when the student completes six technical related hours at the College with a grade point average of 2.0 or better

**Texas State University-San Marcos**

College			Articulated High School Courses	College Course Equivalent
	Major	Specialization		
<b>Science</b>	Electrical Engineering	■ Micro and Nano Devices and Systems Specialization ■ Networks and Communication Systems Specialization	Intro to Engineering Design (PLTW) N1303742	ENGR 1313 Engineering Design Graphics
			Digital Electronics (PLTW) N1303744	EE 2420 Digital Logic
	Industrial Engineering		Intro to Engineering Design (PLTW) N1303742	ENGR 1313 Engineering Design Graphics
	Industrial Technology-Manufacturing Technology			
	Manufacturing Engineering	■ General Manufacturing Concentration ■ Semiconductor Manufacturing Concentration		
	Engineering Technology	■ Environmental Engineering Technology Specialization ■ Manufacturing Engineering Technology Specialization ■ Mechanical Engineering Technology Specialization		
			■ Electrical Engineering Technology Specialization	Intro to Engineering Design (PLTW) N1303742
			Digital Electronics (PLTW) N1303744	EE 2420 Digital Logic

**In order to receive credit for the above course, students must meet the following criteria:**

1. The high school PLTW program must have current certification from PLTW, granted through the Ingenuity Center or other representative PLTW body.
2. In each course to be articulated, the student must achieve each of the following:
  - Course grade of at least 85%
  - Score grade of 80% on the RIT final exam A & C for IED
  - Score grade of 80% on the RIT final exam ABC for DE

## University of Colorado at Colorado Springs

College			Articulated High School Courses	College Course Equivalent
	Major	Specialization		
Education		Pre-Teaching Preparation Certificate	JROTC I, II, III, IV 03160100 03160200 03160300 03160400	LEAD 153 Fundamentals of Leadership & Aviation History <b>and</b> LEAD 154 Leadership in the Science of Flight <b>and</b> LEAD 155 Leadership in Space Exploration <b>and</b> LEAD 156 Fundamental of Defense Aviation Policies <b>and</b> LEAD 150 Personal Management (NEFE/HSFPP) <b>and</b> LEAD 151 Character Education (AF Honors Camps & Summer Leadership Schools) <b>and</b> LEAD 161 College Options/College Success <b>and</b> LEAD 163 Leadership Development Through Global & Cultural Studies
		Leadership Studies Certificate		

Air Force JROTC Cadets must register individually on-line at [www.jrotccollegecredit.com](http://www.jrotccollegecredit.com). Registration periods are now at the end of each semester "three times a year." Specific dates and instructions are at the website in paragraph two. At the end of the School Year/or semester of Block Instruction, AFJROTC instructors must submit class grade poster to Mr. Rick Forristall at RTG & Associates if a unit has cadets participating to take advantage of this opportunity.

Rick Forristall  
RTG & Associates  
18643 E. Superstition Drive  
Queen Creek, AZ 85242

## Austin ISD Courses Articulated With Statewide Colleges

Various statewide community colleges accept credit for the following CTE courses that are not available for articulation with Austin Community College. The teachers must meet certain criteria, attend required training and be approved by ATC Texas to offer courses for statewide college credit. For more information <http://www.atctexas.org>

COURSE TITLE	TEA #	CREDIT
Advanced Environmental Technology	13001200	1
Range Ecology and Management	13001600	1
Principles and Elements of Floral Design	13001800	1
Landscape Design and Turf Grass Mgt	13001900	1
Horticulture Science	13002000	1
Principles of Architecture & Construction	13004200	1
Interior Design	13004300	1
Advanced Animation	13008400	2-3
Principles of Business, Mktg & Finance	13011200	1
Business Information Management II	13011500	1-2
Business Law	13011700	1
Computer Technician	13027500	2-3
Law Enforcement I	13029300	1-2
Law Enforcement II - ECOM	13029400	1-2
Courts Systems and Practices	13029600	1-2
Correctional Services	13029700	1-2
Introduction to Engineering Design	N1303742	1
Civil Engineering and Architecture	N1303747	1
Computer Integrated Manufacturing	N1303748	1

# APPENDIX F

## Career and Technical Education Courses that Satisfy the Physical Education Graduation Requirement Prior to 2010

Subject	Subject PEIMS	Course Number	Credits
Administrative Procedures	12031200	3801	2.0
Administrative Procedures I (CTED)	12031200	3801	2.0
Agricultural Mechanics I	11934422/119344T4	8958	2.0
Agricultural Mechanics I (CTED)	11934422	8958	2.0
Agricultural Mechanics II	11934423/119344T3	8959	2.0
Agricultural Mechanics II (CTED)	11934422	8959	2.0
Automotive Collision Repair and Refinishing Technology I	12579301	8403	3.0
Automotive Collision Repair and Refinishing Technology I	12579301	8405	2.0
Automotive Collision Repair and Refinishing Technology II	12579302	8404	3.0
Automotive Collision Repair and Refinishing Technology II	12579302	8406	2.0
Automotive Technician I	12579102	8401	2.0
Automotive Technician II	12579103/12579T03	8402	2.0
Building Maintenance I	12522501	8221	2.0
Building Maintenance I (CTED)	12522501	8221	2.0
Building Maintenance II	12522502	8222	3.0
Building Maintenance II (CTED)	12522502	8225	2.0
Computer Cabling and Design	12534501/125345T1	8013	2.0
Computer Maintenance Technician I	12534502/125345T2	8019	2.0
Computer Maintenance Technician II	12534503	8020	2.0
Cosmetology I	12568101	8511	3.0
Cosmetology II	12568102	8512	3.0
Culinary Arts I (Food Production Management and Services I)	N1220501	8309	2.0
Culinary Arts I (T & I)	N1256821	8318	2.0
Culinary Arts II (Food Production Management and Services II)	12205222	8310	2.0
Culinary Arts II (T & I)	N1256822	8319	2.0
Career Preparation I	N1295001	8003	3.0
Career Preparation I	N1295001	8004	2.0
Career Preparation II	N1295002	8007	3.0
Career Preparation II	N1295002	8008	2.0
Firefighter I	N1256886	8991	2.0
Firefighter II	N1256887	8992	2.0
Health Science Technology II	12101400/1210140T	8060	2.0
Health Science Technology III	12101500	8072	2.0
Horticulture I	11934461	8951	2.0
Horticulture I (CTED)	11934461	8951	2.0
Horticulture II	11934462	8952	2.0
Horticulture II (CTED)	11934462	8952	2.0
Hospitality I (CTED)	12205321	2973	2.0
Hospitality II (CTED)	12205322	2953	2.0
Hospitality Services I	12205321/122T5321	2973	2.0
Hospitality Services II	12205322	2983	2.0
Internetworking Technologies I (Cisco Lab)	N1295006/N1295TC6	8181	2.0
Internetworking Technologies I (Non-Cisco Lab)	N1295T06	8183	2.0
Internetworking Technologies II (Cisco Lab)	N1295007/N1295TC7	8185	2.0
Marketing Dynamics Career Preparation I	12421555	8131	2.0
Marketing Dynamics Career Preparation I	12421555	8133	3.0
Marketing Management Career Preparation II	12421556	8137	3.0
Marketing Management Career Preparation II	12421556	8138	2.0
Media Technology I	12512301/125123T1	8753	2.0
Media Technology II	12512302	8739	2.0
Media Technology III	N1251236	8738	2.0
Ready, Set, Teach I	N122T307/N1220307	2651	2.0
Ready, Set, Teach II	N1220308	2652	2.0
Veterinary Medical Assistant	N1192340	4141	2.0

# APPENDIX G

## Career and Technical Education Courses that Satisfy the Physical Education Graduation Requirement for 2010-2011 ONLY

Subject	PEIMS	Course #	Credits	Subject	PEIMS	Course #	Credits
Advanced Audio Video Production	13008600	8268	2	Marketing Dynamics	13034700	8662	2
Advanced Audio Video Production	13008600	8270	3	Marketing Dynamics	13034700	8664	3
Advanced Automotive Technology	13039700	8782	2	Practicum in Agriculture, Food, & Natural Resources - Ag Mechanics	13002500	8144	2
Advanced Automotive Technology	13039700	8784	3	Practicum in Agriculture, Food, & Natural Resources II - Ag Mechanics	13002510	8147	2
Advanced Collision Repair & Refinishing	13039900	8790	2	Practicum in Health Science I- CNA	13020500	8410	2
Advanced Collision Repair & Refinishing	13039900	8792	3	Practicum in Health Science II - CNA	13020510	8413	2
Advanced Construction Technology	13005200	8204	2	Practicum in Agriculture, Food, & Natural Resources	13002500	8144	2
Advanced Electronics	13036900	8706	2	Practicum in Audio Video Production	13008700	8274	2
Advanced Electronics	13036900	8708	3	Practicum in Audio Video Production II	13008700	8277	2
Advanced Engineering Design & Presentation	13036600	8694	2	Practicum in Business Management	13012200	8344	2
Audio Video Production	13008500	8264	2	Practicum in Culinary Arts	13022700	8456	2
Automotive Technology	13039600	8780	2	Practicum in Culinary Arts	13022700	8458	3
Career Preparation I	12701300	8900	2	Practicum in Culinary Arts (CTED)	13022700	8456	2
Career Preparation I	12701300	8905	3	Practicum in Culinary Arts (CTED)	13022700	8458	3
Career Preparation I (CTED)	12701300	8900	2	Practicum in Education & Training	13014500	8358	2
Career Preparation I (CTED)	12701300	8905	3	Practicum in Health Science -Clinical I	13020500	8407	2
Career Preparation II	12701400	8910	2	Practicum in Health Science I - EMT	13020500	8412	2
Career Preparation II	12701400	8915	3	Practicum in Health Science II - EMT	13020510	8420	2
Computer Maintenance	13027300	8530	2	Practicum in Health Science II - Internship	13020510	8414	2
Computer Technician	13027500	8538	2	Practicum in Health Science II - Internship	13020510	8415	3
Computer Technician	13027500	8540	3	Practicum in Health Science II - Medical Laboratory	13020510	8416	2
Construction Technology	13005100	8198	2	Practicum in Health Science II - Pharmacy Technician	13020510	8418	2
Correctional Services	13029700	8590	2	Practicum in Hospitality Services	13022900	8468	2
Cosmetology I	13025200	8506	2	Practicum in Hospitality Services	13022900	8470	3
Cosmetology I	13025200	8508	3	Practicum in Hospitality Services (CTED)	13022900	8468	2
Cosmetology II	13025300	8512	2	Practicum in Hospitality Services (CTED)	13022900	8470	3
Cosmetology II	13025300	8514	3	Practicum in Human Services	13025000	8496	2
Culinary Arts	13022600	8454	2	Practicum in Human Services	13025000	8498	3
Culinary Arts (CTED)	13022600	8454	2	Practicum in Law, Public Safety, Corrections & Security	13030100	8604	2
Electronics	13036800	8702	2	Practicum in Law, Public Safety, Corrections & Security	13030100	8606	3
Engineering Design & Presentation	13036500	8690	2	Practicum in Marketing Dynamics I	13034800	8668	2
Firefighter I	13029900	8598	2	Practicum in Marketing Dynamics II	13034810	8672	2
Firefighter II	13030000	8600	2	Practicum in Marketing Dynamics II	13034800	8670	3
Health Science	13020400	8406	2	Practicum in Marketing Dynamics II	13034800	8674	3
Hospitality Services	13022800	8462	2	Practicum in Science, Technology, Engineering & Mathematics	13037400	8732	2
Hospitality Services (CTED)	13022800	8462	2	Practicum in Science, Technology, Engineering & Mathematics	13037400	8734	3
Instructional Practices in Education & Training	13014400	8356	2	Research in Information Technology Solutions I	13028000	8554	2
Internet Technology I - CISCO	N1302803	8562	2	Research in Information Technology Solutions I	13028000	8556	3
Law Enforcement I	13029300	8576	2	Telecommunications & Networking	13027400	8534	2
Law Enforcement II	13029400	8580	2				

# APPENDIX H

## Courses that Satisfy Technology Applications Graduation Credit

Besides the Technology Applications courses shown in the High School course listings, the following lists show additional courses that satisfy the Technology Application requirement that may be required on students graduation plans.

### Career and Technical Education Courses that Satisfy the Technology Applications Graduation Credit:

Course Name	TEA Service ID	Course ID	Cluster
Principles of Architecture and Construction	13004200	8160.RC0C.Y	Arch
Architectural Design	13004600	8172.HT0C.Y	Arch
Advanced Architectural Design	13004700	8176.HT0C.Y	Arch
Principles of Arts, A/V Technology and Communications	13008200	8250.RC0C.Y	Arts A/V
Animation	13008300	8252.HT0C.Y	Arts A/V
Advanced Animation	13008400	8256.RC0C.Y or 8256.HT0C.Y	Arts A/V
Audio Video Production	13008500	8262.HT0C.Y	Arts A/V
Advanced Audio Video Production	13008600	8266.HT0C.Y	Arts A/V
Graphic Design and Illustration	13008800	8280.HT0C.Y	Arts A/V
Advanced Graphic Design and Illustration	13008900	8282.HT0C.Y	Arts A/V
Video Game Design	N1300993	8316.HT0C.Y	Arts A/V
Business Information Management I	13011400	8322.HT0C.Y	Business
Business Information Management II	13011500	8326.RC0C.Y or 8326.HT0C.Y	Business
Virtual Business	13012000	8338.HT0C.Y	Business
Principles of Information Technology	13027200	8526.HT0C.Y	Info Tech
Computer Maintenance	13027300	8528.HT0C.Y	Info Tech
Telecommunications and Networking	13027400	8532.HT0C.Y	Info Tech
Computer Programming	13027600	8542.HT0C.Y	Info Tech
Advanced Computer Programming	13027700	8546.HT0C.Y	Info Tech
Digital and Interactive Media	13027800	8548.HT0C.Y	Info Tech
Web Technologies	13027900	8550.HT0C.Y	Info Tech
Internetworking Technologies I (Cisco)	N1302803	8560.HT0C.Y	Info Tech
Engineering Design and Presentation	13036500	8688.HT0C.Y	STEM
Advanced Engineering Design and Presentation	13036600	8692.HT0C.Y	STEM
Electronics	13036800	8700.HT0C.Y	STEM
Advanced Electronics	13036900	8704.HT0C.Y	STEM
Introduction to Engineering Design (PLTW)	N1303742	8760.HT0C.Y	STEM

### Technology Applications Courses Prior to 2012-2013:

Course Name	TEA Service ID	Course ID
Computer Science I	3580200	3803.H000.Y
Computer Science II	3580300	3804.H000.Y
AP Computer Science	A3580100	3803.P000.Y
IB Computer Science I	I3580200	7800.I000.Y
IB Computer Science II	I3580300	7801.I000.Y
Desktop Publishing	3580400	8750.R000.Y
Digital Graphics/Animation	3580500	8752.R000.Y
Multimedia	3580600	8756.R000.Y
Video Technology	3580700	8755.R000.Y
Web Mastering	3580800	9223.R000.Y/9223.RT00.Y
Independent Study in Technology Applications	3580900	9224.H000.Y

Note: Discrete Math does not count for Technology Applications credit prior to 2012-2013. It was previously an Innovative Math course, which only counts for state elective graduation credit.

# APPENDIX

## AISD Graduation Plans and STAAR/EOC Requirements for Students entering 9th Grade 2011-2012 and thereafter

	✓	Minimum High School Plan	✓	Recommended High School Plan	✓	Distinguished High School Plan
<b>English Language Arts</b>	<b>4 credits</b>		<b>4 credits</b>		<b>4 credits</b>	
		English I	EOC		English I	EOC
		English II	EOC		English II	EOC
		English III	EOC		English III	EOC w/CRC
	Other English class			English IV		English IV
<b>Mathematics</b>	<b>3 credits</b>		<b>4 credits</b>		<b>4 credits</b>	
		Algebra I	EOC		Algebra I	EOC
		Geometry	EOC		Geometry	EOC
		Other math class			Algebra II	EOC w/CRC
				Other math class		Other math class
<b>Science</b>	<b>2 credits</b>		<b>4 credits</b>		<b>4 credits</b>	
		Biology	EOC		Biology	EOC
		IPC			Physics or Principles of Technology	EOC
					Chemistry	EOC
				Other science class		
<b>Social Studies</b>	<b>2.5 credits</b>		<b>3.5 credits</b>		<b>3.5 credits</b>	
		US History	EOC		World Geography	EOC
					World History	EOC
		World History or World Geography	EOC		US History	EOC
	US Government			US Government		US Government
<b>Economics</b>	<b>0.5 credit</b>		<b>0.5 credit</b>		<b>0.5 credit</b>	
<b>Academic Elective</b>	<b>1 credit</b> from one of the following:		<b>None</b>		<b>None</b>	
		Chemistry or Physics				
		World History or World Geography	EOC			
<b>LOTE</b>	<b>None</b>		<b>2</b>		<b>3</b>	
<b>P.E.</b>	<b>1.5 credit</b>		<b>1.5 credit</b>		<b>1.5 credit</b>	
<b>Health</b>	<b>0.5 credit</b>		<b>0.5 credit</b>		<b>0.5 credit</b>	
<b>Speech</b>	<b>0.5 credit</b> Communication Applications or Professional Communication		<b>0.5 credit</b> Communication Applications or Professional Communication		<b>0.5 credit</b> Communication Applications or Professional Communication	
<b>Tech Applications</b>	<b>None</b>		<b>None</b>		<b>None</b>	
<b>Fine Arts</b>	<b>1 credit</b>		<b>1 credit</b>		<b>1 credit</b>	
<b>Electives</b>	<b>5.5 credits</b>		<b>4.5 credits</b>		<b>3.5 credits</b>	
<b>Total Credits</b>	<b>22 credits</b>		<b>26 credits</b>		<b>26 credits</b>	
<b>Total EOC's</b>	<b>9-12</b>		<b>12</b>		<b>12</b>	

### Implications:

- Students who take IPC before Chemistry and Physics could be taking the Physics STAAR EOC in May of their senior year. There may be no opportunity to retake before graduation and therefore graduation implications.
- Students who take Math Models before Algebra II could be taking the Algebra II STAAR EOC in May of their senior year. This may have implications for graduation.

# APPENDIX J AISD Campus Directory

HIGH SCHOOL	ADDRESS	ZIP	PHONE	CEEB CODE
Akins High School	10701 South 1st Street	78748	841-9900	440-349
Anderson High School	8403 Mesa Drive	78759	414-2538	440-294
Austin High School	1715 W. Cesar Chavez	78703	414-2505	440-320
Bowie High School	4103 W. Slaughter Lane	78749	414-5247	440-331
Crockett High School	5601 Manchaca Road	78745	414-2532	440-298
Eastside Memorial High School at Johnston Campus	1012 Arthur Stiles Road	78721	414-5810	440-365
Garza Independence High School	1600 Chicon Street	78702	414-8600	440-339
International High School	1012 Arthur Stiles Road	78721	414-6817	440-368
Lanier High School	1201 Payton Gin Road	78758	414-2514	440-302
LBJ (Lyndon B. Johnson High School) High School	7309 Lazy Creek Drive	78724	414-2543	440-306
Liberal Arts and Science Academy of Austin (LASA)	7309 Lazy Creek Drive	78724	414-5272	440-069
McCallum High School	5600 Sunshine Drive	78756	414-2519	440-300
Reagan High School	7104 Berkman Drive	78752	414-2523	440-301
Travis High School	1211 E. Oltorf	78704	414-2527	440-325
<b>SPECIAL CENTERS</b>				
Alternative Learning Center	901 Neal Street	78702	414-2554	440-290
Ann Richards School for Young Women Leaders	2206 Prather Lane	78704	414-3236	440-382
Clifton Development Center	1519 Coronado Hills Drive	78752	414-3614	
Rosedale School	2117 West 49th Street	78756	414-3617	
<b>MIDDLE SCHOOLS</b>				
Bailey Middle School	4020 Lost Oasis Hollow	78739	414-4990	
Bedichek Middle School	6800 Bill Hughes Road	78745	414-3265	
Burnet Middle School	8401 Hathaway	78757	414-3225	
Covington Middle School	3700 Convict Hill Road	78749	414-3276	
Dobie Middle School	1200 E. Rundburg Lane	78753	414-3270	
Fulmore Middle School	201 East Mary	78704	414-3207	
Fulmore Magnet Program	201 East Mary	78704	841-4916	
Garcia Middle School	7414 Johnny Morris Road	78724	841-9400	
Gorzycki Middle School	7412 West Slaughter Lane	78749	841-8600	
Kealing Middle School	1607 Pennsylvania Avenue	78702	414-3214	
Kealing Magnet Program	1607 Pennsylvania Avenue	78702	414-3180	
Lamar Middle School	6201 Wynona	78757	414-3217	
Martin Middle School	1601 Haskell	78702	414-3243	
Mendez Middle School	5106 Village Square	78744	414-3284	
Murchison Middle School	3700 North Hills Drive	78731	414-3254	
O. Henry Middle School	2610 West 10th Street	78703	414-3229	
Paredes Middle School	10100 S. Mary Moore Searight Dr.	78748	841-6800	
Pearce Middle School	6401 N. Hampton Drive	78723	414-3234	
Small Middle School	4801 Monterey Oaks Blvd.	78749	841-6700	
Webb Middle School	601 E. St. Johns	78752	414-3258	

# APPENDIX **K** Course Sequence Leading to AP-Level Courses

## English Language Arts

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Pre-AP ELA or ELA	Pre-AP ELA or ELA	Pre-AP ELA or ELA	Pre-AP English I or English I	Pre-AP English II or English II	<b>AP English Language and Composition</b>	<b>AP English Literature and Composition</b>

## Mathematics

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Pre-AP Math or Math	Pre-AP Math or Math	Pre-AP Math or Math	Pre-AP Algebra I or Algebra I	Pre-AP Geometry or Geometry	Pre-AP Algebra II or Algebra II	Pre-AP Pre-calculus or Pre-calculus
Pre-AP Math or Math	Pre-AP Math or Math	Pre-AP Math or Math	Pre-AP Algebra I or Algebra I	Pre-AP Geometry or Geometry	Pre-AP Algebra II or Algebra II	<b>AP Statistics</b>
Pre-AP Math or Math	Pre-AP Math or Math	Pre-AP Algebra I or Algebra I	Pre-AP Geometry or Geometry	Pre-AP Algebra II or Algebra II	Pre-AP Pre-calculus or Pre-calculus	<b>AP Calculus AB</b> or <b>AP Calculus BC</b>

## Social Studies

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Pre-AP World Cultures or World Cultures	Pre-AP Texas History or Texas History	Pre-AP US History or US History	Pre-AP World Geography	Pre-AP World History or <b>AP World History</b>	<b>AP US History</b>	<b>AP US Government</b>
Pre-AP World Cultures or World Cultures	Pre-AP Texas History or Texas History	Pre-AP US History or US History	Pre-AP World Geography	Pre-AP World History or <b>AP World History</b>	<b>AP US History</b>	<b>AP Macroeconomics</b> or <b>AP Microeconomics</b>
Pre-AP World Cultures or World Cultures	Pre-AP Texas History or Texas History	Pre-AP US History or US History	Pre-AP World Geography	Pre-AP World History or <b>AP World History</b>	<b>AP US History</b>	<b>AP Comparative Government</b> (elective credit)
Pre-AP World Cultures or World Cultures	Pre-AP Texas History or Texas History	Pre-AP US History or US History	Pre-AP World Geography	Pre-AP World History or <b>AP World History</b>	<b>AP European History</b> (elective credit)	
<b>No prerequisite; grade 11 classification</b>					<b>AP Human Geography</b> (elective credit)	
					<b>AP Psychology</b> (elective credit)	

**Note:**

A course which can be taken as Pre-AP or grade-level is based on the prerequisites outlined in the Secondary School Information Guide. Pre-AP courses are strongly recommended as preparation for AP courses.

## Middle School Sciences

6th Grade	7th Grade	8th Grade
Pre-AP Science or Science	Pre-AP Science or Science	Pre-AP Science or Science

**The high school science sequence varies based on sequence of math and science courses.**

## High School Sciences

Math Prerequisites	Science Prerequisites	Course
None	None	Biology
None	None	Pre-AP Biology
Algebra I	Biology/Pre-AP Biology Chemistry (can be taken concurrent)	<b>AP Biology</b>
Algebra I	One unit of high school science	Chemistry
Algebra I Concurrent enrollment in Algebra II	None	Pre-AP Chemistry
Algebra II Concurrent enrollment in Pre-Calculus	Chemistry /Pre-AP Chemistry	<b>AP Chemistry</b>
Algebra I	None	Physics
Pre-Calculus or concurrent enrollment	None	Pre-AP Physics
Pre-Calculus	Physics/Pre-AP Physics	<b>AP Physics B</b>
Concurrent enrollment in Calculus	AP Physics	<b>AP Physics C</b>
Algebra I	Biology/Pre-AP Biology Chemistry	<b>AP Environmental Science</b>

**Note:**

A course which can be taken as Pre-AP or grade-level is based on the prerequisites outlined in the Secondary School Information Guide. Pre-AP courses are strongly recommended as preparation for AP courses.

# Index

Course Title	TEA#	Semester	Yearlong	Page
3-D Modeling and Animation	3580510		8753.R000.Y	69
Accounting I	13016600		8370.R(Y)/8370.H(Y)	98
Accounting II	13016700		8372.R(Y)	98
Adapted Physical Education Gr 6	92850000	016016W		24
Adapted Physical Education Gr 7	93823000	016017W		24
Adapted Physical Education Gr 8	93823000	016018W		24
Adapted Physical Education Foundations of Personal Fitness	9PES00052		6011.W000.X	72
Adapted Physical Education Aerobic and Conditioning I	9PES00054		6012.W000.X	72
Adapted Physical Education Aerobic and Conditioning II	9PES00054		6012.W100.X	72
Adapted Physical Education Individual Sports I	9PES00055		6021.W000.X	72
Adapted Physical Education Individual Sports II	9PES00055		6021.W100.X	72
Adapted Physical Education Team Sports I	9PES00055		6022.W000.X	72
Adapted Physical Education Team Sports II	9PES00055		6022.W100.X	72
Adapted Physical Education Outdoor	9PES00053		6023.W000.X	72
Advanced Animal Science	13000700		8110.R(Y)	62
Advanced Animation	13008400		8258.R(Y)/8258.H(Y)	94
Advanced Architectural Design (weighted)	13004700		8176.H(Y)	93
Advanced Audio Video Production (weighted)	13008600		8266.H(Y)/8268.H(Y)	94
Advanced Audio Video Production (dual credit)	13008600		8266.NC00.Y	119
Advanced Automotive Technology (weighted)	13039700		8782.H(Y)	111
Advanced Automotive Tech A (dual credit)	13039700		8782.NC00.A	119
Advanced Automotive Tech B (dual credit)	13039700		8782.NC00.B/8782.NC10.B	119
Advanced Biotechnology (dual credit)	13036400		8680.NC00.Y	117
Advanced Biotechnology (weighted)	13036400		8686.H(Y)	61
Advanced Broadcast Journalism (weighted)	03231900		1711.H000.Y	56
Advanced Collision Repair/Ref. A (dual credit)	13039900		8790.NC00.A	119
Advanced Collision Repair/Ref. B (dual credit)	13039900		8790.NC00.B	119
Advanced Collision Repair and Refinishing (weighted)	13039900		8790.H(Y)	111
Advanced Commercial Photography	13009200		8290.R(Y)	95
Advanced Computer Programming (weighted)	13027700		8544.H(Y)	104
Advanced Construction Technology	13005200		8204.R(Y)/8204.H(Y)	93
Advanced Electronics (weighted)	13036900		8706.H(Y)	108
Advanced Engineering Design and Presentation	13036600		8692.H(Y)	108
Advanced Environment Technology	13001200		8120.R(Y)/8120.H(Y)	91
Advanced Graphic Design and Illustration (weighted)	13008900		8282.H(Y)	95
Advanced Health Education	03810200	6932.R000.X		67
Advanced Interior Design	13004400		8164.R(Y)	93
Advanced Journalism: Literary Magazine I	03230170		1849.R000.Y	57
Advanced Journalism: Literary Magazine II (weighted)	03230180		1852.H000.Y	57
Advanced Journalism: Literary Magazine III (weighted)	03230190		1855.H000.Y	57
Advanced Journalism: Newspaper I	03230140		1823.R000.Y	57
Advanced Journalism: Newspaper II (weighted)	03230150		1833.H000.Y	57
Advanced Journalism: Newspaper III (weighted)	03230160		1843.H000.Y	57
Advanced Journalism: Yearbook I	03230110		1830.R000.Y	56
Advanced Journalism: Yearbook II (weighted)	03230120		1831.H000.Y	57
Advanced Journalism: Yearbook III (weighted)	03230130		1832.H000.Y	57
Advanced Plant and Soil Science	13002100		8137.H(Y)	62
Advanced Quantitative Reasoning	3102510		3513.R000.Y/3513.H000.Y	58
Advertising and Sales Promotion	13034200	8650.R(X)	8650.R(Y)	106
Aerobic and Conditioning I	PES00054	6012.R000.X		71
Aerobic and Conditioning II	PES00054	6012.R100.X		71
Aerobic Dance A	PES00054	6565.R000.X		71
Aerobic Dance B	PES00054	6566.R000.X		71
Aerospace Engineering (weighted)	N1303745		8766.H(Y)	109
Agribusiness Management and Marketing	13000900	8114.R(X)	8114.R(Y)	91
Agricultural Facilities Design and Fabrication	13002300		8140.R(Y)/8142.R(Y)	92
Agricultural Mechanics and Metal Technologies	13002200		8138.R(Y)	92
Agriculture Mechanics and Metal Technologies - CTED	13002200	8138.R(X)		85

Note: This is not a complete listing of all secondary courses offered district-wide.

Course Title	TEA#	Semester	Yearlong	Page
Air Force Science I (AFJROTC I) (Mil Sci credit)	3160100		9013.R(Y)	112
Air Force Science I (AFJROTC I) (PE credit)	PES00004		6013.R(Y)	112
Air Force Science II (AFJROTC 2)	03160200		9023.R(Y)	112
Air Force Science III (AFJROTC 3)	03160300		9033.R(Y)	112
Air Force Science IV (AFJROTC 4)	03160400		9043.R(Y)	112
Algebra I	03100500		3313.R000.Y	58
Algebra I Alternate	3100507		3313.W000.Y	60
Algebra I Modified	3100505		3313.V000.Y	59
Algebra I (Pre-AP)	03100500		3313.H000.Y	58
Algebra I (Pre-AP)	03100500		013313H	22
Algebra II	03100600		3323.R000.Y	58
Algebra II Alternate	3100607		3323.W000.Y	60
Algebra II Modified	3100605		3323.V000.Y	59
Algebra II (Pre-AP)	03100600		3323.H000.Y	58
American Sign Language I	03980100		2010.R000.Y	82
American Sign Language, Level I (dual credit)	03980100		2010.N000.Y	114
American Sign Language II	03980200		2020.R000.Y	82
American Sign Language, Level II (dual credit)	03980200		2020.N000.Y	114
American Sign Language, Level III (dual credit)	03980300		2030.N000.Y	114
American Sign Language III (weighted)	03980300		2030.H000.Y	82
American Sign Language, Level IV (dual credit)	03980400		2040.N000.Y	114
American Sign Language IV (weighted)	03980400		2040.H000.Y	82
Anatomy and Physiology (dual credit)	13020600		8426.NC00.Y	117
Anatomy and Physiology (weighted)	13020600		8426.H(Y)	62
Animation (weighted)	13008300		8252.H(Y)	94
AP Art History	A3500100		5051.P000.Y	75
AP Biology	A3010200		4137.P000.Y	60
AP Calculus AB	A3100101		3613.P000.Y	59
AP Calculus BC	A3100102		3616.P000.Y	59
AP Chemistry	A3040000		4334.P000.Y	61
AP Chinese Language & Culture (IV)	A3490400		2464.P000.Y	81
AP Comparative Government and Politics	A3330200		4842.P000.X	65
AP Computer Science A	A3580100		3803.P000.Y	68
AP English Language & Composition (III)	A3220100		1033.P000.Y	52
AP English Literature and Composition IV	A3220200		1043.P000.Y	52
AP Environmental Science	A3020000		4237.P000.Y	63
AP European History	A3340200		4635.P000.Y	64
AP French Language & Culture (IV)	A3410100		2043.P000.Y	81
AP German Language & Culture (IV)	A3420100		2143.P000.Y	81
AP Human Geography	A0060100	4523.P000.X		64
AP Japanese Language & Culture (IV)	A3120400		2474.P000.Y	81
AP Latin (IV)	A3430100		2243.P000.Y	78
AP Macroeconomics	A3310200	4946.P000.X		65
AP Microeconomics	A3310100	4945.P000.X		65
AP Music Theory	A1350200		5930.P000.Y	78
AP Physics B	A3050001		4437.P000.Y	61
AP Physics C	A3050002		4438.P000.Y	61
AP Psychology	A3350100	4938.P000.X		65
AP Spanish Language (IV)	A3440100		2343.P000.Y	81
AP Spanish Literature & Culture (IV)	A3440200		2356.P000.Y	82
AP Statistics	A3100200		3628.P000.Y	59
AP Studio Art: 2-D Design	A3500400		5054.P000.Y	75
AP Studio Art: 3-D Design	A3500500		5055.P000.Y	75
AP Studio Art: Drawing	A3500300		5053.P000.Y	75
AP U.S. Government and Politics	A3330100	4841.P000.X		65
AP United States History	A3340100		4733.P000.Y	65
AP World History	A3370100		4623.P000.Y	64
Applied Computer Skills I	93580300		3803.W000.Y	70
Applied Computer Skills II	3220107		3804.W000.Y	70
Applied English IV	93220400		1043.W000.Y	54
Applied Eng Lang Arts/Reading Gr 6	93200510		011026W	22
Applied Eng Lang Arts/Reading Gr 7	93200520		011027W	22

Course Title	TEA#	Semester	Yearlong	Page
Applied Eng Lang Arts/Reading Gr 8	93200530		011028W	22
Applied Environmental Systems Applied Science III	93020000		4230.W000.Y	64
Applied Government	93330100	4841.W000.X		67
Applied Integrated Physics and Chemistry Applied Science II	93060201		4321.W000.Y	64
Applied Math Gr 6	92820000		013026V	22
Applied Math Gr 7	93103000		013027V	22
Applied Math Gr 8	93103100		013028V	22
Applied Math Modeling	93102400		3503.W000.Y	60
Applied Music I (Choral)	03152500		5781.R000.Y	78
Applied Music I (Instrumental)	03152500		5931.R000.Y	77
Applied Music II (Choral)	03152600		5782.R000.Y	78
Applied Music II (Instrumental)	03152600		5932.R000.Y	77
Applied Science Gr 6	93060600		014126W	22
Applied Science Gr 7	93060700		014127W	22
Applied Science Gr 8	93060800		014128W	22
Applied Social Studies Gr 6	92660060		014926W	22
Applied Social Studies Gr 7	93343000		014927W	22
Applied Social Studies Gr 8	93343100		014928W	22
Aquatic Science	03030000		4233.R000.Y	62
Aquatic Science (weighted)	03030000		4233.R000.Y/4233.H000.Y	62
Arabic, Level I (dual credit)	03110100		2421.N000.Y	118
Arabic, Level II (dual credit)	03110200		2422.N000.Y	118
Arabic, Level III (dual credit)	03110300		2423.N000.Y	118
Architectural Design	13004600		8172.H(Y)	93
Art (Advanced) Gr 8	03403002	015218R	015228R	24
Art (Beginning) Gr 6	02880000	015016R	015026R	24
Art (Beginning) Gr 7	03403001	015117R	015127R	24
Art (Beginning) Gr 8	03503002	015218R	015228R	24
Art (Intermediate) Gr 7	03403001	015117R	015127R	24
Art (Intermediate) Gr 8	03403002	015218R	015228R	24
Art History III (dual credit)	03500700		5017.N000.Y	118
Art History III (weighted)	03501700		5017.H000.Y	75
Art I	03500100		5001.R000.Y	73
Artistic/Imaginative Writing	83221200	011041R	011042R	29
Astronomy	03060100		4239.R000.Y	62
Astronomy (dual credit)	03060100		4239.N000.Y	117
Astronomy (weighted)	03060100		4239.H000.Y	62
Athletic Courses Gr 7	03823000	016217R		24
Athletic Courses Gr 8	03823000	016218R		24
Athletic/Training Program: 1st time taken	PES00008	6951.R010.X		72
Athletic/Training Program: 2nd time taken	PES00008	6951.R020.X		72
Athletic/Training Program: 3rd time taken	PES00009	6951.R030.X		72
Athletic/Training Program: 4th time taken	PES00009	6951.R040.X		72
Athletic/Training Program: 5th time taken	PES00010	6951.R050.X		72
Athletic/Training Program: 6th time taken	PES00010	6951.R060.X		72
Athletic/Training Program: 7th time taken	PES00011	6951.R070.X		72
Athletic/Training Program: 8th time taken	PES00011	6951.R080.X		72
Audio Video Production (weighted)	13008500		8262.H(Y)	94
Audio Video Production (dual credit)	13008500		8262.NC00.Y	119
Automotive Technology A (dual credit)	13039600		8780.NC00.A	119
Automotive Technology B (dual credit)	13039700		8780.NC00.B	119
Automotive Technology (weighted)	13039600		8780.H(Y)	110
AVID I	N1290001		9413.R000.Y	87
AVID II	N1290002		9415.R000.Y	87
AVID III	N1290030		9416.R000.Y	87
AVID IV	N1290033		9417.R000.Y	87
AVID Prep Skills	85000004/85000005		017217R/017218R/017219R	26
Band (Advanced) Gr 8	03154503		015328R	24
Band (Beginning) Gr 6	02910000		015326R	24
Band (Beginning) Gr 7	03154101		015327R	24
Band (Beginning) Gr 8	03154503		015328R	24
Band (Intermediate) Gr 7	03154101		015327R	24

Note: This is not a complete listing of all secondary courses offered district-wide.

Course Title	TEA#	Semester	Yearlong	Page
Band (Intermediate) Gr 8	03154503		015328R	24
Band I	03150100		5331.R000.Y	76
Band II	03150200		5332.R000.Y	76
Band III	03150300		5333.R000.Y	76
Band III (weighted)	03150300		5333.H000.Y	76
Band IV	03150400		5334.R000.Y	77
Band IV (weighted)	03150400		5334.H000.Y	77
Banking and Financial Services (weighted)	13016300		8364.H(Y)	97
Basic Astronomy	99060100		4239.V000.Y	66
Basic Computer Skills	93580200		3808.V000.Y	70
Basic Economics/Free Enterprise	93310300	4939.V000.X		66
Basic English IV	93220400		1043.V000.Y	53
Basic Eng Lang Arts/Reading Gr 6	93200510			22
Basic Eng Lang Arts/Reading Gr 6	93200510		011026V	22
Basic Eng Lang Arts/Reading Gr 7	93200520		011027V	22
Basic Eng Lang Arts/Reading Gr 8	93200530		011028V	22
Basic Environmental Systems	93020000		4230.V000.Y	64
Basic Government	93330100	4841.V000.X		66
Basic Health	93810100	6931.V000.X		67
Basic Integrated Physics and Chemistry	93060201		4321.V000.Y	63
Basic Math Gr 6	92820000		013026V	22
Basic Math Gr 7	93103000		013027V	22
Basic Math Gr 8	93103100		013028V	22
Basic Math Modeling	93102400		3503.V000.Y	60
Basic Physical Education Gr 6	92850000		016016V	23
Basic Physical Education Gr 7	93823000		016017V	23
Basic Physical Education Gr 8	93823000		016018V	23
Basic Study Skills	93221800	1448.V000.X		83
Biology	03010200		4123.R000.Y	60
Biology Alternate	3010207		4123.W000.Y	64
Biology Modified	3010205		4123.V000.Y	63
Biology: Pre-AP	03010200		4123.H000.Y	60
Biomedical Innovation	N1302095		8440.H(Y)	110
Business Careers	12700400	018424R	018425R	26
Business English (CTED credit)	13011600		8331.R(Y)	51
Business English (ELA credit)	13011600		8330.R(Y)	53
Business Information Management (dual credit)	13011400		8322.NC00.Y	119
Business Information Management I (weighted)	13011400		8322.H(Y)	95
Business Information Management II	13011500		8326.R(Y)/8326.H(Y)	95
Business Law	13011700	8332.R(X)	8332.R(Y)/8332.H(Y)	96
Business Law (dual credit)	13011700		8332.NC00.X	115
Business Management (weighted)	13012100		8340.H(Y)	96
Career Preparation I	12701300		8900.R(Y)/8905.R(Y)	111
Career Preparation II	12701400		8910.R(Y)/8915.R(Y)	111
Ceramics II	03500900		5009.R000.Y	74
Ceramics II (dual credit)	03500900		5009.N000.Y	118
Ceramics III	03501800		5018.R000.Y	74
Ceramics III (dual credit)	03501800		5018.N000.Y	118
Ceramics III (weighted)	03501800		5018.H000.Y	74
Ceramics IV (weighted)	03502700		5027.H000.Y	75
Chemistry	03040000		4323.R000.Y	61
Chemistry: Pre-AP	03040000		4323.H000.Y	61
Child Development	13024700	8488.R(X)	8488.H(Y)	103
Child Development	13024700		8488.V(Y)	86
Child Development and Education and Training Careers	12700400	018408R	018409R	26
Child Guidance	13024800		8490.V(Y)	86
Chinese IV (weighted)	03490400		2464.H000.Y	80
Chinese Level I	03490100		2461.R000.Y	80
Chinese, Level I (dual credit)	03490100		2461.N000.Y	118
Chinese Level II	03490200		2462.R000.Y	80
Chinese, Level II (dual credit)	03490200		2462.N000.Y	118
Chinese, Level III (dual credit)	03490300		2463.N000.Y	118

Course Title	TEA#	Semester	Yearlong	Page
Chinese Level III (Pre-AP)	03490300		2463.H000.Y	80
Chinese V (weighted)	03490500		2665.H000.Y	81
Chinese VI (weighted)	03490600		2466.H000.Y	82
Choir (Advanced) Gr 8	03154504		015628R	25
Choir (Beginning) Gr 6	02920000	015616R	015626R	24
Choir (Beginning) Gr 7	03154301	015617R	015627R	24
Choir (Beginning) Gr 8	03154504	015618R	015628R	24
Choir (Intermediate) Gr 7	03154301	015617R	015627R	24
Choir (Intermediate) Gr 8	03154504	015618R	015628R	25
Choral Music I	03150900		5621.R000.Y	77
Choral Music II	03151000		5622.R000.Y	77
Choral Music III	03151100		5623.R000.Y	77
Choral Music III (weighted)	03151100		5623.H000.Y	77
Choral Music IV	03151200		5624.R000.Y	77
Choral Music IV (weighted)	03151200		5624.H000.Y	77
Civil Engineering & Architecture (weighted)	N1303747		8768.H(Y)	109
College Readiness & Study Skills	03270100	1334.R000.X		54
College Transition	N1290050	8930.R(X)	8930.R(Y)	112
Collision Repair/Ref. A (dual credit)	13039800	8788.NC00.A		119
Collision Repair/Ref. B (dual credit)	13039800	8788.NC00.B		119
Collision Repair and Refinishing (weighted)	13039800		8788.H(Y)	111
Commercial Photography (weighted)	13009100		8286.H(Y)	95
Communication Applications	03241400	1525.R000.X		56
Communications Applications (dual credit)	03241400		1525.N000.Y	118
Communication Applications Gr 8	03241400		011525R	26
Community Skills I	93370100		4931.W000.Y	83
Community Skills II	90000012		9937.W000.Y	83
Community Skills III	90000013		9938.W000.Y	84
Community Skills IV	92731100		0471.W000.Y	84
Computer Integrated Manufacturing (weighted)	N1303748		8770.H(Y)	109
Computer Maintenance (weighted)	13027300		8528.H(Y)/8530.H(Y)	104
Computer Programming (weighted)	13027600		8542.H(Y)	104
Computer Science (dual credit)	03580200		3803.N000.Y	118
Computer Science I (weighted)	03580200		3803.H000.Y	68
Computer Science II (weighted)	03580300		3804.H000.Y	68
Computer Science III (weighted)	3580350		3805.H000.Y	68
Computer Technician	13027500		8536.R(Y)/8538.R(Y)	104
Computer Technology Gr 6	02670060	011106R		26
Computer Technology Gr 7	03580100	018817R		26
Computer Technology Gr 8	03580120	018818R	018828R	26
Concepts of Engineering and Technology	13036200	8680.R(X)	8680.R(Y)	107
Constitutional Law (weighted)	03380002	4932.H100.X		66
Construction and Manufacturing Careers	12700400	018428R	018429R	26
Construction Technology	13005100		8196.R(Y)/8198.H(Y)	93
Consumer Economics	93310300	4939.W000.X		67
Contemporary Issues (weighted)	03380002	4932.H200.X		66
Contemporary Media	03241401		1445.R000.Y	55
Correctional Services	13029700		8588.R(Y)/8588.H(Y)/8590.H(Y)	106
Cosmetology I	13025200		8508.R(Y)	103
Cosmetology II	13025300		8514.R(Y)	103
Counseling and Mental Health	13024600	8484.R(X)	8484.R(Y)	100
Court Systems and Practices	13029600		8584.R(Y)/8584.H(Y)	105
Creative Writing	03221200		1435.R000.Y	55
Creative Writing (dual credit)	03221200		1435.N000.Y	117
Creative Writing (weighted)	03221200		1435.H000.Y	55
Culinary Arts IA (dual credit)	13022600		8454.NC00.A	119
Culinary Arts IB (dual credit)	13022600		8454.NC00.B	119
Culinary Arts - CTED	13022600		8454.R(Y)	86
Culinary Arts (weighted)	13022600		8454.H(Y)	102
Culinary Arts and Hospitality Careers	12700400	018406R	018407R	26
Cultural and Linguistic Topics	03990100		2110.R000.Y	82
Cultural Arts Appreciation	93500100		5001.W000.Y	79

Note: This is not a complete listing of all secondary courses offered district-wide.

Course Title	TEA#	Semester	Yearlong	Page
Dance (Advanced) Gr 8	03823000	016118R		25
Dance (Beginning) Gr 6	02850000	06116R		25
Dance (Beginning) Gr 7	03823000	016117R		25
Dance (Beginning) Gr 8	03823000	016118R		25
Dance (Intermediate) Gr 7	03823000	016117R		25
Dance (Intermediate) Gr 8	03823000	016118R		25
Dance Composition I	N1170127	5966.R000.X		79
Dance Composition II	N1170128	5967.R000.X		79
Dance Composition III	N1170129	5968.R000.X		79
Dance Composition III (weighted)	N1170129	5968.H000.X		79
Dance Composition IV	N1170130	5969.R000.X		79
Dance Composition IV (weighted)	N1170130	5969.H000.X		79
Dance I	03830100		5951.R000.Y	78
Dance II	03830200		5952.R000.Y	78
Dance III	03830300		5953.R000.Y	78
Dance III (weighted)	03830300		5953.H000.Y	78
Dance IV	03830400		5954.R000.Y	78
Dance IV (weighted)	03830400		5954.H000.Y	78
Dance Theory I	N1170131	5961.R000.X		79
Dance Theory II	N1170132	5962.R000.X		79
Dance Theory III	N1170133	5963.R000.X		79
Dance Theory III (weighted)	N1170133	5963.H000.X		79
Dance Theory IV	N1170134	5964.R000.X		79
Dance Theory IV (weighted)	N1170134	5964.H000.X		79
Debate I	03240600		1537.R000.Y	56
Debate II	03240700		1538.R000.Y	56
Debate III (weighted)	03240800		1539.H000.Y	56
Development of Social Skills	93241400	1525.V000.X/1525.W000.X		56
Digital and Interactive Media (weighted)	13027800		8548.H(Y)	104
Digital Art and Animation	3580500		8752.R000.Y	69
Digital Communications in the 21st Century	3580610		8754.R000.Y	69
Digital Design and Media Production	3580400		8750.R000.Y	69
Digital Electronics	N1303744		8764.H(Y)	109
Digital Forensics	3580360		3806.R000.Y	68
Digital Video and Audio Design	3580700		8755.R000.Y	69
Discrete Mathematics (weighted)	3580370		3807.H000.Y	68
Dollars and Sense	13024300	8478.R(X)	8478.R(Y)	102
Drawing II	03500500		5022.R000.Y	73
Drawing II (dual credit)	03500500		5022.N000.Y	118
Drawing III	03501300		5023.R000.Y	74
Drawing III (dual credit)	03501300		5023.N000.Y	118
Drawing III (weighted)	03501300		5023.H000.Y	74
Drawing IV (weighted)	03502300		5024.H000.Y	75
Earth and Space Science	03060200		4235.R000.Y	62
Economics/Free Enterprise	03310300	4939.R000.X		65
Economics/Free Enterprise (dual credit)	03310300	4939.N000.X		117
Electronic Media II	03503300		5120.R000.Y	74
Electronic Media III	03503400		5239.R000.Y	75
Electronic Media III (weighted)	03503400		5239.H000.Y	75
Electronic Media IV (weighted)	03503500		5257.H000.Y	75
Electronics (weighted)	13036800		8702.H(Y)	108
Energy and Natural Resources Technology	13001100	8118.R(X)	8118.R(Y)	91
Energy, Power and Transportation Careers	12700400	018432R	018433R	26
Energy, Power, and Transportation Systems	13039300	8776.R(X)	8776.R(Y)	110
Engineering Design and Development (weighted)	N1303749		8772.H(Y)	109
Engineering Design and Presentation (weighted)	13036500		8688.H(Y)	108
Engineering Design and Problem Solving	13037300		8730.R(Y)/8730.H(Y)	62
Engineering Mathematics	13036700		8699.R(Y)	59
English as a Second Language (ESL) for Non-English Speakers Gr 6	02940000		011226E	22
English as a Second Language (ESL) for Non-English Speakers Gr 7	03200400		011227E	22
English as a Second Language (ESL) for Non-English Speakers Gr 8	03200500		011228E	22
English I	03220100		1013.R000.Y	52

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English I Modified	3220105		1013.V000.Y	53
English I (Pre-AP)	03220100		1013.H000.Y	52
English II	03220200		1023.R000.Y	52
English II Modified	3220205		1023.V000.Y	53
English II (Pre-AP)	03220200		1023.H000.Y	52
English III	03220300		1033.R000.Y	52
English III Modified	3220305		1033.V000.Y	53
English III (dual credit)	03220300		1033.N000.Y	117
English III (Pre-AP)	03220300		1033.H000.Y	52
English IV	03220400		1043.R000.Y	52
English IV (dual credit)	03220400		1043.N000.Y	117
English IV (weighted)	03220400		1043.H000.Y	52
English I Alternate	3220207		1013.W000.Y	53
English II Alternate	3220207		1023.W000.Y	54
English III Alternate	93220300		1033.W000.Y	54
English/Language Arts and Reading Gr 6	03200510		011026R/011026H	22
English/Language Arts and Reading Gr 7	03200520		011027R/011027H	22
English/Language Arts and Reading Gr 8	03200530		011028R/011028H	22
Entrepreneurship	13034400	8654.R(X)	8654.R(Y)	107
Environmental Systems	03020000		4230.R000.Y	62
Environmental Systems (dual credit)	03020000		4230.N000.Y	117
EOC Algebra I Preparatory Course		9104.F000.X	9104.F000.Y	87
EOC Algebra II Preparatory Course		9106.F000.X	9106.F000.Y	87
EOC Biology Preparatory Course		9107.F000.X	9107.F000.Y	87
EOC Chemistry Preparatory Course		9109.F000.X	9109.F000.Y	87
EOC English I Preparatory Course		9101.F000.X	9101.F000.Y	87
EOC English II Preparatory Course		9102.F000.X	9102.F000.Y	87
EOC English III Preparatory Course		9103.F000.X	9103.F000.Y	87
EOC Geometry Preparatory Course		9105.F000.X	9105.F000.Y	87
EOC Physics Preparatory Course		9108.F000.X	9108.F000.Y	87
EOC US History Preparatory Course		9112.F000.X	9112.F000.Y	87
EOC World Geography Preparatory Course		9110.F000.X	9110.F000.Y	87
EOC World History Preparatory Course		9111.F000.X	9111.F000.Y	87
ESOL I	03200600		1013.E000.Y	53
ESOL II	03200700		1023.E000.Y	53
Exploratory Languages	03990100		2499.R000.Y	82
Exploring Careers	12700300	018402R	018403R	27
Family and Community Services	13024900	8494.R(X)	8494.R(Y)	103
Fashion Design and Interior Design Careers	12700400	018410R	018411R	27
Fibers II	03500800		5008.R000.Y	73
Fibers III	03501600		5016.R000.Y	74
Fibers III (weighted)	03501600		5016.H000.Y	74
Fibers IV (weighted)	03502600		5026.H000.Y	75
Financial Analysis	13016800		8374.R(Y)	98
Firefighter I	13029900		8598.R(Y)	106
Firefighter II (weighted)	13030000		8600.H(Y)	106
Food Science (weighted)	13023000		8474.H(Y)	102
Foreign Service and Diplomacy	13018900		8393.R(Y)/8394.R(Y)	99
Forensic Science	13029500		8582.R(Y)	63
Forestry and Woodland Ecosystems	13001700	8126.R(X)	8126.R(Y)	91
Foundations Dance	PES00052		6567.R000.X	71
Foundations of Personal Fitness	PES00052	6011.R000.X		71
French IV (weighted)	03410400		2043.H000.Y	80
French Level I	03410100		2013.R000.Y	80
French, Level I (dual credit)	03410100		2013.N000.Y	118
French Level II	03410200		2023.R000.Y	80
French, Level II (dual credit)	03410200		2023.N000.Y	118
French, Level III	03410300		2033.H000.Y	80
French, Level III (dual credit)	03410300		2033.N000.Y	118
French V (weighted)	03410500		2053.H000.Y	81
French VI (weighted)	03410600		2063.H000.Y	82
Functional Fitness Gr 6	84200004	016003R		23

Note: This is not a complete listing of all secondary courses offered district-wide.

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Functional Fitness Gr 7/8	84200004	016003R		23
Fundamentals of Computer Science	3580140		3802.R000.Y	68
Game Programming and Design	3580380		3808.R000.Y	68
Gateway to Technology - AR	N1237200	018860R		27
Gateway to Technology - DM/AR	N1237200	018854R/ 018855R	018852R/ 018853R	27
Gateway to Technology - EE	N1237200	018866R		27
Gateway to Technology - FL/ST	N1237200	018863R/018864R/018865R	018861R/018862R	27
Gateway to Technology - ME/EE	N1237200	018856R/ 018857R	018858R/ 018859R	27
Geometry	03100700		3413.R000.Y	58
Geometry Alternate	3100707		3413.W000.Y	60
Geometry Modified	93100700		3413.V000.Y	59
Geometry (Pre-AP)	03100700		3413.H000.Y	58
German IV (weighted)	03420400		2143.H000.Y	80
German Level I	03420100		2113.R000.Y	80
German, Level I (dual credit)	03420100		2113.N000.Y	118
German Level II	03420200		2123.R000.Y	80
German, Level II (dual credit)	03420200		2123.N000.Y	118
German, Level III (dual credit)	03420300		2133.N000.Y	118
German Level III (Pre-AP)	03420300		2133.H000.Y	80
German V (weighted)	03420500		2153.H000.Y	82
German VI (weighted)	03420600		2163.H000.Y	82
Global Business	13011800	8334.R(X)	8334.H(Y)	96
Government (dual credit)	03330100	4841.N000.X		117
Graphic Design and Illustration	13008800		8280.R(Y)/8280.H(Y)	95
Graphic Design III	03502100		5032.R000.Y	74
Graphic Design III (weighted)	03502100		5032.H000.Y	75
Graphic Design Careers Gr 6, 7 & 8	12700300	018434R	018435R	27
Health Education	03810100	6931.R000.X		67
Health Education	03810100	016931R		27
Health Science (weighted)	13020400		8404.H(Y)	99
Horticulture Science	13002000		8132.H(Y)	92
Horticulture Science - CTED	13002000	8135.V(Y)		85
Hospitality Services - CTED	13022800		8462.V(Y)	86
Hospitality Services (weighted)	13022800		8462.H(Y)	102
Human Body Systems	N1302093		8436.R(Y)	101
Human Growth and Development	13014300		8352.R(Y)	97
Human Resources Management	13011900	8336.R(X)	8336.R(Y)/8336.H(Y)	96
Humanities (weighted)	03221600		1439.H000.Y	55
Independent Study in English (weighted)	03221800	1448.H000.X	1448.H000.Y	55
Independent Study in Evolving/Emerging Technologies (weighted)	3581500		8759.H000.Y	70
Independent Study in Journalism (weighted)	03231000		1848.H000.Y	57
Independent Study in Mathematics	03102500		3510.R000.Y	58
Independent Study in Mathematics (weighted)	03102500		3510.H000.Y	58
Independent Study in Speech (weighted)	03241200		1522.H000.Y	56
Independent Study in Tech Apps (weighted)	3580900		8758.H000.Y	70
Individual Sports I	PES00055	6021.R000.X		71
Individual Sports II	PES00055	6021.R100.X		71
Information Technology Careers I	12700400	018420R	018421R	27
Information Technology Careers II	12700400	018422R	018423R	27
Instructional Practices in Education and Training (weighted)	13014400		8356.H(Y)	97
Instrumental Ensemble I	03151700		5521.R000.Y	77
Instrumental Ensemble II	03151800		5522.R000.Y	77
Instrumental Ensemble III	03151900		5523.R000.Y	77
Instrumental Ensemble III (weighted)	3151900		5523.H000.Y	77
Instrumental Ensemble IV	03152000		5524.R000.Y	77
Instrumental Ensemble IV (weighted)	3152000		5524.H000.Y	77
Instrumental/Vocal Ensemble Gr 7	03154401	015517R	015527R	25
Instrumental/Vocal Ensemble Gr 8	03154506	015518R	015528R	25
Insurance Operations	13016500	8368.R(X)	8368.R(Y)	98
Integrated Physics and Chemistry	03060201		4321.R000.Y	61
Interior Design	13004300	8162.R(X)	8162.R(Y)/8162.H(Y)	93
Internetworking Technologies I - Cisco (weighted)	N1302803		8560.H(Y)	105

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Internetworking Technologies II - Cisco (weighted)	N1302804		8564.H(Y)	105
Interpersonal Studies	13024400	8480.R(X)	8480.R(Y)	103
Introduction to Cosmetology	13025100		8502.R(Y)	103
Introduction to Engineering Design (weighted)	N1303742		8760.H(Y)	109
Japanese IV (weighted)	03120400		2474.H000.Y	81
Japanese Level I	03120100		2471.R000.Y	80
Japanese, Level I (dual credit)	03120100		2471.N000.Y	118
Japanese Level II	03120200		2472.R000.Y	80
Japanese, Level II (dual credit)	03120200		2472.N000.Y	118
Japanese, Level III (dual credit)	03120300		2473.N000.Y	118
Japanese Level III (Pre-AP)	03120300		2473.H000.Y	80
Japanese V (weighted)	03120500		2475.H000.Y	82
Japanese VI (weighted)	03120600		2476.H000.Y	82
Jewelry II	03501100		5011.R000.Y	74
Jewelry III	03502000		5020.R000.Y	74
Jewelry III (weighted)	03502000		5020.H000.Y	74
Jewelry IV (weighted)	03502900		5029.H000.Y	75
Journalism	03230100		1811.R000.Y	56
Laboratory Management (Local)	84800028		4431.R000.Y	63
Landscape Design and Turf Grass Management (weighted)	13001900		8130.H(Y)	92
Landscape Design and Turf Grass Management - CTED	13001900	8131.V(X)		85
Language Discovery	02950000	012016R	012026R	28
Languages Other Than English Gr 7 Chinese IA	03490100		012460R	28
Languages Other Than English Gr 7 French IA	03410100		012013R	28
Languages Other Than English Gr 7 German IA	03420100		012113R	28
Languages Other Than English Gr 7 Japanese IA	03120100		012513R	28
Languages Other Than English Gr 7 Latin IA	03430100		012213R	28
Languages Other Than English Gr 7 Spanish for Spanish Speakers IA	03440110		012313E	28
Languages Other Than English Gr 7 Spanish IA	03440100		012313R	28
Languages Other Than English Gr 8 Chinese IB	03490100		012461R	28
Languages Other Than English Gr 8 Japanese IB	03120100		012514R	28
Languages Other Than English Gr 8 Spanish for Spanish Speakers IB	03440110		012315E	28
Languages Other Than English Gr 8 French IB	03410100		012014R	28
Languages Other Than English Gr 8 German IB	03420100		012114R	28
Languages Other Than English Gr 8 Latin IB	03430100		012214R	28
Languages Other Than English Gr 8 Spanish IB	03440100		012315R	28
Latin IV (weighted)	03430400		2243.H000.Y	81
Latin Level I	03430100		2213.R000.Y	80
Latin, Level I (dual credit)	03430100		2213.N000.Y	118
Latin Level II	03430200		2223.R000.Y	80
Latin, Level II (dual credit)	03430200		2223.N000.Y	118
Latin, Level III (dual credit)	03430300		2233.N000.Y	118
Latin Level III (Pre-AP)	03430300		2233.H000.Y	80
Latin V (weighted)	03430500		2253.H000.Y	82
Latin VI (weighted)	03430600		2263.H000.Y	82
Law Enforcement I	13029300		8574.R(Y)/8574.H(Y)	105
Law Enforcement II	13029400		8580.R(Y)	105
Law Enforcement II - Emergency Communications	13029400		8578.H(Y)	105
Leisure Applications	90000018		9953.W000.Y	84
Leisure Awareness	90000017		9952.W000.Y	84
Leisure Education I	90000015		9950.W000.Y	84
Leisure Education II	90000016		9951.W000.Y	84
Lifetime Nutrition and Wellness	13024500	8482.R(X)	8482.H(Y)	100
Literary Genres (weighted)	03221500		1438.H000.Y	55
Livestock Production	13000300	8102.R(X)	8102.R(Y)	90
Livestock Production - CTED	13000300	8102.V(X)		85
Manufacturing Engineering	13032900		8616.R(Y)/8618.R(Y)	102
Marketing Dynamics	13034700		8662.R(Y)	107
Math Modeling with Applications	03102400		3503.R000.Y	58
Mathematical Applications in Agriculture, Food, and Natural Resources	13001000	8116.R(X)	8116.R(Y)	58
Mathematics Gr 6	02820000		013026R/013026H	22
Mathematics Gr 7	03103000		013027R/013027H	22

Note: This is not a complete listing of all secondary courses offered district-wide.

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Mathematics Gr 8	03103100		013028R/013027H	22
Medical Interventions	N1302094		8438.R(Y)	110
Medical Microbiology (weighted)	13020700	8428.H(X)	8428.H(Y)	63
Medical Terminology (dual credit)	13020300	8402.NC00.X		119
Medical Terminology (weighted)	13020300	8402.H(X)		99
Mobile Application Development	3580390		3809.R000.Y	69
Money Matters	13016200	8362.R(X)	8362.H(Y)	97
Multimedia	03580600		8756.R000.Y	110
Multimedia and Animation Careers I	12700400	018416R	018417R	28
Multimedia and Animation Careers II	12700400	018418R	018419R	28
Multivariable Calculus (weighted)	N1110018		3646.H000.Y	59
Music History Appreciation	93152900		5971.W000.Y	79
Music History I	03152900		5971.R000.Y	78
Music Theory I	03152700		5911.R000.Y	78
Music Theory II (Pre-AP)	03152800		5912.H000.Y	78
National Security	13018800		8390.R(Y)/8391.R(Y)	99
Naval Force Science I (NJROTC I) (Mil Sci credit)	3160100		9013.R(Y)	112
Naval Science I (NJROTC I) (PE credit)	PES00004		6013.R(Y)	112
Naval Science II (NJROTC 2)	03160200		9023.R(Y)	112
Naval Science III (NJROTC 3)	03160300		9033.R(Y)	113
Naval Science IV (NJROTC 4)	03160400		9043.R(Y)	113
Occupation Preparation I	90000005		9941.W000.Y /9941.V000Y	82
Occupation Preparation II	90000006		9942.W000.Y/9942.V000Y	83
Occupation Preparation III	90000022		9943.W000.Y/9943.V000Y	83
Occupation Preparation IV	90000023		9944.W000.Y/9944.V000Y	83
Off-Campus PE Equivalent (Category 2) Gr 7	03850114		016033R	24
Off-Campus PE Equivalent (Category 2) Gr 8	03850114		016035R	24
Office Aid I	85000049	0831.R000.X		87
Office Aid II	85000050	0832.R000.X		87
Oral Interpretation I	03240200		1531.R000.Y	56
Oral Interpretation II	03240300		1532.R000.Y	56
Oral Interpretation III (weighted)	03240400		1533.H000.Y	56
Orchestra (Advanced) Gr 8	03154505		015428R	25
Orchestra (Beginning) Gr 6	02930000		015426R	25
Orchestra (Beginning) Gr 7	03154201		015427R	25
Orchestra (Beginning) Gr 8	03154505		015428R	25
Orchestra (Intermediate) Gr 7	03154201		015427R	25
Orchestra (Intermediate) Gr 8	03154505		015428R	25
Orchestra I	03150500		5421.R000.Y	77
Orchestra II	03150600		5422.R000.Y	77
Orchestra III	03150700		5423.R000.Y	77
Orchestra III (weighted)	03150700		5423.H000.Y	77
Orchestra IV	03150800		5424.R000.Y	77
Orchestra IV (weighted)	03150800		5424.H000.Y	77
Painting II	03500600		5042.R000.Y	73
Painting II (dual credit)	03500600		5042.N000.Y	118
Painting III	03501400		5043.R000.Y	74
Painting III (dual credit)	03501400		5043.N000.Y	118
Painting III (weighted)	03501400		5043.H000.Y	74
Painting IV (weighted)	03502400		5044.H000.Y	75
Pathophysiology (weighted)	13020800	8430.H(X)	8430.H (Y)	63
Peers Accepting Learning & Sharing (PRALS) I	N1290040	9353.R000.X	9353.R000.Y	87
Peers Accepting Learning & Sharing (PRALS) II	N1290041	9353.R000.X	9353.R000.Y	87
Personal Health/Hygiene I	93810100	6931.W000.X		67
Personal Health/Hygiene II	93810200	6932.W000.X		67
Personal Health/Hygiene III	93810300	6933.W000.X		67
Personal Health/Hygiene IV	93810400	6934.W000.X		68
Photography II	03501200		5012.R000.Y	74
Photography II (dual credit)	03501200		5012.N000.Y	118
Photography III	03502200		5013.R000.Y	74
Photography III (weighted)	03502200		5013.H000.Y	74
Photography IV (weighted)	03503100		5014.H000.Y	75

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Photojournalism	03230800	1824.R000.X	1824.R000.Y	57
Physical Education Gr 6	02850000	016016R		23
Physical Education Gr 7	03823000	016017R		23
Physical Education Gr 8	03823000	016018R		23
Physical Education Substitution: Baseball		6911		72
Physical Education Substitution: Basketball		6912		72
Physical Education Substitution: Cheerleading		6921		73
Physical Education Substitution: Cross Country (fall only)		6914		72
Physical Education Substitution: Drill Team		6922		73
Physical Education Substitution: Football		6923		72
Physical Education Substitution: Golf		6916		72
Physical Education Substitution: JROTC		6013		73
Physical Education Substitution: Marching Band (fall only)		6331		73
Physical Education Substitution: Soccer		6924		72
Physical Education Substitution: Softball		6925		72
Physical Education Substitution: Swimming		6918		72
Physical Education Substitution: Tennis		6919		72
Physical Education Substitution: Track and Field (spring only)		6913		72
Physical Education Substitution: Volleyball		6915		72
Physical Education Substitution: Wrestling		6901		72
Physics	03050000		4424.R000.Y	61
Physics: Pre-AP	03050000		4424.H000.Y	61
Planning and Governance	13018700		8388.R(Y)/8389.R(Y)	99
Political Science I	13018300		8380.R(Y)/8381.R(Y)	98
Political Science II	13018400		8382.R(Y)/8383.R(Y)	98
Practical Writing Skills	03221300		1428.R000.Y	54
Practicum in Agriculture, Food, and Natural Resources I	13002500		8144.R(Y)	92
Practicum in Agriculture, Food, and Natural Resources I-Ag Mechanics-CTED	13002500		8144.V(Y)	85
Practicum in Agriculture, Food, and Natural Resources I-Horticulture-CTED	13002500		8144.V(Y)	85
Practicum in Agriculture, Food, and Natural Resources I-Ag Mechanics (weighted)	13002500		8144.H(Y)	88
Practicum in Agriculture, Food, and Natural Resources I/Horticulture	13002500		8144.RC1C.Y	92
Practicum in Agriculture, Food, and Natural Resources I-Vet Tech	13002500		8144.RC2C.Y	92
Practicum in Agriculture, Food, and Natural Resources II-Ag Mechanics-CTED	13002500		8147.V(Y)	85
Practicum in Agriculture, Food, and Natural Resources II-Ag Mechanics (weighted)	13002510		8147.H(Y)	92
Practicum In Audio Video Production I (dual credit)	13008700		8274.NC00.Y	119
Practicum In Audio Video Production I (weighted)	13008700		8274.H(Y)	94
Practicum In Audio Video Production II	13008710		8277.R(Y)	95
Practicum in Business Management	13012200		8344.R(Y)	96
Practicum In Construction Management	13006200		8240.R(Y)	93
Practicum in Culinary Arts I - CTED	13022700		8456.V(Y)	86
Practicum in Culinary Arts II – CTED	13022710		8459.V(Y)	
86Practicum in Culinary Arts (weighted)	13022700		8456.H(Y)	102
Practicum in Education and Training	13014500		8358.R(Y)	87
Practicum in Education and Training (dual credit)	13014500	8358.NC00.X		119
Practicum in Health Science I	13020500		8407.H(Y)/8410.R(Y)/8412.H(Y)	99
Practicum in Health Science II	13020510		8413.R(Y)/8414.R(Y)/8416.H(Y) continued below	
			8418.R(Y)/8420.H(Y)	100
Practicum in Hospitality and Tourism Services I - CTED	13022900		8468.V(Y)	86
Practicum in Hospitality and Tourism Services II - CTED	13022910		8472.V(Y)	86
Practicum in Hospitality Services (weighted)	13022900		8468.H(Y)	102
Practicum in Human Services	13025000		8496.R(Y)	103
Practicum in Human Services I	13025000		8496.V(Y)	86
Practicum in Human Services II	13025010		8500.V(Y)	86
Practicum in Law, Public Safety, Corrections and Security	13030100		8604.R(Y)	106
Practicum in Local, State, and Federal Government	13019000		8396.R(X)/8398.R(X)	99
Practicum in Marketing Dynamics I	13034800		8668.R(Y)/8670.R(Y)	107
Practicum in Marketing Dynamics II	13034810		8672.R(Y)/8674.R(Y)	107
Practicum in Science, Technology, Engineering, and Mathematics	13037400		8732.R(Y)	108
Precalculus	03101100		3633.R000.Y	59
Precalculus (dual credit)	03101100		3633.N000.Y	117
Precalculus (Pre-AP)	03101100		3633.H000.Y	59
Principles and Elements of Floral Design	13001800		8129.H(Y)	79

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Principles and Elements of Floral Design - CTED	13001800	8128.V(X)		85
Principles of Agriculture, Food and Natural Resources	13000200		8100.R(Y)	90
Principles of Agriculture, Food and Natural Resources -CTED	13000200	8100.V(X)		85
Principles of Architecture and Construction	13004200	8160.R(X)	8160.R(Y)/8160.H(Y)	93
Principles of Arts, Audio Video Technology, and Communications	13008200	8250.R(X)	8250.R(Y)	94
Principles of Biomedical Science	N1302092		8434.R(Y)	110
Principles of Business, Marketing, and Finance	13011200	8318.R(X)	8318.R(Y)/8318.H(Y)	106
Principles of Education and Training	13014200	8350.R(X)	8350.R(Y)	97
Principles of Engineering (weighted)	N1303743		8762.H(Y)	109
Principles of Government and Public Administration	13018200	8378.R(X)	8378.R(Y)	98
Principles of Health Science	13020200		8400.R(Y)	99
Principles of Hospitality and Tourism	13022200	8446.R(X)	8446.R(Y)	102
Principles of Human Services	13024200	8476.R(X)	8476.R(Y)	102
Principles of Information Technology (weighted)	13027200		8526.H(Y)	104
Principles of Law, Public Safety, Corrections and Security	13029200	8572.R(X)	8572.R(Y)	105
Principles of Technology	13037100		8714.R(Y)	61
Principles of Transportation, Distribution, and Logistic	13039200	8774.R(X)	8774.R(Y)	110
Printmaking II	03500700		5007.R000.Y	73
Printmaking III	03501500		5015.R000.Y	74
Printmaking III (weighted)	03501500		5015.H000.Y	71
Printmaking IV (weighted)	03502500		5245.H000.Y	75
Private or commercially-sponsored physical activity or training: 1st time taken	PES00008	6952.R010.X		73
Private or commercially-sponsored physical activity or training: 2nd time taken	PES00008	6952.R020.X		73
Private or commercially-sponsored physical activity or training: 3rd time taken	PES00009	6952.R030.X		73
Problems and Solutions (weighted)	12701500	8920.H(X)	8920.H(Y)	111
Problems & Solutions II/Audio Video Prod	12701510		8272.H(Y)	94
Problems & Solutions II (weighted)	12701510	8925.H(X)	8925.H(Y)	111
Problems & Solutions/Adv. Animation	12701500		8256.R(Y)/8256.H(Y)	94
Problems & Solutions/Computer Technician	12701500		8536.R(Y)	104
Professional Communications	13009900	8314.R(X)	8314.R(Y)	111
Professional Standards in Agribusiness	13000800	8112.R(X)	8112.R(Y)	91
Professional Standards in Agribusiness - CTED	13000800	8112.V(X)		85
Psychology	03350100	4938.R000.X		65
Psychology (dual credit)	03350100	4938.N000.X		117
Public Management and Administration	13018600		8386.R(Y)/8387.R(Y)	99
Public Speaking I	03240900		1509.R000.Y	56
Public Speaking II	03241000		1511.R000.Y	56
Public Speaking III (weighted)	03241100		1513.H000.Y	56
Publications English (Journalism) Gr 7	84000006	011817R		28
Publications English (Journalism) Gr 7	84000007		011827R	28
Publications English (Journalism) Gr 8	84000008	011818R		28
Publications English (Journalism) Gr 8	84000009		011828R	28
Range Ecology and Management	13001600		8124.R(Y)/8124.H(Y)	91
Reading Gr 7	03273420	011317R	011327R	29
Reading Gr 8	03273430	011418R	011428R	29
Reading I	03270700		1313.R000.Y	54
Reading II	03270800		1323.R000.Y	54
Reading III	03270900		1333.R000.Y	54
Reading Improvement I	93270700		1313.V000.Y	55
Reading Improvement II	93270800		1323.V000.Y	55
Research in Information Technology Solutions	13028000		8552.R(Y)/8554.R(Y)	104
Research/Technical Writing (weighted)	03221100		1432.H000.Y	54
Retailing and E-tailing	13034500	8656.R(X)	8656.R(Y)	107
Revenue, Taxation, and Regulation	13018500		8384.R(Y)/8385.R(Y)	99
Robotics Careers	12700400	018430R	018431R	29
Robotics Programming and Design	3580395		3810.R000.Y	69
Russian, Level I (dual credit)	03450100		2413.N000.Y	118
Russian, Level II (dual credit)	03450200		2414.N000.Y	118
Russian, Level III (dual credit)	03450300		2415.N000.Y	118
Science Gr 6	03060600		014126R/014126H	22
Science Gr 7	03060700		014127R/014127H	22
Science Gr 8	03060800		014128R/014128H	22

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Scientific Research and Design	13037200		8716.R(Y)/8716.H(Y)	63
Scientific Research and Design (weighted)	13037200		8716.H(Y)	63
Sculpture II	03501000		5010.R000.Y	74
Sculpture II (dual credit)	03501000		5010.N000.Y	118
Sculpture III	03501900		5019.R000.Y	74
Sculpture III (dual credit)	03501900		5019.N000.Y	118
Sculpture III (weighted)	03501900		5019.H000.Y	74
Sculpture IV (weighted)	03502800		5028.H000.Y	75
Securities and Investments	13016400	8366.R(X)	8366.R(Y)	98
Security Services	13029800		8592.R(Y)	106
Skills for Living	12700400	018404R	018405R	29
Small Animal Management	13000400	8104.R(X)	8104.R(Y)	90
Small Vocal Ensemble I	03152100		5731.R000.Y	77
Small Vocal Ensemble II	03152200		5732.R000.Y	77
Small Vocal Ensemble III	03152300		5733.R000.Y	77
Small Vocal Ensemble IV	03152400		5734.R000.Y	77
Social Studies Advanced Studies (weighted)	03380001	4942.H000.X		66
Social Studies Gr 6	02660060		014926R/014926H	22
Social Studies Gr 7	03343000		014927R/014927H	22
Social Studies Gr 8	03343100		014928R/014928H	23
Social Studies Research Methods	03380003	4935.R000.X		66
Sociology	03370100	4931.R000.X		65
Sociology (dual credit)	03370100	4931.N000.X		117
Spanish for Spanish Speakers Level I	03440110		2313.E000.Y	80
Spanish for Spanish Speakers Level II	03440220		2323.E000.Y	80
Spanish for Spanish Speakers Level III	03440320		2333.E000.Y	80
Spanish for Spanish Speakers Level IV (weighted)	03440440		2343.E000.Y	81
Spanish IV (weighted)	03440400		2343.H000.Y	81
Spanish Level I	03440100		2313.R000.Y	80
Spanish, Level I (dual credit)	03440100		2313.N000.Y	118
Spanish Level II	03440200		2323.R000.Y	80
Spanish, Level II (dual credit)	03440200		2323.N000.Y	118
Spanish, Level III (dual credit)	03440300		2333.N000.Y	118
Spanish Level III (Pre-AP)	03440300		2333.H000.Y	80
Spanish V (weighted)	03440500		2353.H000.Y	82
Spanish VI (weighted)	03440600		2363.H000.Y	82
Speech Gr 7	03243620	011517R	011527R	29
Speech Gr 8	3243630		11518R011528R	29
Sports and Entertainment Marketing	13034600	8658.R(X)	8658.R(Y)	107
Stage/Jazz Band I	03151300		5341.R000.Y	77
Stage/Jazz Band II	03151400		5342.R000.Y	77
Stage/Jazz Band III	03151500		5343.R000.Y	77
Stage/Jazz Band IV	03151600		5344.R000.Y	77
Statistics and Risk Management	13016900		8376.R(Y)	98
TAKS Math Preparatory Course	84100025		9003.F000.Y	87
TAKS Reading/English Language Arts/Writing Preparatory Course	84000044		9001.F000.Y	87
TAKS Science Preparatory Course	84800045		9002.F000.Y	87
TAKS Social Studies Preparatory Course	84400018		9004.F000.Y	87
Team Sports I	PES00055	6022.R000.X		71
Team Sports II	PES00055	6022.R100.X		71
Technical Theatre I	03250500		1644.R000.Y	76
Technical Theatre II	03250600		1647.R000.Y	76
Technical Theatre III	03251100		1649.R000.Y	76
Technical Theatre III (weighted)	03251100		1649.H000.Y	76
Technical Theatre IV	03251200		1650.R000.Y	76
Technical Theatre IV (weighted)	03251200		1650.H000.Y	76
Technology Careers	12700400	018426R	018427R	29
Telecommunications and Networking (weighted)	13027400		8532.H(Y)	104
Theatre Arts (Advanced) Gr 8	03253002	011618R	011628R	25
Theatre Arts (Beginning) Gr 6	02900000	011616R	011626R	25
Theatre Arts (Beginning) Gr 7	03253001	011617R	011627R	25
Theatre Arts (Beginning) Gr 8	03253002	011618R	011628R	25

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Theatre Arts (Intermediate) Gr 7	03253001	011617R	011627R	25
Theatre Arts (Intermediate) Gr 8	03253002	011618R	011628R	25
Theatre Arts Appreciation	93250100		1643.W000.Y	79
Theatre Arts I	03250100		1643.R000.Y	76
Theatre Arts II	03250200		1646.R000.Y	76
Theatre Arts III	03250300		1653.R000.Y	76
Theatre Arts III (weighted)	03250300		1653.H000.Y	76
Theatre Arts IV	03250400		1663.R000.Y	76
Theatre Arts IV (weighted)	03250400		1663.H000.Y	76
Theatre Production (Advanced) Gr 8	03253002	011608R	011638R	25
Theatre Production (Beginning) Gr 6	02900000	011606R	011636R	25
Theatre Production (Beginning) Gr 7	03253001	011607R	011637R	25
Theatre Production (Beginning) Gr 8	03253002	011608R	011638R	25
Theatre Production (Intermediate) Gr 7	03253001	011607R	011637R	25
Theatre Production (Intermediate) Gr 8	03253002	011608R	011638R	25
Theatre Production I	03250700		1616.R000.Y	76
Theatre Production II	03250800		1617.R000.Y	76
Theatre Production III	03250900		1619.R000.Y	76
Theatre Production III (weighted)	03250900		1619.H000.Y	76
Theatre Production IV	03251000		1625.R000.Y	76
Theatre Production IV (weighted)	03251000		1625.H000.Y	76
Touch System Data Entry (Keyboarding) Gr 6, 7 & 8	13011300	018400R/018401R		23
Touch System Data Entry	13011300	8320.R(X)		95
United States Government	03330100	4841.R000.X		65
United States History	03340100		4733.R000.Y	65
United States History Alternate	3340107		4733.W000.Y	67
United States History (dual credit)	03340100		4733.N000.Y	117
United States History Modified	3340105		4733.V000.Y	66
Veterinary Medical Applications	13000600		8108.R(Y)	91
Video Game Design (weighted)	N1300993		8316.H(Y)	94
Virtual Business	13012000	8338.R(X)	8338.H(Y)	96
Visual Media Analysis & Production	03221700	1440.R000.X		55
Vocational Experience	90000008		9936.V000.Y	83
Web Communications	3580810		8740.R000.X	69
Web Design	3580820		8741.R000.Y	69
Web Design Careers I	12700400	018412R	018413R	29
Web Design Careers II	12700400	018414R	018415R	29
Web Game Development	3580830		8742.R000.Y	69
Web Technologies (weighted)	13027900		8550.H(Y)	104
Wildlife, Fisheries, and Ecology Management	13001500	8122.R(X)	8122.R(Y)	91
World Belief Systems (weighted)	03380002	4932.H300.X		66
World Geography Alternate	3320107		4513.W000.Y	66
World Geography Modified	3320105		4513.V000.Y	66
World Geography Studies	03320100		4513.R000.Y	64
World Geography Studies (Pre-AP)	03320100		4513.H000.Y	64
World Health Research	13020900		8432.R(Y)	101
World History Alternate	3340407		4623.W000.Y	67
World History Modified	3340405		4623.V000.Y	66
World History Studies	03340400		4623.R000.Y	64
World History Studies (Pre-AP)	03340400		4623.H000.Y	64

# HAVE A QUESTION?

Just call us!

Need help finding a phone number?

Call AISD at 512.414.1700

or check out our website at

[www.austinisd.org](http://www.austinisd.org)

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## Question?

## Call...

General campus functions,  
programming, student conduct, attendance . . . . .Principal and Assistant Principals

Individual counseling, scheduling,  
standardized testing results,  
community resources, parenting skills,  
support groups, educational and career planning . . . . .School Counselors

Student grades/progress,  
course content, classroom discipline,  
class assignments/homework . . . . .Teachers

General curriculum information . . . . .Curriculum Support Team

Hygiene, immunizations, vision and hearing,  
illness, health related information . . . . .Nurses

Volunteer services . . . . .PTA President/Members

Current books, research and  
supplementary reading, parenting literature . . . . .Librarian

School lunch program, nutrition requirements . . . . .Cafeteria Manager

Bus routes . . . . .Transportation

Student misconduct, drug and  
alcohol problems, discipline problems . . . . .Campus Police

2012-13

# Secondary School Information Guide

Grades 6-11



**Austin ISD**

**1111 West Sixth Street Austin, Texas 78703**

The Austin Independent School District does not discriminate on the basis of race, creed, color, national origin, age, gender, sexual orientation, disability, or English language skills in its programs and activities.

# AISD

## **AISD MISSION STATEMENT**

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